



**SHEPHERD**  
UNIVERSITY

**SOCIAL WORK**  
**PROGRAM**  
STUDENT HANDBOOK

**Shepherd University**  
**Shepherdstown, WV**

**Social Work Program**  
**Department of Social and Applied Behavioral Sciences**

# **Shepherd University**

## **Social Work Program**

### **Student Handbook**

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## **Welcome to the Program**

Welcome to the Shepherd University Social Work Program. Shepherd has one of the oldest accredited undergraduate social work programs in the State of West Virginia. It has been in existence for over 5 decades and is designated as a “Program of Distinction” by the West Virginia Higher Education Policy Commission. It is also demanding in its rigorous academic standards. In choosing social work, you have chosen a major that will offer you a lifetime of career opportunities in a profession full of rich and rewarding experiences.

Shepherd Social Work graduates staff many agencies in the Mid-Atlantic Region and continue to be recruited for employment following graduation. Places of employment include hospital settings, domestic violence or homeless shelters, school systems, long-term care facilities, public departments of social services, and congregate care settings to mention only a few. Many program graduates have also earned MSW's with many admitted for advanced standing.

There are numerous challenges for social workers to meet as we continue the journey into the 21st century. In many ways, this is similar to the situation that faced social workers in the earliest decades of the last century. We have serious social issues such as poverty, racism, elder abuse, discrimination, human trafficking, child maltreatment, homelessness, domestic violence, substance use, and violent crime to address. In a time of enormous change, we need to find a way for all members of society to live in a way that enhances their well-being, insures social, economic, and environmental justice, supports healthy families, and protects the civil liberties and privacy of diverse groups.

We hope you enjoy your academic and professional adventure with us in the Social Work Program. It is a demanding yet rewarding undertaking. We invite questions, comments, and suggestions about the program from you at regular intervals. In addition, if you have creative ideas, problems, or concerns related to the program, please talk with a faculty member. The Social Work Student Handbook is provided to give you the information you need as a social work major. It is also a statement of policies that are to be followed.

## **Mission Statement**

The mission of the Shepherd University Social Work Program, in concert with the University mission and the [Council on Social Work Education Educational Policy and Accreditation Standards](#) (2022), is to prepare competent beginning level professional practitioners who possess the knowledge, skills, values, and ethics necessary to intervene effectively on behalf of diverse clients on all practice levels. Through practitioner preparation, the Program enhances the practice community's ability to both facilitate the social functioning of clients and advance social change. The Social Work Program envisions graduates as regional leaders whose efforts improve the social service delivery system and work toward social and economic justice.

## **Program Purposes and Goals**

All program goals have, as a base, these social work values -- people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress, and the realization of aspirations and values in relationship to self, the rights of others, the general welfare, and social justice. A major expectation of the program is that students will acquire an understanding and acceptance of social work values as expressed specifically in the professional Code of Ethics. All courses emphasize that the professional relationships of social workers are built on their regard for individual worth and human dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and handling conflict responsibly. This is in keeping with the 2022 Educational Policy and Accreditation Standards (EPAS). The primary purpose and goals of the Shepherd University Social Work Program clearly reflects content from the 2022 EPAS. The primary purpose of the Social Work Program is to prepare generalist beginning-level social work professionals to perform two basic tasks:

1. To help clients deal effectively with existing or potential problems, tasks, or needs that they identify in their interaction with the world around them and,
2. To contribute to the development of the knowledge base, policies and practices in the agency, local community, and community-at-large which influence the quality of life and service to clients.

In keeping with the mission of the University and the primary purpose of the social work program, the four major goals of the Program are to prepare students to:

1. Practice beginning-level, evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, values and ethics, as well as cognitive and affective processes
2. Advocate for anti-racist, anti-oppressive, and culturally relevant policies and interventions that advance human rights and promote social, economic, and environmental justice.
3. Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the impact of context on professional practice.
4. Identify as a social worker whose professional judgment is informed by critical thinking and self-awareness and communicated through the professional use of self.

### **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.

### **Code of Ethics of the National Association of Social Workers – Summary**

The NASW Code of Ethics serves as a guide for the practice of social work. NASW (2020) states “primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living... The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective.” The social work profession’s core values are service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. The NASW Code of Ethics outlines the ethical principles associated with each of these core values and explains social workers’ ethical responsibilities (1) to clients, (2) to colleagues, (3) in practice settings, (4) as professionals, (5) to the social work profession, and (6) to the broader society. The full text of the NASW Code of Ethics is available as a PDF through the [NASW website](#).

## **Social Work Competencies**

Graduates of the Social Work Program are expected to demonstrate the integration and application of the nine Social Work Competencies listed below (left column). Each social work competency describes the knowledge, values, skills, and cognitive and affective processes associated with social work competence in generalist practice. Each competency has a set of behaviors (right column) that integrates these dimensions.

Course content and assignments are designed to introduce, reinforce, and/or emphasize social work competencies and their associated behaviors. It is the aim of the Social Work Program to assist students in developing the core competencies of generalist social work practices. These student-oriented outcomes represent the focus of learning throughout the curriculum. Differential emphasis is placed on these depending on the particular course.

Appropriate objectives for each course are found in bold print on every course syllabus. Throughout your studies, you will be exposed to material in each class designed to help you achieve these 20 learning outcomes.

Competencies	Social workers:
1. Demonstrate Ethical and Professional Behavior	a. makes 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. demonstrates 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
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
	b. engages in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	a. demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
	b. demonstrates 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.
4. Engage in Practice-Informed Research and Research-Informed Practice	a. applies research findings to inform and improve practice, policy, and programs; and
	b. identifies 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
5. Engage in Policy Practice	a. uses 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. applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	a. applies knowledge of human behavior and person-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.
7. Assess Individuals, Families, Groups, Organizations, and Communities	a. applies theories of human behavior and person-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.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	a. engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
	b. incorporates culturally responsive methods to negotiate, mediate, and advocate on behalf of clients and constituencies.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	a. selects and uses culturally responsive methods for evaluation of outcomes; and
	b. critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

### Accreditation Status

The Shepherd University Social Work Program is fully accredited by the Council on Social Work Education and has been since 1976. The Shepherd University Social Work Program is in

compliance with the [Educational Policy and Accreditation Standards](#) established by the Council on Social Work Education.

## **Administration of Degree Program**

The Social Work Program is an autonomous part of the Department of Social and Applied Behavioral Sciences in the College of Arts, Humanities, and Social Sciences.

## **Transfer Credit**

**Transfer Credit.** The university does grant transfer credit from accredited two and four-year institutions. The Program Director works closely with the Registrar to ensure that credit is given appropriately. In regard to social work classes and core courses, it is the exclusive purview of the program director to sign off on these credits. In evaluating transferability of all other credits, it is the policy of the program to give transfer credit only in those cases where it can be demonstrated by review of course syllabi that the course's objectives, content and learning experiences are substantially equivalent to those at Shepherd. In considering academic credit for students transferring from other CSWE accredited social work programs, the program recognizes prior educational achievement. Course work from an accredited program in which the student received a grade of "C" or better is accepted as equivalent to similar course work at Shepherd University. In the case of transfers from unaccredited programs, credit is not awarded for either core social work courses or field instruction; proficiency exams have never been utilized. Field education credits can only be earned through the Shepherd Social Work Program. The Program Director works closely with the Admissions Officer in advising regional two-year institutions of our curriculum requirements so that transfer of credit for nonsocial work courses can be expeditiously achieved. These policies and procedures, as included here in the Social Work Student Handbook, are also provided to the Admissions Office and Office of the Registrar. The Social Work Program has established 2+2 transfer agreements with the following community colleges: Blue Ridge Community and Technical College, Laurel Ridge Community College, Hagerstown Community College, and Allegany College of Maryland. Information about these transfer agreements can be found on [Shepherd University's 2+2 Community College Transfer Agreements Website](#).

**No Academic Credit for Previous Experience.** Academic credit for life experience and previous work experience are not given, in whole or in part, in lieu of practicum or the courses in the professional foundation areas. In addition, only those students who are candidates for the baccalaureate degree in social work are admitted to practicum and methods courses. The curriculum and methods of instruction are consistent with the EPAS for baccalaureate social work education.

### **Program Application and Admission Policy**

**ADMISSION:** Students may declare a major in Social Work as early as the freshman year. In order to become formally accepted into the program, however, students must complete Introduction to Social Work (SOWK 201) and Community Service Learning or International Community Service Learning (SOWK 300 or SOWK 330) with a grade of C or above. Additionally, students must have at least sophomore standing (greater than 30 credit hours completed), with an overall grade point average of 2.5 or above. At that time, a student may complete an application ([Program Application](#)) for acceptance into the program. Application for acceptance into the program is typically made during the Spring semester of the student's second year (see Sequence of Courses for Completing a Major in Social Work). The faculty reviews applications and conducts interviews. The social work faculty then meets as a committee and may recommend accepting students into the program, conditional acceptance, or non-acceptance based on the following criteria:

#### **A. Acceptance**

1. Academic achievement: GPA of 2.5 or above (based on completion of more than 30 credit hours) and completion of Introduction to Social Work (SOWK 201) and Community Service Learning (SOWK 300) or
2. International Community Service Learning (SOWK 330).
3. Ability to maintain positive and constructive interpersonal relationships as evidenced in volunteer work during Introduction to Social Work and Community Service Learning or International Community Service Learning.
4. Evidence of written and oral communication skills.

5. Demonstration of self-awareness, ethical behavior and willingness to learn through completion of written assignments and volunteer work in Introduction to Social Work and Community Service Learning or International Community Service Learning.

B. Conditional Acceptance: based on taking remedial action regarding one or more of the above.

C. Non-Acceptance – with referral – based on:

1. The student's application and academic requirements.
2. Information from collateral sources regarding any evidence of active substance use or emotional instability that may result in impaired abilities to deliver services to clients.

Students who are not satisfied with a decision may appeal in writing, within 10 days of notification, to the program director who will reconvene to the committee to re-evaluate the recommendation. Further appeal may be made in accordance with the university procedure designated in the Student Handbook.

### **Program Continuation, Termination, and Grievance Procedures**

Social Work education requires continuous evaluation of the student. This evaluation includes not only periodic objective evaluation, such as grades and performance in junior and senior practicum work, but also faculty appraisal of the student's progress and potential as a professional in the field.

Consequently, continuation in the social work major is based upon positive ongoing faculty evaluation of the student's grades, professional attributes, and performance in real or simulated professional situations. A student may be suspended or terminated from the social work major for deficiencies in the above-mentioned areas or failure to maintain a 2.5 grade point average in the major.

In addition, continuation is contingent upon a student being accepted by an agency through an application and interview process. If, after two rounds of interviews, students are not accepted by an agency, they may be terminated from the major.

Social work students are, of course, subject to all academic regulations of Shepherd

University, which are discussed in detail in the University catalog and the Student Handbook. Social work majors, as citizens, are subject to all federal, state and local laws in addition to all university regulations governing student conduct and responsibility. A student may be suspended or terminated from the social work major for violating such laws, rules or regulations. Consideration of due process will be adhered to in all cases.

In addition, social work majors are bound by the Social Work Code of Ethics. Students may be suspended or dismissed from the social work major for violation of the professional Code of Ethics, as this is central to social work practice.

Other reasons for termination as they interfere with the ability to successfully complete requirements for practice include: emotional instability and/or active substance abuse resulting in impaired abilities; sexual misconduct with a client, falsifying university or agency documents, failure to comply with remediation plans, active substance abuse in practicum, conviction of felony during degree program or physical or emotional threats directed toward anyone due to race, ethnic background, socioeconomic status, religion, gender, sexual orientation, age or disability.

Each pending termination will be reviewed on a case-by-case basis with the social work faculty. Students have the right to appeal to any decisions through the grievance process of the university as described in the Student Handbook.

**Grievance Procedure.** Grievance is a serious matter and will be dealt with as such by the social work faculty. Below are the guidelines for the process. Students should use this process only to address substantive issues. Procedure for grade appeals is available in the general Shepherd Student Handbook and Catalog. The Social Work Program has the following procedure for students to follow to appeal findings of the BSW Grievance Committee:

All grievances must be “good cause” arguments. Good cause reasons include:

1. Behavior on the part of faculty that is malicious or discriminatory.
2. Arbitrary and capricious grade assignment.
3. Sexual harassment.

The following do not constitute “good cause”:

1. Inconvenience to student of program or class requirements.
2. Disagreement with program policies or requirements.
3. Disagreement with course requirements.

#### 4. Disagreement with faculty in applying grading standards.

Any other grievance may be addressed in the following manner:

1. Students should first discuss the alleged grievances with the party in question.
2. If this verbal processing of the issue should prove unsatisfactory, the student should submit, in writing, a brief description of their concern to the Program Director. If a grievance is with the Director, the written grievance should be submitted to another program faculty member.
3. If the grievance remains unresolved, the social work faculty will convene as a committee of the whole to address the issue. (The student and the party in question may be invited to meet with the committee.) A written response regarding the student's grievance will be made.
4. Finally, if the parties concerned do not have a sense of resolution, the Acting Provost represents the final level of recourse.

Grievances regarding any other matters are addressed in the following manner:

Level 1) Student should first discuss the alleged grievances with the faculty member in question if feasible. This may involve field faculty as well as classroom faculty, either full or part-time.

Level 2) If the student is not satisfied with the outcome, the student should communicate with the faculty member's superior.

Level 3) If grievance is with the Program Director, the student should communicate with the Dean of the College of Social and Behavioral Sciences.

Level 4) The Dean of the College of Social and Behavioral Sciences will convene the BSW Grievance Committee, composed of representatives from the Program Advisory Board and the faculty.

Level 5) The Acting Provost will make a final determination.

### **Practicum Education Program**

An integral part of the students' total educational experience is the work practicum which occurs during the senior year. Practicum education is described by the Council on Social Work Education as the "signature pedagogy" of social work education. It is viewed by the faculty as the culmination of the classroom academic content in which the student will be expected to apply

and integrate academic content and to develop and utilize skills requisite for social work practice. Students, and faculty in the classroom and the community, acknowledge the practicum program as “The heart of social work education”. The practicum aims at increasing the student's capacity to assess and to implement action toward meeting the needs of clients within their social environments in ways that can restore or enhance functioning and promote growth. With the help of the agency practicum instructor, the student is enabled to sharpen her/his awareness of the helping process and role as a beginning level practitioner. Thus, the agency will be expected to provide the student with intensive practice experience involving active participation in the day-to-day operations of the agency in meeting human welfare needs. It is anticipated that the student will not be viewed as an "observer," but as a person with basic training who has something to contribute through functioning as a part of the agency. The student is assigned to one of the numerous social service agencies in the surrounding areas of Maryland, Virginia, and West Virginia, and the metropolitan region. Social Work students must complete 600 clock hours of social work practice in the agency to which they are assigned. The student must satisfactorily complete two semesters of field practice, each consisting of 300 clock hours of practice resulting in 12 hours of credit for two semesters in the field. The student must also take a Practicum Education Seminar for each semester they are in the community. These two-hour weekly seminars (2 credits each) integrate the practicum and classroom content, and the student is awarded a total of 4 credits over the course of the academic year. Thus, practicum related credits total 16 combined credits.

Required forms for field practicum and additional information on social work practicum education are located in the *Handbook on Social Work Field Education Program*.

**Field Practicum Restrictions.** Senior practicum experience is restricted to social work majors who have completed all required courses in the major. The Social Work Program reserves the right to complete background checks on students applying to the practicum as deemed necessary and/or required by practicum instruction agencies.

**Practicum Placements and Student Employment.** Traditionally, in the practicum program at Shepherd and in the B.S.W. education generally, students are not placed in agencies in which they are employed. As undergraduates, they do not have a license to practice social work and, therefore, are not by definition employable in this capacity. However, if this circumstance arises, students would be placed under supervision and given assignments which differ from that of their employment.

Students may be employed in a paraprofessional capacity in the agency prior to their internship. In this event, employers would be asked to sign an agreement that 1) weekly supervision will be provided by an M.S.W. or B.S.W. social worker who was not designated as the direct supervisor of the student when an employee; 2) the tasks undertaken by the student in the completion of their internship will be different in nature and scope; and 3) the hours completed as internship may or may not be paid at the discretion of the agency.

**Termination Policies and Protocol.** Early Termination. A request for early termination of a placement may be initiated for valid reasons by the agency, the program, or the student. Some possible reasons for early termination of the placement include, but are not limited to:

- Lack of fit between the educational needs of the student and the learning opportunities provided by the agency.
- Inability of the student to adapt to the practice context of the agency and/or community.
- Chronic absence and/or lack of punctuality.
- Failure of the student to notify the practicum instructor of a planned or unplanned absence.
- Unethical behavior is related to boundary issues, confidentiality, respect for self-determination of the client, and other serious breaches of the Code of Ethics.
- Lack of compliance with completion of assigned tasks, including paperwork, in a timely manner.

Prior to actual termination for any reason, negotiations involving the student, the program, and the agency will be held. The protocol for early termination is outlined below.

1. Desire for early termination is expressed by any one of the three parties.
2. The practicum liaison discusses identified issues and concerns with the initiating party.
3. A conference is held among all parties to clarify the reasons for termination and explore alternatives.
4. The field coordinator provides mediation if required.
5. Termination is accomplished as soon as feasible, allowing time for closure, attention to continuity of service, and administrative arrangements.



6. This process does not preclude the replacement of the student with another agency after a round of interviews.
7. Termination at a particular agency cannot be appealed since the program does not exercise authority over outside agencies.
8. Termination from the program will result if the student is not accepted by a second placement agency following a round of interviews.
9. If the student is not viewed as a candidate for another practicum placement, the student will be assisted in pursuing another major or the R.B.A. degree offered by the University.
10. Any appeal of this decision would be handled by a committee composed of representatives from the faculty and the board of advisors.
11. An appeal must be submitted in writing within two weeks to the field coordinator who will forward the petition to the program director.
12. The program director will convene the committee, which makes a response within one month.

### **Eligibility for Social Work Licensure**

As social work is a protected title throughout most of the United States (meaning one must have the B.S.W. degree from a Council on Social Work Education-accredited college or university and a state license), graduates must meet the criteria of social work licensing boards, established independently of any college or university. Having a B.S.W. degree entitles one to sit for the licensing exam; it does not guarantee licensure. Additionally, the licensing board of any state has the authority to deny a license to a person who has been convicted of a felony. Any student applying to the program who has a felony conviction is encouraged to discuss these matters with program faculty during the admission process. A felony conviction may severely restrict and prohibit field education opportunities.

## Academic Performance Standards

(The form and majority of the content are credited to Patty Gibbs-Wahlberg, East Tennessee State University)

**Scholastic Standard:** Includes overall GPA, GPA in required social work courses, and course grades.

### ***Essential Student Behavior:***

- Achieve/ maintain an overall GPA of 2.5 as per university policy.
- Earn a C or better in all Methods and field experience courses including seminars as well as the Social Work Capstone course. These courses may not be repeated more than once.

**Professional Values and Ethics Standard:** Students demonstrate adherence to ethical, legal, and professional directives and expectations.

### ***Essential Student Behavior:***

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the competencies of the social work program and fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Program and Shepherd University
- Academic and Student Conduct Policies detailed in the University catalog, University Student and the Social Work Student Handbook.
- Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

**Self-Awareness Standard:** Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

### ***Essential Student Behavior:***

- Engages in self-reflection and awareness of self and her or his impact on interpersonal and professional relationships.
- Examines and assesses the relationship between his or her personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics*.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with

judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.

- Advocates for himself/herself in a responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance his/her professional development.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance and takes an active role in the learning process.

**Interpersonal Relationship Skills Standard:** Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

***Essential Student Behavior:***

- Relates interpersonally in a manner that is respectful, affirming human rights, collaborative, valuing diversity, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in professional roles and responsibilities and uses proper channels for conflict resolution.

**Responsibility and Professional Readiness Standard:** Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

***Essential Student Behavior:***

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the practicum placement, in the community, and with peers that follow program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with the Shepherd University Alcohol and Drug policies as outlined in the Student Handbook.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.

- Responds in a timely and appropriate manner to communicate with faculty, supervisors, practicum instruction personnel, team members, and client systems.

**Critical Thinking and Decision-Making Abilities Standard:** Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

***Essential Student Behavior:***

- Demonstrates ability to gather, assess, and analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

**Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

***Essential Student Behavior:***

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Prepares written products that reflect competence in the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follow agency guidelines for recordkeeping.

## **Advisement**

Academic Advising in the Social Work Program

**We can help you:**

- Understand university requirements and policies
- Select appropriate courses
- Identify your academic interests, strengths, and professional goals
- Keep track of your progress towards your academic and professional goals

- Identify problems or needs and possible solutions
- Referral to other resources and supports

**We can be most helpful if you:**

- Come and see us often, not just during scheduling
- See us as ADVISORS...we are not going to make decisions for you
- Educate yourself about university policies, requirements, and procedures at Shepherd
- Make and keep appointments, especially around course scheduling
- Come prepared for our appointment by completing paperwork and having a list of courses you need/want, as well as alternatives
- Keep us informed of changes in your schedule or other life circumstances
- Remember that ultimately it is your graduation. Please make sure you've met all requirements
- Let us know when something isn't helpful and tell us what it will be.

All social work students are assigned an advisor by the chair of the Department of Social Work. Advisement in a professional program is centered on the necessity to carefully plan your education. The social work curriculum is designed so that all the courses for the major build on a liberal arts core and are sequentially ordered. You must have completed core education requirements and prerequisites before enrolling in social work methods courses. The sequence requirement is based on sound educational philosophy and not convenience in scheduling. You are to consult with your advisor on all scheduling matters. The advisor must approve your schedule before you register for each semester. Failure to follow this procedure may result in difficulty at the time of application for admission to the program, entrance into your senior practicum education placement, or delayed graduation. Each semester you must sign up for an appointment to meet with your advisor during registration period.

## **Course Sequence**

Social work is a comprehensive major. The Shepherd University Catalog provides detailed information on the curriculum for a comprehensive major in social work. The sequence for completing a major in social work is as follows:

## **Sequence of Courses for Completing a Major in Social Work**

To graduate from Shepherd University with a major in Social Work, a minimum of 120 semester hours must be completed. This entails 42 hours under the University core curriculum requirements and 59 hours under the Social Work Curriculum; 19 semester hours of free electives must be selected from any university-wide course offerings (University-wide electives may include a co-op experience in social work). The 42 core curriculum requirements are to be completed during the freshman and sophomore years. Courses are listed in the year in which they should be completed and may be taken in either semester unless otherwise specified.

Since the social work curriculum is designed to build on the core curriculum and is sequenced to provide continuity and integration with the core curriculum, the format recommended below should be followed closely. While it is recognized that students will not always be able to adhere to this sequence exactly as presented, failure to do so may result in difficulty in handling course content and in scheduling required courses in your major. Students are expected to follow this sequence. Should required courses not be completed in order, entry into the senior field placement and graduation are likely to be delayed.

## **Sequence of Courses for Completing a Major in Social Work**

The bachelor's in social work requires a minimum of 120 credits; 42 credits of university core curriculum courses, 59 credits of Social Work Major curriculum courses and the remaining 19 credits of electives courses (selected from any university course offerings). The core curriculum requirements should ideally be completed during the first two years. Courses are listed in the year in which they should be completed and may be taken in either semester unless otherwise specified as *Fall* or *Spring*.

Since the social work curriculum is designed to build on the core curriculum and is sequenced to provide continuity and integration with the core curriculum, the format recommended below should be followed closely. While it is recognized that students will not always be able to adhere to this sequence exactly as presented, failure to do so may result in difficulty with course content and in scheduling required major courses. STUDENTS SHOULD FOLLOW THIS SEQUENCE UNLESS FACULTY ADVISE OTHERWISE, OR RISK DELAYING SENIOR PRACTICUM AND GRADUATION.

**For current course curriculum please visit Social Work Comprehensive, B.S.W. page [here](#).**

**REMEMBER:** You not only need a minimum of 120 credit hours; you need to have them in all the right places! We encourage you to make good and frequent use of academic advising, especially during registration advisement periods; however, you are ultimately responsible for keeping track of your progression through the program. The *Degree Evaluation* tool on RAIL allows you to see which requirements you have completed, and which are still needed; we encourage you to use it each semester before you meet with your advisor to plan your courses for the upcoming semester.

## **Grading Policy**

**Grading System:** Students will be evaluated according to the following point system, the National Association of Social Work Code of Ethics, and professional judgment of the faculty. The NASW Code of Ethics and faculty professional judgment may override all point totals from the grading scale if the faculty determines academic or disciplinary disqualifications. Grading Scale (points)

90 - 100 = A  
 80 - 89 = B  
 70 - 79 = C  
 60 - 69 = D  
 59 or below = F

## **Attendance/Participation**

**Statement of Importance:** The Shepherd University Social Work Program is accredited by the Council on Social Work Education as an in-person, face-to-face program. Attending social work classes is required. While some instruction is delivered in an online or hybrid format, students should expect to attend class, in-person, on campus at Shepherd University. Attending class and actively participating in class discussions are vital parts of the learning process. Everyone has something to contribute to. It is important that you attend class, not only so that you can learn from others, but also that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Therefore, attendance and participation are built into the grading system. Each professor states these requirements in their course outlines. **Excessive Absences.** Excessive absence is defined as missing more than 15% of face-to-face classes held (in-person or online). *A student who misses more than 15% of face-to-*

*face classes held (in person or online) will receive a letter of grade reduction (or reductions) for the course and may fail the course. Even excused absences, if excessive, may result in letter grade reductions or failing a course. Students must consult with the course instructor if they anticipate excessive absences in order to develop a plan to eliminate barriers to class attendance.*

### **Class Participation Scale:**

#### **A - 5**

**Frequent:** Relevant and appropriate comments which reflect preparation, understanding and thought. Responses are supportive of other students' learning and leadership is evident.

Respectful of the values and contributions of others. (Highest)

#### **B - 4**

**Occasional:** Relevant and appropriate comments which reflect preparation, understanding and thought. Obvious attempts for growth in this area. Responses are supportive of other students' learning. Reflects good listening skills. Respectful of the values and contributions of others.

#### **C - 3**

**Passive or no response:** Relevant and appropriate comments, which reflect preparation, understanding and thought only. Responses are supportive of other students' learning. Reflects good listening skills. Respectful of the values and contributions of others.

#### **D - 2**

**Infrequent relevant comments:** Comments generally reflect either a lack of or inappropriate preparation, understanding or thought. Overall, lack of attention or respect for other students and speakers. Poor listening skills. A general lack of respect for others' values and contributions.

#### **F - 1 - 0**

**No initiative:** Irrelevant comments, which reflect total lack of preparation, understanding, or thought. Insensitive and disrespectful of other students and their learning processes.

Participation at the "F" level, refusal to participate or interference in class assignments may result in an "F" grade as determined by the professor. The evaluative criteria are the NASW Code of Ethics, the Student Handbook, and the application to the social work department, the class syllabus, and the professional judgment of the faculty.



## **Social Work Association**

The Social Work Association is a student organization for social work students and other students who have an interest in the social work profession. SWA sponsors events such as an annual domestic violence vigil, food and clothing drives, graduate school/career planning seminars, and get-togethers to help students network and support each other. If you are interested in joining SWA, contact the Program Director, or look for meeting times posted on social work bulletin boards in White Hall on the 3<sup>rd</sup> floor hallway. You may also speak with an SWA representative about joining the Shepherd University SWA Facebook Group.

## **CONSTITUTION SOCIAL WORK ASSOCIATION SHEPHERD UNIVERSITY**

### **ARTICLE I NAME**

This organization shall be known as the Social Work Association of Shepherd University.

### **ARTICLE II OBJECTIVES**

The objectives of this association shall be to stimulate interest in the field of Social Work among students, to promote voluntary involvement in Social Work-related causes, and to provide Social Work-related projects for student support.

### **ARTICLE III MEMBERSHIP QUALIFICATIONS**

Membership shall be open to all students in Social Work-related majors. Dues shall be determined at the beginning of each school year and will be payable by the end of the first month of each semester.

### **ARTICLE IV OFFICERS**

The officers of this association shall consist of: President, Vice-President, Secretary, Treasurer, Senator, Historian, and Activities Chairperson. This group shall constitute the Executive Committee of the association. A new Executive Committee shall be elected in the month of April of each year.

### **ARTICLE V MEETING**

The regular meetings of the association shall be held on a date and time selected by the Executive Committee. Special meetings may be called by the Executive Committee, the President, or by the majority of the members present at the previous meeting.

### **ARTICLE VI COMMITTEES**

Committees shall be formed by the Executive Committee to research and organize topics of possible action by the Association. These committees shall be responsible only for the organization of projects and shall be responsible for reporting back to the association for final implementation. All committees shall be voted on by all members of the association at that particular meeting.

## ARTICLE VII CODE OF ETHICS

This organization operates under the National Association of Social Workers code of ethics.

## ARTICLE VIII AMENDMENT OF THE CONSTITUTION

### Section 1.

To amend the articles of the constitution, a written notice must be submitted to the Executive Committee of the club no less than thirty (30) days prior to formal action on the amendment. This written notice shall consist of the intent of the amendment, the article to be amended, and the proposed amendment change.

### Section 2.

A two-thirds majority vote of the members constituting a quorum at a regular meeting is required to amend this constitution.

## Faculty and Staff

**Department Office:** 315 White Hall, Phone: 304-876-5337

**Cline, Craig Thomas**, BSW Program Director and Associate Professor of Social Work.

B.S.S.W., Brigham Young University, 2004; MSW, West Virginia University; 2007; PhD, The National Catholic School of Social Service at The Catholic University of America. Professional Interests: Child Welfare Supervision, Father Engagement in Child Welfare, Drug-affected Infants, U.S. Social Welfare Policy, LGBTQIA+ Youth in Religiously Affiliated Families.

**Email:** [ccline@shepherd.edu](mailto:ccline@shepherd.edu)

**McCullough, Pippa**, Assistant Professor of Social Work. BSW, University of Maryland, Baltimore, 2003; MSW, University of Maryland, Baltimore; 2004. Professional Interests: Social Work with Older Adults, Medical Social Work, End of Life Ethics and Care,

Environmental Justice **E-mail:** [pmccullo@shepherd.edu](mailto:pmccullo@shepherd.edu)

**Burton, Cynthia** Assistant Professor of Social Work Director of Practicum Education, is a Licensed Certified Social Worker–Clinical in the state of Maryland. She earned both her Master of Social Work (2010) and Bachelor of Social Work (2009) degrees from George Mason University.

**Bender, Angela**, Title IV-E Child Welfare Training Specialist, Adjunct Instructor of Social Work. BSW, Shepherd University, 1999. E-mail: [abender@shepherd.edu](mailto:abender@shepherd.edu)

**Anders, Sarah**, Administrative Assistant – Social Work. E-mail [sanders@shepherd.edu](mailto:sanders@shepherd.edu)

## **Shepherd University Statement of Anti-harassment and Non-discrimination**

Shepherd University strives to create safe and non-discriminatory learning, living, and working environments for all members of the campus community, based on mutual respect and acceptance of differences. Accordingly, the University provides an opportunity for all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit. Shepherd University does not discriminate on the basis of race, color, national origin, religion, ancestry, age, ability, pregnancy, marital or family status, veteran status, sex, sexual orientation, gender identity, or gender expression.

Title IX is a federal law that prohibits sex discrimination in institutions of education that receive Federal financial assistance. Colleges and universities are responsible for providing students with a non-discriminatory educational environment. Sexual and gender-based harassment that creates a hostile environment are forms of sex discrimination and will not be tolerated at Shepherd University. Sex discrimination can include sexual harassment, sexual assault, and other forms of interpersonal violence. Therefore, the University encourages all members of the campus community to report incidents of gender-based harassment, discrimination, or violence so that the University can respond and maintain a safe living and learning environment through both prevention education measures and an equitable resolution of all reports.

Additional information about non-discrimination, anti-harassment, Title IX and civility at Shepherd University is available [here](#).

Shepherd University employs a full time Title IX Coordinator on campus. The Title IX Coordinator, Ms. Annie Lewin is located in the lower level of Gardiner Hall, room G-16. The Title IX Coordinator can be reached by emailing [alewin@shepherd.edu](mailto:alewin@shepherd.edu) or calling (304) 8765067. Online reporting and further information can be found at <http://www.shepherd.edu/title>[ix](http://www.shepherd.edu/title-ix).

The full text of the Gender-Based/Sexual Misconduct and Interpersonal Violence Policy is available in PDF format [here](#).

## **Important Campus Resources for Students**

**Counseling Services.** Counseling Services is located on the ground floor of Gardiner Hall and is accessed through the Health Center. We are staffed by four full-time licensed clinical social workers from **8:00am – 4:30pm Monday through Friday**. Appointments can be scheduled by completing an online request form through RamPulse. Once the request form is submitted, it will go directly to the Counseling Services director who will assign the student to a counseling team member. The assigned counselor will reach out to the student within two business days, to schedule an intake appointment.

- One member of the Counseling Services team is available during business hours on a daily basis to assist students with immediate mental health needs.
- Students in distress can walk into the Health Center on their own or may be accompanied by a faculty or staff member, or by a fellow student or family member.
- To reach a counselor by phone or alert Health Center staff during business hours that a student needs an urgent walk-in appointment, please call **304-876-5161**.
- If you reach the Health Center voicemail, please leave a message.
- If the phone is busy, please try again, or report directly to the Health Center, or Counseling Services offices on the ground floor of Gardiner Hall between the hours of 8:00am – 4:30pm Monday through Friday.

**For mental health emergencies (imminent risk of harm to self or others), please call 911.**

**Office of Accessibility Services:** The mission at the Office of Accessibility Services is to assist students with diverse needs to achieve their academic and social potential by facilitating the use of reasonable and documented accommodations. We are committed to the best learning environment for every student. The Office of Accessibility Services provides reasonable accommodations to students with disabilities in accordance with the Americans with Disabilities Act and the Rehabilitation Act of 1973 and its amendments. Students, faculty, and staff are encouraged to reach out to the Office of Accessibility Services with any questions, and please check out our [Accessibility Handbook](#) for additional information. To contact the Office of Accessibility Services, please call **304-876-5122** or email [accessibility@shepherd.edu](mailto:accessibility@shepherd.edu). Accessibility Services is located in Gardiner Hall, Lower Level, G-13, Monday through Friday 8:00 am – 4:30 pm.

**Academic Support Center.** Students are encouraged to utilize the services available through the Academic Support Center. The Academic Support Center's (ASC) purpose is to provide support services for students of all abilities, but especially for those who need assistance making the transition to higher education. The Academic Support Center is committed to enhancing students' academic potential through peer tutoring, learning skills instruction, and academic advising. To learn more about services available to you through the Academic Support Center, please visit their website <http://www.shepherd.edu/academic-support>

**RAVE Alerts.** Students are encouraged to sign up for “RAVE alerts” (<https://www.shepherd.edu/police/rave-alert>) to be informed of campus closures. Also, students are encouraged to check the Shepherd website for additional information (<http://www.shepherd.edu/>).