SOCIAL WORK: THE GENERALIST MODEL

The social worker strives to address human problems. Social work is professional work with individuals, couples, families, groups, organizations, or communities to enhance their social functioning, resolve problems, and to create conditions conducive to those goals. Social workers also address institutional, governmental, and organizational policies, laws, and regulations in an effort to create services that are responsive to the needs of vulnerable people and populations.

The social work program at Hood College prepares students for beginning generalist practice in social work. Using an eco-systems perspective, the generalist model emphasizes the interplay between person and environment. It directs the social work practitioner to engage in a process of planned change that draws upon an eclectic base of skills and knowledge, that responds to the unique needs of the client system, and that considers multiple levels of intervention.

The Hood College social work program prepares students for practice with diverse client groups across the life span. Because of the growing number of older adults who will need social services in the 21st century, Hood College social work students graduate with basic competencies needed to practice with older adults, regardless of the social work field of practice in which they plan to work.

PURPOSE OF THIS HANDBOOK

This handbook explains the course requirements and policies of the social work major. A social work major prepares students for the professional practice of social work. Preparation for practice means that students develop knowledge, skills, and values that will help them work with the members of society who are at risk for a variety of problems and challenges. The social work program is designed to help the student have the best educational preparation possible to work in the field. At the same time, the program must be responsive to the needs of clients, the community, and the social work profession.

SOCIAL WORK CODE OF ETHICS

Social workers adhere to a professional code of ethics as defined by the National Association of Social Workers, the primary association of the profession. The major principles and ethical responsibilities outlined in the code are summarized below. The complete Code of Ethics is available at the National Association of Social Workers’ web site, www.socialworkers.org. The Maryland Board of Social Work Examiners Code of Ethics can be found at http://www.dhmh.md.gov/bswe/Adobe/Regs/10.42.03CodeofEthics.pdf.

Core Values and Ethical Principles

- **Value:** Service
  - **Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems.
- **Value:** Social Justice
o **Ethical Principle:** Social workers challenge social injustice.

- **Value:** Dignity and Worth of the Person
  - o **Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

- **Value:** Importance of Human Relationships
  - o **Ethical Principle:** Social workers recognize the central importance of human relationships.

- **Value:** Integrity
  - o **Ethical Principle:** Social workers behave in a trustworthy manner.

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

**Ethical Responsibility to Clients**

- Primacy of Clients’ Interests. The social worker’s primary responsibility is to the clients she is serving.
- Rights and Prerogatives of Clients. The social worker should make every effort to foster the clients’ maximum self-determination.
- Confidentiality and Privacy. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- Fees. The social worker should ensure that fees are fair, reasonable, and commensurate with the service performed and with the client’s ability to pay.

**Ethical Responsibility to Colleagues**

- Respect, Fairness, and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
- Collaboration and Consultation. The social worker has the responsibility to collaborate and consult with colleagues in social work and other disciplines so that the best interests of their clients are safeguarded.
- Dealing with Colleagues’ Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.
- Impaired, Incompetent, and Unethical Colleagues. The social worker has the responsibility to consult with colleagues to address impairment or incompetence that interferes with their work and to know procedures regarding corrective action.

**Ethical Responsibility to Employers and Employing Organizations**

- Supervision, Consultation, and Continuing Education. The social work supervisor must treat supervisees fairly and provide supervision and continuing education only in areas of expertise.
- Commitments to Employing Organizations. The social worker should adhere to commitments made to the employing organizations.
Ethical Responsibility as a Professional

- Competence. The social worker should be committed to achieving and maintaining competence in all work settings.
- Conduct. The social worker must not allow private conduct or interpersonal problems to interfere with their conduct as a professional.

Ethical Responsibility to the Social Work Profession

- Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
- Community Service. The social worker should assist the profession in making social services available to the general public.
- Development of Knowledge. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

Ethical Responsibility to Society

- Promoting the General Welfare. The social worker should promote the general welfare of society.
- Social and Political Action. The social worker should engage in social and political action to ensure equal access to services and resources and equal opportunity for all.

PROGRAM DESCRIPTION

History of the Hood College Social Work Program

Prior to 1973, a limited number of social work courses were offered at Hood College through the Department of Economics and Sociology. In 1973, the Department of Sociology and Social Work was created, with social work offered as a concentration within the sociology major. During the 1978-1979 academic year, department faculty worked with students, area social workers, college administrators, and the College Curriculum Committee to develop a social work major. The Council on Social Work Education initially accredited the program in the spring of 1981 (retroactive to 1980), and reaffirmed the program’s accreditation in 1986, 1993, 2002, and most recently in 2009.

Mission Statement of the Social Work Program

The Social Work Program has developed a mission statement that is consistent with that of the College. The statement embraces professional values and ethics and adheres to the standards articulated by the Council on Social Work Education.

The Social Work Program of Hood College is committed to the provision of quality generalist education, grounded in a strong liberal arts foundation, and integrated with the knowledge,
methods, values and ethics of the social work profession. The program strives to create a
dynamic learning community that fosters the each student’s strengths while underscoring the
critical thinking related to diverse populations and practice methods. The program also promotes
the development and advancement of professional knowledge, practice, research, and services
relevant for diverse populations while addressing social and economic justice and other
challenges for the future. Through academic and professional experiences, the social work
program prepares students to accept responsibility to address the needs of individuals throughout
the life course.

Goals of the Social Work Program

Consistent with the mission of the Social Work Program and the College, the following goals of
the Social Work Program emerged through a collaborative effort by the social work faculty,
social work field instructors, and the Social Work Advisory Committee:

- To prepare students for lifelong learning and critical thinking through an educational process
  that combines a liberal arts foundation with professional social work education.
- To prepare students for beginning generalist practice with individuals, families, small
  groups, organizations, and communities.
- To prepare students to work with oppressed, diverse, and at-risk populations and advocate
  for social and economic justice.
- To integrate the social work program with the social work practice community through
  collaboration and knowledge development.

Program goals 1 through 3 address the mission of quality education and the preparation of
students for practice. Program goal 4 addresses the mission of development and enhancement of
knowledge, and recognizes the interdependent nature of the program’s relationship with
members of the practice community, both locally and nationally.

Core Competencies for Generalist Social Work

The Council on Social Work Education has identified ten core competencies of social work.
According to the 2008 Educational Policy and Accreditation Standards (EPAS), competencies
are “measurable practice behaviors that are comprised of knowledge, values, and skills” (p. 3).
The Hood College Social Work Program curriculum is designed so that students will achieve
these basic competencies, as measured by their associated practice behaviors. Column 1 of the
following table lists the competencies as found in the EPAS. Column 2 provides additional
elaborates on the meaning of the competency within the Hood College social work program, and
Column 3 lists the practice behaviors associated with each competency.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Explanation/Elaboration on Competency</th>
<th>Expected Learning Outcomes (aka: Practice Behaviors)</th>
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<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Social workers demonstrate professional use of self, ability to use supervision, consultation and peer collaboration through a continual process of self-assessment and evaluation and a commitment to lifelong learning.</td>
<td>Social workers:</td>
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<td>Social workers demonstrate interpersonal, oral and written communication skills necessary to reflect professional standards of practice for generalist practice</td>
<td>• Practice personal reflection and self-correction to assure continual professional development.</td>
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<td>• Attend to professional roles and boundaries.</td>
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<td>• Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<td>• Engage in career long learning.</td>
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<td>• Use supervision and consultation</td>
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<td>• Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<td>• Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.</td>
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<td>• Tolerate ambiguity in resolving ethical conflicts.</td>
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<td>• Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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2.1.2 Apply social work ethical principles to guide professional practice | Social workers are able to utilize the values and ethics of the social work profession, an ethical decision-making model and the NASW Code of Ethics and the state regulations as a basis for the resolution of ethical dilemmas and standards for professional practice. |
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<tr>
<td>2.1.3</td>
<td>Social workers are able to critically analyze the arguments, beliefs and evidence that support intervention with diverse client systems of all sizes.</td>
<td>- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>- Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<td>2.1.4</td>
<td>Social workers are able to understand, appreciate and demonstrate the knowledge and skills necessary to work effectively with people from diverse backgrounds.</td>
<td>- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<td>- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>- Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<td>- View themselves as learners and engage those with whom they work as informants.</td>
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<td>2.1.5</td>
<td>Social workers are able to recognize the mechanisms of oppression and discrimination and their impact on client systems, and advocate upon behalf of diverse populations at risk using empowerment theory.</td>
<td>- Understand the forms and mechanisms of oppression and discrimination.</td>
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<td>- Advocate for human rights and social and economic justice.</td>
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<td>- Engage in practices that advance social and economic justice.</td>
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<tr>
<td>Competencies</td>
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<tr>
<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>Social workers are able to critically evaluate and apply research findings and use research to inform practice through identifying achievable goals and measurable objectives, assessing effective practice outcomes and evaluating one’s own practice. Social workers use information technologies, including the World Wide Web to communicate and support research and practice as a strategy for enhancing the effectiveness of social work practice. The program should provide opportunities for faculty and student involvement in research and writing.</td>
<td>• Use practice experiences to inform scientific inquiry. • Use research evidence to inform practice.</td>
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<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>Social workers can demonstrate the use of theoretical knowledge reflecting the bio-psycho-social-spiritual perspective to guide assessment, intervention and generalist practice with diverse client systems across the life span.</td>
<td>• Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. • Critique and apply knowledge to understand person and environment.</td>
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<tr>
<td>Competencies</td>
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| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services | Social workers analyze, formulate and advocate for policies, programs and services at the local, state, and national level that foster social and economic justice and promote enhanced functioning and well-being for client system of all sizes. | • Analyze, formulate, and advocate for policies that advance social well-being.  
• Collaborate with colleagues and clients for effective policy action. |
| 2.1.9 Respond to contexts that shape practice | Social workers are able to understand the history and current structure of the major policies that form the foundation of social welfare and the social work profession. The Hood College social work program strives to collaborate with practicing social workers, especially in the Frederick community, to identify community service needs and to assist in developing resources to address those needs. | • Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
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<tbody>
<tr>
<td>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</td>
<td>Social workers understand and apply empirically based generalist practice interventions based upon assessment, use of appropriate intervention and evaluation strategies designed to promote planned change in diverse client systems of all sizes.</td>
<td>Engagement</td>
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<td>• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<td>• Use empathy and other interpersonal skills.</td>
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<td>• Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<tr>
<td>Assessment</td>
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<td>Assessment</td>
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<td></td>
<td></td>
<td>• Collect, organize and interpret client data.</td>
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<td>• Assess client strengths and limitations.</td>
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<td>• Develop mutually agreed-on intervention goals and objectives.</td>
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<td>• Select appropriate intervention strategies.</td>
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<td>Intervention</td>
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<td>• Initiate actions to achieve organizational goals.</td>
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<td>• Implement prevention interventions that enhance client capacities.</td>
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<td>• Help clients resolve problems.</td>
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<td>• Negotiate, mediate, and advocate for clients.</td>
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<td></td>
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<td>• Facilitate transitions and endings.</td>
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<td>Evaluation</td>
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<td>• Critically analyze, monitor, and evaluate interventions.</td>
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GERIATRIC ENRICHMENT IN SOCIAL WORK

The Hood College social work program is committed to preparing students to meet the needs of individuals and families across the life span. Our society is increasingly more ethnically diverse and the number of older adults as a proportion of the total population will continue to grow. These changing demographics in the 21st century mean that Hood College social work students should graduate with basic competencies needed to practice with older adults, regardless of the social work field of practice in which they plan to work. Social work foundation courses emphasize the issues facing diverse populations, with a special emphasis on how gender and age intersect with diversity in race, ethnicity, ability, and sexual orientation to create special challenges for those served by social workers.

CURRICULUM

Overview

The Hood College social work major is based on a foundation in the liberal arts. Both the classroom and the field components of the program are designed to prepare the student for entry-level generalist social work practice and graduate study in social work. The Council on Social Work Education’s Educational Policy and Accreditation Statements (EPAS) are available at http://www.cswe.org/File.aspx?id=13780.

In addition to the liberal arts core, students majoring in social work must complete courses in four foundation areas: human behavior and the social environment, social research, social policy and service institutions, and social work methods. Each of these courses includes material concerning issues faced by women and children, the elderly and special ethnic and cultural populations. The course work culminates in a field practicum during the senior year in which students apply social work techniques and theories of practice and research in one of a variety of practice settings.

The curriculum prepares students for beginning generalist level social work practice. Students are eligible for licensure as professional level social workers when they graduate. Students are expected to actively engage in the learning process in all social work classes. This means completing reading and written assignments with thoughtfulness and care, attending class regularly, participating in classroom dialogue and activities, and demonstrating interpersonal skills necessary for professional practice.

The social work program must demonstrate that students achieve the ten core social work competencies outlined above. To assist with this effort, junior and senior social work majors are expected to purchase a subscription to Chalk & Wire, an on-line program assessment tool. Starting with enrollment in SOWK 345, students will maintain a portfolio of designated class assignments in Chalk & Wire. These assignments are rated in accordance with detailed rubrics and used to demonstrate students’ progress towards competence as a generalist social work practitioner.
Suggested Schedule for Completing the Major

NOTE: Many courses are offered only once a year, or, in the case of some electives, every other year. Students should consult the College catalog and course schedules and meet with their advisors to be sure that they will take the required courses in a timely manner. **Students have the ultimate responsibility to ensure that they take all required courses in a timely manner.**

*Freshman and Sophomore Years*

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>BIOL 132 or BIOL 138</td>
<td>Biology of Aging or The Human Health Mosaic</td>
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<tr>
<td>ECON 205</td>
<td>Introduction to Macroeconomics OR</td>
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<tr>
<td>SOC 300</td>
<td>Social Inequality</td>
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<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
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<tr>
<td>SOC 215</td>
<td>Social Problems</td>
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<tr>
<td>SOWK 201</td>
<td>Introduction to Social Work and the Human Services (THIS COURSE INCLUDES 40 HOURS OF VOLUNTEER EXPERIENCE AND IS A PREREQUISITE FOR ALL OTHER SOCIAL WORK COURSES.)</td>
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*Junior Year*

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<th>Course</th>
<th>Description</th>
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<tr>
<td>SOC 260</td>
<td>The Philosophy and Methods of Social Research</td>
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<tr>
<td>SOC 261</td>
<td>Quantitative Methods of Social Research</td>
</tr>
<tr>
<td>SOWK 301</td>
<td>Social Policy and Human Services Programs</td>
</tr>
<tr>
<td>SOWK 342</td>
<td>Social Work Methods I (THIS COURSE MUST BE TAKEN IN THE SPRING PRIOR TO THE SENIOR YEAR INTERNSHIP.)</td>
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<tr>
<td>SOWK 345</td>
<td>Human Lifecycle and the Social Environment (COMPLETION OF THIS COURSE IS RECOMMENDED BEFORE ENROLLING IN SOWK 342.)</td>
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<td>ELECTIVE</td>
<td>Social Work Elective or Recommended Elective</td>
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*Senior Year*

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<th>Course</th>
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<tr>
<td>SOWK 442</td>
<td>Social Work Methods II</td>
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<tr>
<td>SOWK 445A &amp; B</td>
<td>Social Work Field Seminar and Practice I</td>
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<tr>
<td>SOWK 446A &amp; B</td>
<td>Social Work Field Seminar and Practice II</td>
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<tr>
<td>SOWK 452</td>
<td>Seminar on the Social Work Profession</td>
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<tr>
<td>ELECTIVE</td>
<td>Social Work Elective or Recommended Elective</td>
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*Transfer Students*

The social work program welcomes transfer students from other colleges, and transfer students constitute a significant proportion of the social work student body. When transfer students apply for admission into Hood, the College generally grants up to 62 credits for courses that are clearly applicable to a Bachelor of Arts or Bachelor of Science degree.
and for which the student received a grade of "C" or above. The social work program director determines the application of transfer credits towards the social work major after review of course syllabi and catalog descriptions. Transfer students who have taken “Introduction to Social Work” or “Introduction to Human Services” are normally exempt from taking the classroom portion of SOWK 201. However, in order to be eligible for admission into the social work program, transfer students must complete forty hours of volunteer work in a social work-related setting. Students who need to do this should consult with the program director and enroll in a one-credit independent study to complete this work. Students who have taken an introductory statistics course are NOT exempt from taking SOC 261: Quantitative Methods in Social Research.

The program recognizes prior educational achievement for students transferring from other CSWE-accredited social work programs, and only social work courses, with a grade of C or better and taken at CSWE-accredited social work programs, are accepted for transfer credit toward required social work courses. The program does not use proficiency examinations as substitutes for required social work foundation courses. No credit is given for fieldwork transferred from non-accredited programs. The program does not offer academic credit for life experience or previous work experience. Hood College does not award credit through portfolio evaluation for social work courses.

Field Placement

Field instruction provides an opportunity for the student to demonstrate her knowledge of the four foundation areas of social work through direct service to clients. Placements are selected to provide the student with experience at the entry-level of generalist practice. This experience includes working with individuals, families, groups, communities, and organizations. Specific contractual expectations for training and supervision are established with each agency placement site. Each student will receive weekly supervision from an experienced agency social worker, usually licensed at the LCSW-C level of practice.

Each student will provide input regarding the area(s) of practice that she wishes to explore. The director of field instruction will decide on a prospective field site based upon available placements and the student’s learning needs. The student and the field instructor at that site will then meet to determine if they can work together successfully before placement is finalized.

Each student will complete 420 hours on the field site and 60 hours in a field practice seminar which includes in-depth exploration of field issues, ethics issues, documentation and research.

The Hood College Social Work Program Field Instruction Manual provides further details on the field internship policies and procedures.

Honors Paper

The college’s Departmental Honors Program gives qualified students the opportunity to pursue intensive research or special projects in social work during the senior year. This work carries six hour of academic credit. Students must be recommended by social work faculty and are selected
from those members of the junior class who have a cumulative average of 3.0 or above, with a 3.5 or above in the major. Students who have completed the program with distinction are awarded “Departmental Honors” at commencement ceremonies.

Social Work Minor

The minor offers students a range of courses in the theory and practice of social work. Currently, requirements for the minor include the following social work courses:

- SOWK 201 Introduction to Social Work and the Human Services
- SOWK 301 Social Policy and Human Services Programs
- SOWK 342 Social Work Methods I
- SOWK 345 Human Lifecycle and the Social Environment

ADMISSION TO THE PROGRAM: POLICIES AND PROCEDURES

Declaration of Major and Minor

Each student must complete a Declaration of Major form, which is obtained from the Office of the Registrar or the Office of Adult and Transfer Admissions. The student also uses this form to request an academic adviser in social work. The student must obtain the signature of the Chair of the Department of Sociology and Social Work before submitting the form to the Office of the Registrar. This form, which is usually completed in the spring semester of the sophomore year, is designed to ensure that the Registrar officially identifies the student as a social work major. If a student wishes to declare a minor, she usually does so during the spring semester of the junior year.

Admission to the Social Work Program

Each student who declares social work as his or her major must demonstrate suitability for practice in the social work profession. The social work faculty evaluates a student’s suitability based on their review of the student’s grade point average, written personal statement, and the personal interview. While the faculty supports the aspirations of all students who wish to major in social work to become successful social workers, members of the faculty take their obligations as gatekeepers of the profession and their responsibilities to the future clients of Hood-trained social workers very seriously.

The following requirements apply:

1. Students must have completed SOWK 201: Introduction to Social Work and Human Services with a minimum grade of C+.
2. Students must have a minimum grade point average (GPA) of 2.5.
4. Students must submit a supervisor’s evaluation of the SOWK 201 volunteer experience in a social service agency. Students who took SOWK 201 or its equivalent at another school must submit an evaluation of an equivalent volunteer experience or internship completed in a social services setting.

5. Students must submit a written personal statement, 2-4 pages in length, in which they discuss the following:
   - The reasons why the student wants to major in social work
   - The personal, work, and volunteer experiences which have prepared the student for the study of social work
   - The strengths and limitations, which may affect the student’s social work performance.

6. The student must have a personal interview with the full-time members of the social work faculty. The faculty interview assesses the student’s readiness for the study of social work, including field practice. In addition, the interviewers assist the student in identifying strengths and limitations that she needs to address in preparation for social work practice. The faculty conducts these interviews during spring semester.

Decision of Acceptance, Conditional Acceptance, or Rejection

Each student applying for admission to the social work program will be notified in writing of acceptance into the program, conditional acceptance, or rejection. If the student receives notification of a conditional acceptance, the specific conditions that need to be met before the student can be fully accepted into the program will be included in the notification. A student whose application is rejected will receive verbal and written notification stating the reason(s) why the application was not accepted. Rejection is usually based on failure to meet academic standards. However, the social work faculty does reserve the right to exclude a student from the program when there is evidence of current untreated emotional difficulties or immaturity which would interfere with the student’s ability to engage in a professional helping relationship. At no time will a student be rejected from the program on the basis of sociodemographic characteristics such as gender, race, sexual preference, age, or history of emotional difficulties.

Retention in the Program

A student will be retained in the program unless she breaches the Social Work Code of Ethics, fails to maintain the required 2.5 GPA, or fails to pass the field internship. If a student is terminated from a field placement, another placement may be developed, depending upon the circumstances of the dismissal. If the student is unable to satisfactorily complete the second field placement, she or he will be terminated. **Students must repeat any course in the social work foundation, including SOC 260 and SOC 261, in which they receive a D or an F.** Students may repeat a social work course one time. If they are unable to raise the grade to a C, they are terminated from the program. Grounds for suspension or termination from the program include moral or legal infractions that require disciplinary action from the college. These include sexual harassment of fellow students, clients, or co-workers; trafficking drugs; or mistreatment of
clients. A student will not be terminated from the program until all full-time social work faculty members and the director of the social work program review his or her case.

More specifically, for continuation in the social work program, students must demonstrate the ability to master certain skills that are necessary for generalist social work practice. These include self-awareness, empathy, a non-judgmental attitude, client advocacy, and oral and written communication skills appropriate for a beginning professional. Students must demonstrate openness and the ability to work with client systems of many different types in their coursework, volunteer and community service, and their field placement. Students should demonstrate behavior consistent with the NASW Code of Ethics.

Behaviors that are inconsistent with the NASW Code of Ethics and other program requirements include but are not limited to:

- Engaging in inappropriate or disruptive behavior toward or making derogatory or pejorative oral or written statements about/towards others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of differences.
- Inability to work with persons from populations reflecting racial, ethnic, physical or mental ability, religious, socioeconomic, political, gender, and sexual orientation differences.
- Disregard for principles of confidentiality.
- Inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self.
- Unwillingness to receive and accept feedback and supervision in a positive manner, and to use such feedback to enhance professional development including a negative or inappropriate response to the gatekeeping process.
- Inability or unwillingness to communicate with faculty and supervisors about problems that may interfere with successful performance in the field and to take action to actively resolve such problems.
- Inability to deal with current life stressors through the use of appropriate coping mechanisms including how stress and disappointments are handled.
- Demonstration of consistently poor written and/or oral communication skills.
- Poor work habits including the areas of punctuality, attendance, team/group participation, and conflict resolution.

Appeals Regarding Rejection, Suspension, or Termination

If a student wants to appeal a decision she is required to present a written petition to the director of the social work program, clearly stating evidence that justifies reconsideration of her case. If the matter is not resolved at the department level, the student has the right to petition the Associate Dean of Academic Affairs for advising. After confidential review, the Associate Dean will assist the social work faculty and the chair of the department in rendering a decision to resolve the dispute.
APPEALS/GRIEVANCE PROCEDURES

The members of the social work faculty will make every attempt to treat students in a fair and respectful manner that incorporates social work values and ethics. However, sometimes students and faculty are not in agreement as to what constitutes fair or respectful treatment. Consequently, in an effort to protect all parties involved, the social work program has adopted appeals and grievance procedures, consistent with the college’s procedures.

Grades

If a student receives a final grade in a course that she believes is incorrect, she should discuss her concerns with the individual faculty member involved. If the matter is not resolved the student may discuss the concern with the director of the program. If the situation is still unresolved, the student may file a petition with the Registrar to have the grade reviewed by the Committee on Academic Standards and Policies. After confidential discussion with the student and the faculty member, the committee will render a decision to resolve the dispute.

Problems Related to a Course or to Faculty Conduct

For problems related to a course or for concerns regarding the appropriateness of faculty conduct, including discrimination and harassment, the student is requested to discuss her concerns with the faculty member involved. However, if that discussion is not satisfactory or if the student has reason to believe that such a discussion would be unsafe, the student has the right to bring her concern to the attention of the chair of the department. If the matter is still not resolved, the student may discuss her concerns with the Associate Dean of Academic Affairs for Advising. After confidential discussion with the student and appropriate faculty member, the Associate Dean will discuss further steps with the student should additional action seem warranted.

STUDENT PARTICIPATION IN THE PROGRAM

Student Social Work Organization

Founded in 1979, the Student Social Work Organization (SSWO) is open to all social work majors and minors; other students interested in supporting the values and ethics of social work are also welcome to participate. The members of the organization plan educational programs for members of the SSWO, as well as for the student body as a whole, and participate in community service projects. Members also serve on faculty search committees and on the Social Work Advisory Committee and participate in recruitment and orientation of social work majors.

Selection of New Faculty

Social work students participate in the hiring of new faculty. When candidates for full-time positions are interviewed they are asked to teach a class to a faculty and student audience. Students also have the opportunity to meet informally with the candidates and to provide comments about the candidates’ strengths and limitations to members of the Search Committee.
Social Work Advisory Committee

Student representatives from the junior and senior classes are members of the Social Work Advisory Committee. This committee, which is composed of social work faculty, faculty members from other departments, field instructors, social work students, and alumnae, meets two or four times during the academic year. Members review procedures and curriculum in order to ensure that the program meets the educational needs of the students and the social work community.

Evaluation of Social Work Faculty and Courses

Students participate in the evaluation of each course and instructor at Hood College by assessing course content and teaching effectiveness. The results of these evaluations are compiled and influence the review of faculty for reappointment, promotion, and tenure. Students are requested to complete these evaluations with thoughtful consideration.

Social Work Program Evaluation

Students have several opportunities to participate in the evaluation of the social work program. All social work students complete certain outcome measurements at the beginning and the end point of their social work studies. Students also create a portfolio in Chalk & Wire during their junior and senior years, which documents the progress they have made on the social work competencies. The program encourages students to save electronic copies of all papers to serve as evidence for achievement of competencies.

Students are encouraged to provide informal feedback to faculty and to utilize the Student Social Work Organization as a forum for discussion of program issues and concerns. After completion of the field internship, each social work major is requested to complete a written questionnaire which addresses the field experience. In addition, each student is asked to evaluate how effective the coursework was in preparing her for the internship, for employment, and for future studies in graduate school.

National Honor Society of Social Work

In November 1988, the social work program was granted a charter to start the Beta Pi Chapter of the Phi Alpha Social Work Honor Society. This honor society is dedicated to high standards of education and to excellence in scholarship. The requirements for membership are as follows:

1. Junior status or higher
2. Formal acceptance into the social work program
3. Completion of 9 semester hours of required social work courses.
4. An overall grade point average of 3.00 (on a 4.00 scale)
5. A 3.25 grade point average in required social work courses.

IMPORTANT INFORMATION FOR SOCIAL WORK MAJORS

Academic Integrity

Social work majors, as all Hood College students, make a commitment to understand, support, and abide by the College’s Honor Code when they enroll in the College. Social work classes are conducted in strict observance of the Hood College Honor Code. Please refer to the Hood College Student Handbook for specific policies and procedures. The social work program will not tolerate academic dishonesty, including plagiarism, submitting of work previously or concurrently submitted for another course, or falsifying field or volunteer hours.

Professional Communication

Professional social work practice requires professional communication. All assignments, written or oral, must be presented on a professional level. All presentations will be graded for content as well as communication style. Written assignments must be typed unless the instructor indicates otherwise. Referenced papers must be completed using APA guidelines, a copy of which is in the reference section of the library. Students should consider the purchase of the Publication Manual of the American Psychological Association (6th ed.) or other books that provide guidelines to writing and using APA style.

Graduate School and Career Information

Social work students should seek their adviser’s input and advice regarding course selection, graduate school applications, and career planning. The social work program faculty strives to facilitate your success as a student and as a future social worker. Students are urged to gain as much practical experience as possible through volunteer work, summer employment, and internships. The Hood College Career Center offers assistance in job searching and resume preparation. The social work program web site contains links to sites that provide information on social work careers in many different fields of practice. Many alumnae and alumni of the program are willing to talk with current students about their experiences in the field.

Many social work majors apply for graduate school during their senior year. Many MSW (Masters in Social Work) programs allow for people with degrees from accredited baccalaureate social work programs, such as Hood’s, to apply for admission with advanced standing, which allows the student to complete the MSW in a shorter time period by giving credit for social work courses completed at the undergraduate level. The faculty’s role in the advance standing application is to either “recommend,” “recommend with reservation,” or “not recommend” a student. Faculty members make this determination in December or January of each academic year. Students who wish to be eligible for advanced standing must also meet certain minimum GPA requirements. For example, the University of Maryland School of Social Work, which accepts a number of Hood students each year, requires a minimum GPA of 3.0 overall for
consideration for advanced standing. Other criteria that graduate programs in social work take into account may include:

- The student’s ability to analyze/conceptualize the social work process.
- The student’s emotional maturity and interpersonal skills.
- The student’s performance in fieldwork. This is particularly important because advanced standing students must be prepared to carry a caseload of individuals, families, and groups or to manage a whole range of complex tasks typical of community organizers or social administrators.

The social program faculty considers these criteria when writing letters of recommendation. Faculty members will not write letters of recommendation for graduate school until the student completes one semester of the field practicum.

**Social Work Licensure**

In order to practice as a social worker, one must be a graduate of an accredited social work program and must pass a state licensing exam. In Maryland, the four levels of licensure are social work associate, graduate social worker, certified social worker, and certified social worker-clinical. Hood social work graduates apply for certification at the social work associate level. Applications for Maryland state licensure are available in the Hood social work offices. For more specific information regarding social work licensure and test sites, contact the Maryland Board of Social Work Examiners, 4201 Patterson Avenue, Baltimore, MD 21215-2299, 410-764-4788.