

MARIST COLLEGE  
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

**SOCIAL WORK PROGRAM HANDBOOK**

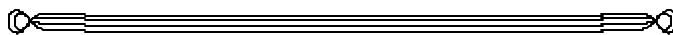
TABLE OF CONTENTS	Page
Welcome	1
The Social Work Profession	2
Social Work Education	2
Assessing Yourself for Social Work	3
Social Work Education at Marist College	4
Mission Statement	5
Program Goals	5
Program Objectives	6
Social Work Program Definition of Generalist Practice	8
Program of Study	8
Policy of Nondiscrimination	11
Declaring Social Work as a Major	11
Entry Thresholds	11
Incoming Freshmen	12
Change of Majors	12
Transfer Students	12
Transfer Credit Policy	12
Advisement	13
Thresholds for continuing in the Social Work Major	14
Admission to the Second Semester Junior Sequence and Junior Field Practicum	14
Admission to the Senior Sequence & Senior Field Practicum	14
Field Education Program	15
Policy on Good Standing and Probation or Termination from the Social Work Program	17
Social Work Association	21
Social Work Library	22
Career Planning and Graduate Education	22
Faculty	24
Other Materials: Council on Social Work Education Educational Policy and Accreditation Standards	26

## **THE SOCIAL WORK PROFESSION**

The Social Work profession is legitimated by public and private auspices to provide for the development, provision and evaluation of social services. It is the primary and largest profession of all the allied service professions. Its mission is to enhance human well-being particularly for those who are most vulnerable, oppressed and those living in poverty. Core to the mission are the values of service, social justice, dignity and worth of the person, importance of human relationship, integrity and competence.

The profession provides a broad range of services to individuals, families, groups, organizations and communities from the unique perspective of the interaction between the person and the environment. Professional social workers provide direct services and also work with social, political, and economic systems to design and implement social policies, services and resources that promote social justice and social change.

The profession protects the public by regulating itself through its professional organization the National Association of Social Workers (NASW). The NASW promulgates a Code of Ethics that is used to review members alleged of violating the Code. The NASW disciplines members when allegations are founded. The NASW also works with the higher education community to develop relevant academic preparation for professional practice and with governmental bodies to develop and monitor licensing processes.

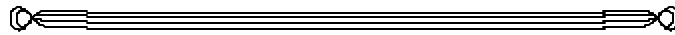


## **SOCIAL WORK EDUCATION**

The purpose of social work education is to prepare effective and competent social work practitioners who identify with the mission, philosophy and history of the profession. Social work education integrates knowledge, values and skills necessary for competent practice in contemporary society. Social work education also prepares professionals to evaluate practice effectiveness and to contribute new knowledge for practice.

Policies and standards for social work education are developed, implemented and monitored by the Council on Social Work Education (CSWE). This organization represents both practitioners and educators. A regular and systematic process assures that accredited social work education programs comply with educational policies and standards.

Professional social work education is provided at the undergraduate level and results in the bachelor degree in social work (BSW). At this level education programs prepare graduates for professional generalist social work practice. Graduate social work education leads to the masters degree in social work (MSW) and prepares students for professional generalist practice and additionally for an area of specialization.



## **ASSESSING YOURSELF FOR SOCIAL WORK**

Most professional social workers work in a broad range of human service settings. Social workers are found in public and private agencies that serve people representing diverse cultures and social and economic status. Schools, hospitals, substance abuse services, mental health agencies, services for older adults, youth programs, child welfare agencies, criminal justice services, homeless shelters, services for victims of domestic violence, health care programs all employ social workers. Sometimes social workers provide direct service such as counseling and case management. Other times social workers develop and implement policies that direct the delivery of services. Many social workers are involved with individual or case advocacy on behalf of groups, organizations or communities. Some social workers are administrators and provide leadership for service delivery and for the profession. Increasingly, social workers are being elected to political office. All social workers contribute in some way to creating a more just society. Can you see yourself working in any of these settings providing a range of services?

To be an effective professional social worker requires educational preparation and a particular set of personal qualities and values. Some of the qualities a social worker must possess are the ability and willingness to express concern and caring; to be non-judgmental; belief in the worth and dignity of all people; respect for differences; commitment to social justice; and an attitude of hopefulness and acceptance. Do you see these qualities in your own behavior?

The educational program for social work practice begins with a broad liberal arts foundation to assist students in understanding what it means to be a human being and to find their place in time and locale. Academic preparation continues with a mastery of the social sciences and specific knowledge, values and skills for practice. Critical thinking is essential for effective practice and practice evaluation. All practice involves research both to understand what has been tested and to develop and test practice innovations. The educational process includes traditional classroom based study and concurrent field education experiences. Are you prepared for challenging academic work that you test in the field as you learn?

Students thinking about majoring in social work must consider their suitability for the profession both academically and personally.



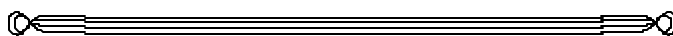
## **SOCIAL WORK EDUCATION AT MARIST**

The Social Work Program at Marist leads to the bachelors degree in social work (BSW). It prepares students for professional generalist social work practice. The program was originally accredited by the Council on Social Work Education (CSWE) in 1981 and has successfully met the accreditation standards at each of the regular and subsequent accreditation reviews.

The BSW is the first level of professional practice. Graduates are eligible for membership in the National Association of Social Work (NASW). Graduates of CSWE accredited BSW programs with excellent

academic records and positive field evaluations may apply for advanced standing for the masters degree in social work at the graduate programs of their choice. Advanced standing students generally are required to complete only one year (about 36 credits) to receive the masters degree. In this way, the generalist foundation curriculum required of both BSW and MSW programs is not duplicated.

Continuing through this Handbook will provide a full view of the social work program at Marist beginning with a presentation of the Program's mission, goals and objectives.



### **MISSION STATEMENT**

The Marist College Baccalaureate Social Work Program prepares graduates for competent, ethical, professional generalist practice that is grounded in the purposes, history, and values of the profession and is strengthened by the inclusion of current knowledge, research, practice skills and technology leading contemporary social work education. A dynamic and comprehensive program enables students to integrate and apply social work knowledge, values and skills as professional generalist practitioners to enhance human well-being and the social context.

#### **Key Ideas Identified in Mission Statement:**

1. Prepares graduates for baccalaureate level generalist practice.
2. Curriculum is grounded in purposes, history, and values of profession.
3. Curriculum includes contemporary knowledge, research, practice skills, technology leading social work education today.
4. A dynamic, interactive, comprehensive program enables students to integrate and apply social work KVS.
5. Social Work education and practice for the purpose of enhancing human well-being and the social context.



### **PROGRAM GOALS**

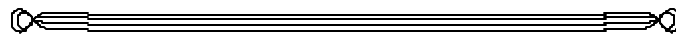
Four major goals evolve from this Mission statement. These goals relate to expectations in the CSWE Educational Policy 1.1.

Goal 1: The Program prepares baccalaureate graduates grounded in the Knowledge, values and skills for generalist social work practice committed to enhancing human well-being and the society in which they live.

Goal 2: The Program provides a curriculum anchored in the liberal arts and based on the purposes, history and values of the social work profession and that requires the mastery of current knowledge, research practice skills and technology for contemporary social work practice.

Goal 3: The program provides a dynamic interactive educational experience to foster the development of professional identity, collaborative working relationships, and the development of effective practice in a diverse society.

Goal 4: The program provides a faculty who demonstrate their commitment to the profession by ongoing professional development, scholarship, community leadership and service.



### **SOCIAL WORK PROGRAM OBJECTIVES**

Program Objectives evolve from the Mission and Goals. These Objectives correlate with the EP 3.0 Foundation Program Objectives outlining that graduates of CSWE accredited baccalaureate programs demonstrate the ability to do the following. Social Work Program Objectives (SWPO) correlate with course objectives in the sociology and social work courses required for the BSW degree and that fulfill the requirements of the Educational Policy Foundation Curriculum.

SWPO 1 Apply critical thinking skills within the context of professional social work practice. (EP 3.0.1)

SWPO 2 Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (EP 3.0.2)

SWPO 3 Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (EP 3.0.3)

SWPO 4 Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (EP 3.0.4)

SWPO 5 Understand and interpret the history of the social work profession and its contemporary structures and issues. (EP 3.0.5)

SWPO 6 Apply the knowledge and skills of generalist social work practice with systems of all sizes. (EP 3.0.6)

SWPO 7 Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations and communities. (EP 3.0.7)

SWPO 8 Analyze, formulate, and influence social policies. (EP 3.0.8)

SWPO 9 Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (EP 3.0.9)

SWPO 10 Use communication skills differentially across client populations, colleagues, and communities. (EP 3.0.10)

SWPO 11 Use supervision and consultation appropriate to social work practice. (EP 3.0.11)

SWPO 12 Function within the structure of organizations and service delivery systems and seek necessary organizational change. (EP 3.0.12)

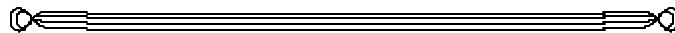
SWPO 13 Faculty will engage in professional development, scholarship, and service and encourage students to join them in these pursuits.

SWPO 14 Faculty will apply instructional technology to enhance the teaching/learning experience and will assist students in developing skills in the application of technology for social work practice.

**Marist College Social Work Program Definition of Generalist Practice:**

The Marist College Social Work Program defines generalist practice as:

- Requiring a holistic understanding of the interface of personal troubles and social justice concerns based on a range of theories and methods for improving the well-being of people and society;
- The application of critical thinking skills to implement the planned change process and
- The use of growth and change processes that empower, strengthen, and humanize, and value individuals, families, groups, organizations and communities.



**PROGRAM OF STUDY**

The Program of Study which follows this introduction is the visual display of the total curriculum required to earn the BSW. It includes the liberal arts perspective and the professional foundation. It also includes the Marist Core/Liberal Studies requirements. The Program of Study is organized in the appropriate sequence that supports student mastery of introductory material prior to exposure to advanced material.

The Marist Core/Liberal Studies requirements generally provide the broad perspective needed for social work education. Several additional specific liberal studies courses are also required. Referred to as “related field requirements”, they are Topics in Biology (BIOL 101L) or Human Biology (BIOL 237L); Introduction to Psychology (PSYC 101L); either Political Issues and Ideas (POSC 101L) or American National Government (POSC 110L), and either (ECON 101L) Principles of Macroeconomics or (ECON 150L) Social Issues of Economics.

The professional foundation is provided through all the sociology (SOC) and social work (SOCW) courses identified in the Program of Study. These courses include content in social work values and ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research and field practicum.



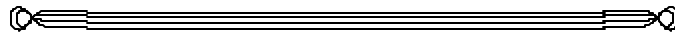
### **POLICY OF NONDISCRIMINATION**

To ensure quality the Program has standards and expectations. However, these standards and expectations are not designed to be exclusionary to any particular individual or groups. The Program is committed to accessibility and inclusion consistent with social work principles and the policies of Marist College.

It is the policy of Marist College to recruit, employ, promote and compensate all employees and applicants for employment without regard to race, religion, sex, age, color, disability, national origin, veteran or marital status, or sexual orientation. This standard applies to all applicants and to the operation and support of all its educational programs and activities.

The Social Work Program complies with this policy and in addition, will not discriminate on the basis of gender, class, ethnicity or family structure. This policy applies in all areas of the Program's operations and activities.

If concerns arise in any of these areas, assistance may be sought from the Office of Human Resources, the Dean of the School of Social and Behavioral Sciences, or the Program Director.



### **DECLARING SOCIAL WORK AS A MAJOR**

#### **Entry Thresholds**

Students may consider a major in social work at several different points. They may come to Marist as Freshmen interested in majoring in social work. They may consider social work as a major sometime during the Freshman or Sophomore year. Some students may transfer to Marist specifically to enter the Social Work Program.

*Incoming Freshmen:* The Program Director and all Program faculty meet with the incoming Freshmen who have declared social work as a major during Freshmen Orientation, held in the first week of the academic year. Information about the Program is provided. Students meet their faculty adviser and review their Fall registration. The Program Director completes a Program Tracking Form which is a

guide for completion of all program requirements and this along with academic materials, advisement information and registration forms begins the student's Program folder. This initiates the student's admission to the program. Student program files are maintained in a central file in the Program Director's office. Students are encouraged to meet regularly with their advisor to clarify their interest in social work and to clarify program expectations in preparation for the various thresholds throughout the Program.

*Change of Majors:* Enrolled students interested in majoring in social work must meet with the Program Director. The Program Director will access the student's interest in social work as well as review their academic preparation. A tentative degree completion plan is outlined so the student can see what will be required including a projected date of completion. The Director provides the student with material to review before a follow-up appointment is held. At the follow-up appointment the Director determines the student's readiness for the major and clarifies any other questions concerning the major. At this point the student is assigned a social work faculty advisor and the Program Director completes the Program Tracking Form and the student is initially admitted to the Program.

*Transfer Students:* All transfer students interested in majoring in social work are referred to the Program Director for an interview. The same procedures are followed as described for change of major students. The Program Director is responsible for evaluating any course work that will be used to fulfill any requirements for the major.

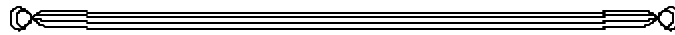
## **Transfer Credit Policy**

The Social Work Program welcomes students transferring from other institutions. Credits earned at other schools will be reviewed carefully to determine their equivalency with requirements for the social work degree. The goal is to avoid duplication of prior work and to maintain program integrity. The following principles will be followed:

1. The Program maintains articulation agreements with regional community colleges.
2. Consistent with college policy, only those courses with a C or better can be considered for transfer credit to fulfill major requirements.
3. Credits earned for prior field education experience cannot substitute for Junior or Senior field work courses: SOCW 380N Social Work Methods I, SOCW 482N and SOCW 483N Practicum in Social Work I and II.
4. Life experience credit is not used to fulfill required social work courses in the professional foundation curriculum.
5. Transfer students are expected to attend one or more orientation sessions.

## **Advisement**

All social work majors have a social work faculty advisor. The advisor is a mentor and advocate assisting the student in successfully completing the social work degree program. The advisor is also able to assist students in clarifying career goals, preparing for employment and/or preparing for graduate school. Students are encouraged to make full use of their faculty advisor. The advisement process can be an important tool for maintaining good standing in the Program. The Policy on Good Standing and Probation or Termination from the Social Work Program explains the role of the student and the advisor if good standing is not maintained. Freshmen and Sophomore students are especially encouraged to begin working closely with their advisor even before they begin the upper level major courses to ensure that they will successfully proceed through the program.



### **THRESHOLDS FOR CONTINUING IN THE SOCIAL WORK MAJOR**

#### **Admission to the Second Semester Junior Sequence and Beginning Junior Field Education Experience**

All Junior social work majors are required to attend a planning meeting scheduled in November. At this meeting the criteria for admission to the Second Semester Junior Sequence are reviewed and expectations for the Junior and Senior Sequences are discussed. Students are required to complete a form indicating their academic and nonacademic readiness, essentially verifying their current standing in the Program. In addition, students complete a Planning Information Form for Beginning Junior Field Education Experience. The field education assignment process is also reviewed. Students are provided with a copy of the NASW Code of Ethics and sign a statement that they will adhere to the standards of the Code. Acceptance to the Second Semester Junior Sequence and the Beginning Junior Field Education Experience is contingent on the review of final Fall semester grades.

A current copy of the Second Semester Junior Sequence Packet is maintained in the Social Work Program Policies and Procedures Manual located in the Social Work Library (DY 382). Students are welcome to review it.

#### **Admission to the Senior Sequence and Senior Field Education**

All Junior social work majors are required to attend a planning meeting scheduled for them in March. At this meeting the criteria for admission to the Senior Sequence are reviewed. Expectations for the Senior Sequence are discussed. Students are required to complete an admission packet that includes an academic verification form, a self-assessment, a personal commitment statement, which includes a signed statement agreeing to comply with the NASW Code of Ethics, and a Senior Field Education Information Form. In addition, students have a joint interview with the Program Director and Director of Field Education. Acceptance to the Senior Sequence and Senior Field Education is pending until Spring semester grades are reviewed. Students will receive a letter confirming their standing in the Program and, if admitted, the finalization of their placement.

Students may be admitted to the Senior Sequence in good standing or with conditions. Conditions must be correctable in a timely manner and must not interfere with the appropriate fulfillment of the Senior Sequence or Senior Field Practicum. A current copy of the Senior Sequence Admission Packet is maintained in the Social Work Program Policies and Procedures Manual located in the Social Work Library (DY 382). Students are welcome to review it.



### **FIELD EDUCATION PROGRAM**

Field education occurs across the curriculum beginning with Introduction to Social Work (SOCW 230L) and culminating with the Senior level Field Practicum (SOCW 482N and 483N). The various field education experiences require increasing application of Social Work knowledge, values, and skills.

In *Introduction to Social Work* (SOCW 230L) students are required to interview a professional social worker practicing in a local agency. The assignment requires students to analyze what they learn from the interview in relationship to course material. There is the opportunity to observe the application of social work knowledge, values and skills. Students also have an opportunity to learn more about a specific field of practice, client system, and social problem.

In *Social Service Theory and Practice* (SOCW 330L) students are required to do an agency assessment. On the basis of the observation students identify a social issue and report on the agency's response to this issue. Students learn more about the organization and delivery of human services including constraints and limitations.

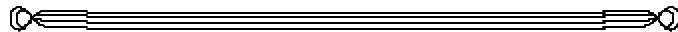
As part of the Second Semester Junior Sequence students are required to complete at least 72 hours of field in an assigned agency. The Field Education Director assigns the placements after students have been admitted the Second Semester Junior Sequence.

Field education hours are spread across 10 to 12 weeks of the Spring semester. Placements represent agencies responding to social issues related to poverty, oppression, and discrimination. Field education assignments are integrated across the Junior Sequence Curriculum. Through these diverse assignments students demonstrate their ability to observe, articulate and apply social work knowledge, values, and skills as well as a deepening understanding of self. These hours do not count toward the required minimum 400 hours of Senior Level Field Education.

*Social Work Practicum I and II* (SOCW 482N and 483N) are the Senior Level Field Education courses. This field education is a continuous experience from September through the end of the second semester in May. Field Education occurs concurrently with other Senior Sequence courses. Placement days are Monday and Wednesday, 9:00 a.m. to 5:00 p.m. during the Fall and Spring semesters. A mini-block placement is required from January 2 through the opening of the Spring semester in the third week of January. The annual field education calendar provides for the achievement of close to 500 hours of

placement. Students interested in pursuing the MSW are strongly encouraged to complete more than the minimum required 400 hours.

Only students admitted to the Senior Sequence are assigned to field placements by the Field Education Director. Students in placement are assigned to a Field Education Faculty member who oversees the placement by making visits to the agency to meet with the Agency Field Instructor and student; meeting with the student on campus; monitoring the student's assignments, logs, and process recordings, and assigning the field grade. In addition, the Field Education Director holds several group meetings throughout the year to review, analyze and evaluate the field education experience and to further integrate field and classroom learning.



**POLICY ON GOOD STANDING AND PROBATION  
OR TERMINATION FROM THE SOCIAL WORK PROGRAM**

Professional Social Work practice requires mastery of social work knowledge, identification with social work values, and the ability to apply social work skills. In addition, personal characteristics of a successful helping person include maturity, creativity, capacity to observe self, desire to help, courage, and sensitivity (Compton & Galaway, 1994, p. 290). The Social Work Program, therefore, is designed to assist students in mastering social work knowledge, values and skills and in developing the appropriate professional characteristics for social work practice.

As members of the Profession of Social Work, faculty members accept their responsibility to prepare students for graduation and entrance into the profession. Only those students who maintain the academic qualifications established by the Program and the behaviors appropriate for professional practice as outlined in the NASW Code of Ethics, will remain in good standing. Faculty understand that students are in a developmental process toward the achievement of this professional status. Therefore, the Program is designed to assist students in maintaining good standing and successful completion of the Program.

**GOOD STANDING:** Students must meet and maintain the following expectations in order to maintain good standing.

**ACADEMIC:**

1. 2.0 overall GPA--this represents the minimum standard for graduation
  - a. 2.5 or better is recommended to demonstrate more than basic achievement
  - b. 3.0 or better is recommended for graduate school application
2. C or better grade in each Sociology and Social Work Course that is required for the major, and,
  - a. completion of **ALL** assignments in each required sociology and social work course for the major
  - b. submission of work on time following directions and according to program requirements outlined in the Program Format for Papers
  - c. engagement as an active learner

3. academic honesty as outlined in the Marist College Catalog and Marist College Student Handbook

### **NON-ACADEMIC:**

Students are expected to demonstrate responsible behavior, values consistent with the profession of social work, the ability to ask for assistance and make use of support, emotional stability, and stamina to manage the Program requirements .

Students are expected to:

1. uphold the NASW Code of Ethics
2. uphold the Marist College Code of Student Conduct as outlined in the Marist College Student Handbook
3. attend classes regularly, fulfilling specific attendance requirements in each course
4. communicate with faculty regarding any deviation from attendance policy
5. take initiative and ask for help
6. work cooperatively with other students
7. demonstrate self-reflection and increased self-awareness
8. be willing to self disclose appropriately and consistent with professional social work expectations
9. maintain appropriate professional dress in field practicum
10. maintain general well being by seeking appropriate help when impaired as is expected of professional social workers and outlined in the NASW Code of Ethics

#### **“4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others (1996, p. 23)”.

**PROBATION:** Students who fail to maintain good standing will be on probation and must complete a plan of correction in order to return to good standing.

#### *Process for Correction of Probationary Status:*

Faculty serve students as instructors and advisors. Each social work major has a social work faculty advisor who follows his or her progress in the Program. The advisor discusses any difficulties with the student and a plan to correct deficiencies is developed and evaluated. In addition, any social work instructor will share with the faculty adviser any student problems noted in a particular course. The Faculty review the progress of all students on a regular basis, at least twice each semester. This regular review is to ensure that no student goes unnoticed and that problems are dealt with as soon as possible.

When problems develop the following process is used to work toward correction. If problems are not resolved termination from the Program is necessary.

1. Identification of a problem

Problems are defined as failure to maintain one or more of the Program expectations for good standing. The student, advisor, or instructor(s) may identify the problem. The clarification of the problem is done by the student and the social work faculty adviser.

2. Development of a plan of correction

The student and the adviser develop a written plan to correct the problem. The plan includes a time line for its completion.

3. Implementation and outcome of the plan of correction

The student implements the plan, seeking assistance as necessary. Student and adviser evaluate the progress.

- a. If the problem is corrected, the student returns to good standing.
- b. If the problem is not corrected but significant progress is noted, the student is given additional time to correct the problem and the plan of correction is adjusted accordingly.
- c. If significant progress is not made the termination process is implemented.

**TERMINATION FROM THE PROGRAM:** The process for termination from the Program begins when there is an unsatisfactory outcome of the plan for correction.

1. Unsatisfactory outcome of the plan of correction

If the problem is not corrected and significant progress is not noted, the student is required to meet with the Program Director who will determine with the student his/her commitment to the major and his/her capacity to continue in the Program.

- a. If the student indicates that she/he is not interested in continuing in the program, the Program Director will refer the student to his/her adviser who will make every effort to assist the student in finding another major and/or taking steps necessary to remain in school.
- b. If the student indicates that they do want to continue in the Program, he/she will be required to develop a written plan outlining how she/he will resolve the problem to return to good standing within an appropriate time frame.

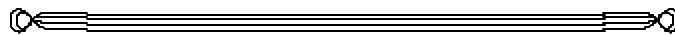
2. Faculty Action for Continuance or Termination

The Faculty will review the student's plan.

- a. If the faculty determine for continuance, the student must return to good standing within the agreed time frame. If this does not occur, the student will be terminated from the Program.
- b. If the faculty do not accept the plan as adequate to return to good standing in an appropriate time, the student will be terminated from the Program.
- c. Whenever a student is terminated from the Program, the faculty advisor or the Program Director will provide every assistance to the student to continue her/his education in another discipline or school.

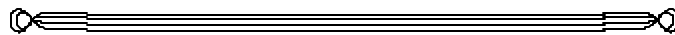
### 3. Appeal

Students always have the right to appeal the decision of the Faculty through established college wide channels; however, continuance in the social work major is ultimately the decision of the Social Work Program faculty.



#### **SOCIAL WORK ASSOCIATION**

The social work majors have organized a student group chartered as a club by the Marist Student Government. The Association sponsors events for the majors and the whole student body. The purpose of the Association is to promote social work on campus and in the community. The group sponsors speakers to discuss critical social issues and to explain what social workers do to respond to these social issues. The Social Association carries out service projects, sometimes collaborating with other clubs. It also raises funds to finance its activities. The Association co-hosts with the faculty an annual reception to honor the Junior and Senior Agency Field Instructors. This is a key event open to all social work majors.



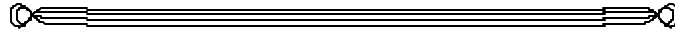
#### **SOCIAL WORK LIBRARY**

Dyson 382 is designated as the Social Work Library. Here students will find a variety of useful information related to the Program and to social work practice. There is a collection of books, journals, and pamphlets on social work, sociology and related fields. There are also current copies of the NASW News, the NASW New York State Chapter and Hudson Valley Division newsletters. Applications to join NASW are also available. Current catalogs and admission information on all the MSW programs in the country are on file. Essential information about the Social Work Program is also available in the Social Work Program Policies and Procedures Notebook, which includes copies of the Social Work Student Handbook and the Social Work Field Instruction Manual. Some employment information is available. There is a sign out procedure for borrowing materials.

The Social Work Library is also a communication center. There is a message board which students may use to communicate with each other or the faculty. There is work space for small meetings or individual study and a computer is available for student use.

In the hallway outside the Social Work Library is the Program bulletin board. This large board is used by students and faculty to post information about relevant educational and professional activities, graduate school information and summer and permanent positions.

Students are encouraged to make use of this facility. The Program Director will assist students in making use of the Library.



### **CAREER PLANNING**

Social Work students are strongly encouraged to make full use of the wide range of services provided by the Center for Career Services. In addition, faculty advisers can assist students in learning about career paths in social work practice and closely related fields. Information about available positions are posted on the Program bulletin board as well as filed in the Social Work Library.

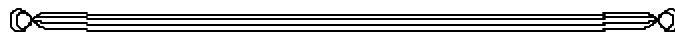
The Social Work Program and the Social Work Association host several events during the year to provide students with opportunities to learn more about the range of social work career options. At these meetings strategies specific to a successful social work job search are discussed.

### **GRADUATE EDUCATION**

Information about graduate programs for social work is on file in the Social Work Library. There is a listing of all CSWE accredited programs, an annual report about MSW education, and copies of catalogs of almost all the schools in the country. Students are encouraged to use this material to begin their search for graduate school. Faculty advisers are also able to answer many questions about MSW education.

The Social Work Program hosts a meeting every fall for senior social work students interested in applying to graduate school. Here many questions are discussed about who should apply, when to apply, materials needed for the application as well as what to pursue in graduate study. Specific information about the role of faculty references in the application is reviewed. Students are provided with a form to complete to request a faculty reference for graduate school. Forms are also available in the Social Work Library.

In addition, students are encouraged to attend meetings with graduate school representatives who come to campus. On occasion visits may be arranged to attend information sessions at area graduate schools.



### **FACULTY**

**Anne L. Botsford** joined the Social Work Department in 1995 as Assistant Professor and Director of Field Education, prior to which she practiced social work for 15 years at a rural hospital and nursing home, in the organ transplantation unit of a medical center, at a state psychiatric hospital for children, at an Association for Retarded Citizens, a family service agency and in private practice. Areas of special interest are aging, health care, women's issues, program evaluation, research, and field work. She received her Ph.D. from Rockefeller College of Public Affairs and Policy at SUNY Albany, an MSW from Adelphi University School of Social Work, an MA in philosophy from Tufts University and AB from Barnard College. She teaches the Field Education Sequence, Social Welfare Policy Analysis, Social Work & Health Care, and Introduction to Gerontology. Her publications include chapters on end of life care, aging, and program evaluation and articles on heart transplantation, rural health care, developmental disabilities, and group interventions.

**Margaret R. Calista** joined the faculty in 1980 as an Assistant Professor and Director of the Social Work Program and in 1999 she was appointed Dean of the School of Social and Behavioral Sciences. She received a BA in history and Spanish from Cedar Crest College and a MSSS in casework and administration from Fordham University. Practice experience includes work with emotionally disturbed children and families, adolescents as well as with people with autism and other developmental disabilities. She has been an administrator, program developer and continues as a program consultant for local agencies. Current research interests include the philosophy of social work, social work education and evaluation of service delivery effectiveness. She has taught across the social work curriculum and currently teaches the Senior Integrative Seminars.

**Daria Hanssen** joined the faculty in 2001 as an Assistant Professor and Director of the Social Work Program after several years of higher education experiences at State University of New York at New Paltz, as well as Marist College. She received her Ph.D. from Hunter School of Social Work The Graduate Center of City University of New York, the MSW from Florida State University and BA in Social Welfare and Sociology from Florida Atlantic University. Her practice experience has primarily focused on work with children and families in child welfare, mental health and family preservation. In addition to direct service practice, she has served as an administrator, program planner, and consultant to programs serving at-risk children. She has taught a variety of courses across the curriculum in particular Social Service Theory and Practice and Social Research Methods. Research interests include evaluation of practice interventions with children and families.

**Bruce D. Luske** joined the faculty in 1993 as an Assistant Professor of Sociology. He received a Ph.D. in sociology from the University of California Santa Cruz. He has held a license in Psychiatric Technology and practiced as a Mental Health Caretaker in psychiatric centers before beginning his teaching career. This work led to a book *Mirrors of Madness* (1990). His research interests continue to focus on psychiatric and other issues of human differences and deviance and their relevance for social inequality and social change. He is committed to a “Praxis” approach to education and social change toward the achievement of a compassionate and just society. His teaching areas are Social Inequality, Social Change, Social Theory, Sociology of Religion, Popular Culture and Field Research Methods.

**Isabel Rose** joined the social work faculty in 2003 as an Assistant Professor of Social Work. She holds a Ph.D. in Social Welfare from the University of Albany, State University of New York, a MSW from Virginia Commonwealth University and a BS in sociology also from Virginia Commonwealth University. She was most recently on the faculty of School of Social Work at Wayne State University. She has been a clinical social worker and an administrator of programs serving people experiencing homelessness, severe mental illness, and substance abuse. Research interests focus on the study of interpersonal violence with a particular interest in intimate partner violence prevention. She teaches a variety of sociology and social work courses including Introduction to Social Work, Social Work with Diverse Groups, Introduction to Sociology and Social Inequality.

**Cheryl E. Whitley** joined the faculty in 1988 as an Assistant Professor of Social Work. She received a Ph.D. in social work from Rutgers University, an MSW from West Virginia University, and a BA in history from West Virginia University. Her practice experience is in mental health and addiction services. She holds the New York State credential CSWR and maintains a private practice. Her research interests include knowledge transfer in the addiction field, trauma, and secondary trauma, identity formation, and research ethics. She was instrumental in organizing the Institutional Review Board at Marist College. She currently teaches Human Behavior in the Social Environment, Social Work Methods I and II, Alcoholism and the Family, Addictions and Special Populations, and Introduction to Sociology.

## CSWE EDUCATIONAL POLICY ACCREDITATION STANDARDS

### 1. PURPOSES

#### 1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services.

Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.

- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic, human needs and support the development of human capacities,
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

#### 1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

#### 1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
  - Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
  - Developing knowledge.
  - Developing and applying instructional and practice-relevant technology.
  - Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
  - Promoting continual professional development of students, faculty, and practitioners.
  - Promoting interprofessional and interdisciplinary collaboration.
  - Preparing social workers to engage in prevention activities that promote well-being.
  - Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
  - Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
  - Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
  - Preparing social workers to recognize the global context of social work practice.
  - Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## **2. STRUCTURE OF SOCIAL WORK EDUCATION**

### **2.0 Structure**

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

## 2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## 3 PROGRAM OBJECTIVES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### 3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms *of* oppression and discrimination and apply strategies *of* advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations; colleagues, and
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

### 3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### 3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

## 4. FOUNDATION CURRICULUM CONTENT

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

### 4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

### 4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

### 4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

#### 4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the lifespan; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

#### 4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### 4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### 4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop,

use, and effectively communicate empirically based knowledge, including evidence- based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### 4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

### 5. **ADVANCED CURRICULUM CONTENT**

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0-4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.