



2025 – 2026

PRACTICUM EDUCATION MANUAL

BSW SOCIAL WORK PROGRAM

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

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Introduction

This Practicum Education Manual provides information about the undergraduate practicum education program for current and prospective students, agency practicum instructors, faculty, and agency and community partners. The Practicum Education Manual highlights essential information about the practicum education program including its structure, organization, policies, and required forms used throughout the program.

The Council on Social Work Education (CSWE) accredits the Marist University BSW Social Work Program, aligning with our commitment to excellence. The Social Work Program Competencies (SWPC 1–9) are rooted in the CSWE's nine competencies and associated behaviors, and cognitive and affective dimensions. These competencies guide the curriculum development for the Practicum Education program and for continuous program improvement.

The BSW curriculum is grounded in the liberal arts, supporting students in the challenges of sociology, social work, and related fields. Through diverse practicum experiences, students have the opportunity to apply their knowledge, values, and skills in real-world settings. Practicum Education is essential to the development of future social work professionals.

Undergraduate Social Work Program Mission Statement

The Marist University Baccalaureate Social Work Program prepares students with the knowledge, values, and skills for generalist social work practice. Guided by a person-in-environment framework, knowledge based scientific inquiry, and a commitment to equip students with the tools to enhance the well-being of individuals, families, groups, organizations and communities. A comprehensive, holistic educational environment supports students in mastering the skills to advance social, economic, and environmental justice. This in-depth learning is achieved through an anti-racist and anti-oppressive lens to promote strengthening human rights at all system levels. The program is dedicated to developing leaders with the intellect and character to serve their communities ethically and effectively both locally and globally.

Program Goals:

1. Students will demonstrate critical self-reflection as the foundation for competent generalist practice.
2. Students will apply research evidence to advance practice with individuals, families, groups, organizations, and communities toward a more just society.
3. Students will demonstrate entry-level mastery of the core competencies as they complete the multi-dimensional practicum education program.

Undergraduate Social Work Program Competencies and Associated Behaviors (SWPC 1 – 9)

Competency 1: SWPC 1- Demonstrate Ethical and Professional Behavior

Social Workers:

Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

- Demonstrate professional behavior; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: SWPC 2- Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social Workers:

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: SWPC 3-Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social Workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels: and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social Workers:

- Apply research findings to improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: SWPC 5-Engage in Policy Practice

Social Workers:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: SWPC 6-Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: SWPC 7-Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers:

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: SWPC 8-Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf

of clients and constituencies.

Competency 9: SWPC 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers:

- Select and use culturally responsive methods for the evaluation of outcomes; and Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations and communities.

Undergraduate Social Work Program Policy of Non-Discrimination

There are both academic and behavioral standards and expectations that ensure the quality of the Social Work Program and that of future graduates. These standards and expectations are not designed to be exclusionary to any individual or group. The Program is committed to accessibility and inclusion consistent with professional social work ethics and academic standards, as well as with the policies of Marist University.

It is the policy of Marist University 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 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 based on ethnicity, family structure, or gender. 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, the Program Director, and/or the Coordinator of Practicum Education.

Program of Study for the Bachelors of Science Degree in Social Work

The Program of Study that follows this introduction is the visual display of the total curriculum required of undergraduate students to earn the degree. It includes the college liberal arts requirement including specific liberal arts foundation courses for social work, general electives, and all courses required in the professional curriculum. The Program of Study is organized in the appropriate sequence that supports student mastery of introductory content and practice experience before exposure to advanced content and more challenging practicum education experiences.

The Marist Core/Liberal Studies requirements provide the well-rounded perspective needed for social work education. However, several additional specific liberal studies courses are required. Referred to as “related discipline requirements”, they are: Topics in Biology (BIOL 101L) or Human Biology (BIOL 237L), Introduction to Psychology (PSYC 101L), Political Issues and Ideas (POSC 101L), or American National Government (POSC 110L), and Economics of Social Issues (ECON 150L).

The professional curriculum 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, anti-racism, diversity, equity, social, economic, and environmental justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and practicum education. The practicum education requirement in the senior year provides students with opportunities to apply, integrate, and demonstrate the skills, knowledge, values, and professional qualifications for the BSW degree. The social work faculty, including the Practicum Supervisor in community agencies, evaluates students’ readiness for and demonstration of adequate performance in their internships in community agencies.

The total degree requirements are provided year by year on the following page.

BSW PROGRAM OF STUDY

First Year

Fall	Spring
Course (credits)	Course (credits)
Soc 101 Intro to Sociology (3)	CMPT 103 Technology for the 21 st Century (3)
Bio 101* Topics in Biology or Bio 237 Human Biology (3)	PSYC 101 Intro to Psychology (3)
FYS First Year Seminar (4)	C/IS History (3)
ENG 120 Writing for College (3)	PHIL 101 Philosophical Perspectives (3)
	General Elective (3)
Semester Credits = 13	Semester Credits = 15

Sophomore Year

Fall	Spring
Course (credits)	Course (credits)
SOCW 230 Intro to Social Work (3)	C/LS Fine Arts (3)
ECON 150# Economics of Social Issues (3)	SOC 336 Social Inequality (3)
POS C 110# American National Government (3)	C/LS Pathway Distribution (3)
C/LS Math (3)	C/LS Literature (3)
C/LS Pathway/Distribution (3)	General Elective (3)
Semester Credits = 15	Semester Credits = 15

Junior Year

Fall	Spring
Course (credits)	Course (credits)
SOCW 330 Social Service Theory & Practice (3)	SOCW 382 Preparation for Practice (1)
SOCW 345 Human Behavior in the Social Environment 3	SOCW 383 Social Work Methods I (3)
SOC 440 Social Theory (3)	SOCW 395 Social Work w/ Diverse Populations (3)
C/LS Pathway Distribution (3)	SOCW 344 Social Welfare Policy & Analysis (3)
General Elective (3)	C/LS Pathway Distribution (3)
Semester Credits = 15	Semester Credits = 13

Senior Year

Fall	Spring
Course (credits)	Course (credits)
SOC 480 Social Research Methods (3)	SOCW 478 Senior Integrative Seminar (3)
SOCW 475 Social Work Methods II (3)	SOCW 341 Social Change (3)
SOCW 484 Practicum in Social Work I (5)	SOCW 485 Practicum in Social Work II (5)
PHL 300 Ethics or Rest (3)	General Elective (3)
SOCW Required Social Work Elective General Elective (1-2)	Social Work/Sociology Elective Recommended (1-2)
Semester Credits = 16	Semester Credits = 16

Practicum Education Sequence

Practicum education is considered by graduates, employers, and educators as one of the most important elements of the social work education curriculum. Practicum placement experience is achieved through the provision and/or development of services to clients, communities, organizations, or society. Various organizations, and their respective employees, voluntarily demonstrate their commitment to social work education by offering practicum education opportunities.

Practicum education is the place and space where students link theory to practice and practice to theory. Building on the tenets of adult learning theory, students become more independent thinkers and shift learning into real-world practice as a result of practicum placement experiences. Practicum placements intend to cultivate an individual understanding of what social work practice means in an organizational context.

The Marist University Baccalaureate social work program prepares students with the knowledge, values, and skills for competent generalist social work practice. Guided by a person-in-environment framework, knowledge based on scientific inquiry, and a commitment to equip students with the tools to enhance the well-being of individuals, families, groups, organizations, and communities. A comprehensive, holistic educational environment supports students in mastering the professional skills to advance social, economic, environmental justice, and to promote social change. This in-depth learning is achieved through an anti-racist and anti-oppressive lens to promote strengthening human rights at all system levels. The program is dedicated to developing leaders with the intellect and character to ethically and effectively serve their communities both locally and globally.

Course work across the social work curriculum provides students with opportunities to relate academic learning to current community-based experiences. Students visit agencies and learn about service delivery and agency organizations. They observe the process for receiving services and learn about the challenges clients have in gaining support. They learn about current social work practice from professional social workers and clients who provide guest lectures in many classes. This is the foundation that prepares students for the direct practice experiences that begin in SOCW 330 Social Service Theory and practice, where students complete a 40-hour internship over the course of the fall semester. Then in SOCW 382 Junior Field Education: Preparation for Practice and culminates with SOCW 484 and 485 Practicum in Social Work I and II.

SOCW330L Social Service Theory and Practice is taken in the fall semester of the junior year. In this course, students learn about the various social work theories for practice and embedded in this course is a 40 hour internship. Students are placed in entry level social work agencies where they observe and practice beginning knowledge, values, and skills for practice.

SOCW 382 Junior Field Education: Preparation for Practice is taken in the spring of the Junior year. Students are concurrently enrolled in SOCW 380 Social Work Methods I, SOCS 344 Social Work Policy and Analysis, and SOCW 395 Social Work with Diverse Populations. In this course, students are preparing for the senior year practicum experience through role plays, resume writing, and practicing interviewing skills. After satisfactory completion of the application process, which includes the achievement of academic and experiential learning benchmarks, students are admitted to the senior sequence including the senior practicum education courses.

SOCW 484 Practicum in Social Work is taken in the fall of the senior year and continues in SOCW 485 in the spring. Students begin the placement process at the end of the spring semester in the Junior year. The Practicum Education Coordinator connects students to an approved agency where the student then complete an interview. After discussion with the Agency Supervisor and the student, the Practicum Coordinator determines whether to finalize the placement or to consider another agency where the student will interview. Placements are confirmed in writing in a letter sent to each student by July 1. This letter is sent by the Program Director as it also confirms all outstanding requirements for the baccalaureate degree and represents a complete audit so both student and faculty can be assured that all requirements will be fulfilled for graduation at the end of the senior year.

SOCW 484 and SOCW 485 require 225 hours of practicum placement in each course over the Fall and Spring semester for a total of 450 hours. Placement is scheduled for two full workdays, Monday and Wednesday, across the 15 weeks of each semester, according to the agency's hours of operation. During the semester break in January, students spend two weeks full time at their agency placement. This block placement provides a representative full time work experience for each student. Students record hours weekly through the software program IPT. Agency Supervisors are expected to verify that the hours have been completed. Students develop and maintain a Learning Contract, complete logs, and attend a weekly seminar as additional requirements in these courses. During each

semester there are at least two meetings that include the Faculty Liaison, Agency Supervisor and student at the agency to review learning opportunities, student progress and any issues or concerns. In addition, students connect with their Faculty Liaison weekly in the seminar and have individual meetings as requested by either the Faculty Liaison or the student. At the end of both the fall and spring semester, the Agency Supervisor completes the Practicum Education Performance Evaluation.

Placement Process and Orientation

The Practicum placement process begins at an informational meeting in the spring of the Junior year. Here students learn about the expectations and requirements of senior practicum placement. The criteria for admission to senior practicum placement are reviewed. Students are provided with an application packet which includes a form to verify academic performance and other placement criteria. Students are also asked to provide information about other placements and/or other volunteer experiences. Students provide information about any challenges they anticipate to completing placement such as transportation, scheduling, or other special needs. Students are also requested to indicate any preferences they have for working with a specific population and/or social issue. Information is provided for writing a Personal Statement that is also part of the application packet. A timeline clarifies when the completed packet is due, and the projected schedule for interviews, agency contacts, and completion of the placement process.

Completed packets are submitted to the Coordinator of Practicum Education who verifies that the student meets the criteria for senior practicum placement. The personal statement, preferences and all other information is considered. The Practicum Education Coordinator schedules an individual interview with each student to discuss their packet, their standing, their practicum placement interests, and any challenges identified.

The Practicum Education Coordinator connects each student to an approved practicum placement agency and provides the student with the information to contact the agency for an interview. The student completes an interview report form to provide information they learned about the potential placement which is submitted to the Practicum Education Coordinator. The Practicum Education Coordinator follows up with the Agency Supervisor and determines whether this placement will provide the appropriate learning opportunities and environment for the specific student. If the fit is satisfactory, the placement will be confirmed. If not, the student will be connected to another agency for an interview and the steps are repeated in an effort to confirm a placement. Generally, the process is completed in no more than two agency interviews per student.

The Practicum Coordinator makes every attempt to match students with an appropriate agency that can provide the required learning outcomes and meet the students' learning needs. If the agency or student does not find this initial match acceptable, a second opportunity will be provided and if necessary, a third attempt will be made to place the student. If the result is that either the student does not accept or is not accepted by any of the three agencies, the Practicum Education Coordinator will make a recommendation to the faculty for further action which can include termination from the Program.

During the first week of the Fall semester a group orientation is held for all students registered for SOCW 484 Senior Practicum Education. Here the Practicum Education Coordinator and practicum Liaisons review the Practicum Education Manual which provides necessary information about expectations for the fall semester including practicum and seminar requirements, the Learning Contract, and the Evaluation of Student Performance in Practicum Placement. Other common issues that can arise in practicum placement are discussed. In the second segment. Agency Supervisors join the orientation and are also provided with information about the placement. The Practicum Education Coordinator provides activities to build relationships between students and their Agency Supervisors. The Practicum Education Coordinator continues to provide placement information and professional development materials and activities for Agency Supervisors throughout the year.

Orientation Statement

At the end of the Group Orientation, students sign the following orientation statement that verifies their understanding of requirements and expectations and their commitment to their fulfillment.

UNDERGRADUATE SOCIAL WORK PROGRAM PRACTICUM ORIENTATION STATEMENT:

I completed the Practicum Education Orientation: I attended the orientation session for the senior practicum education placement on August 27, 2025. I understand and agree with the student expectations and responsibilities as outlined in the Social Work Program Handbook, the senior sequence criteria, the Practicum Education Manual, and the course outline. I agree to fulfill the responsibilities for this practicum education placement regarding days of placement, hours (including the block placement in January 2026), seminar sessions and group meetings, individual meetings as needed, and all written assignments. I agree also to abide by the NASW Code of Ethics for the practice of social work during this practicum education placement along with all Marist University codes of student conduct. I understand that professional appearance and behavior are required in practicum and the classroom. If I am unable to meet and maintain the criteria for good standing in the Social Work Program for academic or non-academic reasons, I understand that I may not continue in the program, including practicum education placement, pending the outcome of a probationary period.

Student Signature

Date

Practicum Education Coordinator

Date

Managing Common Issues Related to Practicum Placement

A variety of issues may arise during practicum placement. Students and Agency Supervisors should communicate any and all concerns directly to their assigned Faculty Liaison, the Practicum Education Coordinator, or the BSW Program Director. The following are three examples of issues that may arise during placement.

Student Safety: The Coordinator of Practicum Education and Faculty Liaison will provide students with information and skills to prevent and address potentially harmful situations. The Agency Supervisor is responsible to orient students to agency-specific policies and procedures; for example, discussion of safety issues in the community, within agency buildings, with clients prone to violent behavior, and procedures for the student to follow in the event of a safety or security problem.

Students should communicate any safety concerns with the Agency Supervisor, Faculty Liaison, and Practicum Coordinator, immediately. If a student's concerns about safety interfere with the learning process, the Practicum Faculty should facilitate exploration of the concerns to seek a mutually satisfying resolution.

Student safety is addressed during the Practicum Education Orientation which occurs the week before students begin their practicum placement. In the first half of the orientation, safety concerns are addressed with students. They are encouraged to review agency policies for safety procedures, discuss with their Agency Supervisor the first week of placement, and observe the agency neighborhood context.

Safety at the practicum placement is discussed regularly during the practicum seminar about clients, events, or student concerns. Practicum faculty and students are encouraged to review the NASW: Guidelines for Social Work Safety in the Workplace: <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0>

Inclement Weather: Students should be made aware of specific agency policies and procedures regarding inclement weather, disasters, or other emergencies. Please be sure to ask to be included on any agency notification lists and/or secure specific instructions for identifying whether the agency is open or closed. Students should exercise reasonable caution when traveling to their practicum placement agency during times of inclement weather, natural disasters, or other emergencies.

If Marist University is closed due to inclement weather, the student is not required to attend placement. If the University is closed, students are not required to go to their placement for safety reasons, as we do not want students to travel on hazardous roadways. However, the student should always treat their practicum placement as they would with other employment opportunities.

If Marist University classes are delayed or cancelled, the student should directly notify their Agency Supervisor of their weather-related absence from practicum placement via Marist email and copy the faculty liaison. If the student and Agency supervisor have agreed to communicate via text message, a follow-up email should be sent that day to document the weather-related absence from practicum placement and include the faculty liaison. Students should not communicate weather-related absence with the Agency Supervisor via social media platforms.

Schedule Changes: Students are expected to consistently attend their practicum placement on Mondays and Wednesdays at the established hours that the agency is open to the public. It is the student's responsibility to email the Agency Supervisor and the Practicum Faculty Liaison if they are going to be late or absent. Lateness and/or missed days can result in failing SOCW 484 or SOCW 485. If the student and Agency Supervisor have agreed to communicate via text message, a follow-up email should be sent that day to document the lateness or absence from practicum placement and include the Faculty Liaison. Students should not communicate schedule changes with the Agency Supervisor via social media platforms.

The regular Monday/Wednesday or block placement schedule is expected to be maintained. An enriched learning opportunity may arise that would necessitate a change. Such a request should be made to the Practicum Faculty who will verify that it will not interfere with the student's other academic responsibilities and assure that the student will continue to complete the required hours. A request for a schedule change for any other reason must also be made to the Practicum Faculty for approval. Neither student nor Agency Supervisor should make schedule changes without Practicum Faculty approval. All schedule change requests must be documented via Marist email.

Policy for Employment-Based Practicum Education Placement

To maximize student learning, the Social Work Program develops practicum education placements that will provide students with both academic and professional learning. A proposal for placement in a student's place of employment will be considered only when the agency and student can create and support an educationally based practicum education learning experience. Students employed at an approved practicum education agency must meet the same educational requirements. Employment-based practicum education students will carry out their practicum responsibilities in a social work role clearly defined and known to agency clients. The employment-based practicum education agency must assure that educational time will be protected and that they will cooperate with the Coordinator of Practicum Education so that the educational and learning objectives of the practicum education experience will be accomplished. The employment based practicum requires that academic supervision is distinct from employment supervision.

Employment-based practicum education placement requires the following:

1. The Coordinator of Practicum Education must approve the practicum education agency. The Coordinator of Practicum Education must provide a written statement of approval that includes the expectations for the Program, students, and the agency.
2. The student and Agency Supervisor will complete an application which identifies credentials, tasks and activities that support the student's learning in accordance with the 9 competencies and associated behaviors.
3. The practicum agency must provide the student with supervision that is academically/educationally focused and distinct from employment supervision.
4. The Agency Supervisor holds a BSW or MSW degree, and if not, the Undergraduate Social Work Program will provide additional supervision by a practicum faculty or another appropriate MSW to ensure that the student is obtaining social work knowledge, values, and skills.
5. Students must be employed by the agency for a minimum of 60 days before the beginning of the practicum of education placement.
6. The focus of the practicum education placement must be consistent with the student's learning and educational objectives.

Evaluation of Student Performance in Practicum Placement

A systematic ongoing assessment plan is used to measure student achievement on the SWPCs and requisite practice behaviors. Ongoing monitoring and frequent evaluations of the student's performance are vital in the assessment of student progress, identifying strengths, and identifying areas of performance that may need special attention (CSWE EPAS, 2022).

Evaluation of student progress in the Senior Practicum Education is a layered process. The Practicum Education Performance Evaluation is completed at the end of the fall and spring semesters, by the Agency Supervisor. The Learning Contract assignment is required to be continuously updated and reviewed by the student, the Agency Supervisor, the Faculty Liaison, and the Coordinator of Practicum Education. The Learning Contract Assignment also provides data to the Agency Supervisor in completing the practicum performance evaluation. The Agency Supervisor rates student competence on each of the SWPCs and the requisite behaviors and is requested to include comments and concerns. Semester evaluations by Agency Supervisors are intended to be shared and discussed with students and signed by both, even if there are differences of opinion. The Program suggests that students self-evaluate, and the student and Agency Supervisor make time to discuss the outcome of this self-assessment process. Students may write an addendum to the evaluation to express their viewpoints.

The final grade is the responsibility of the assigned Practicum Faculty member. Consideration is given to the Agency's evaluation based on:

- the student's developmental performance is based on the observation of practice.
- the student's performance in practicum education assignments and participation in weekly seminars.
- student participation in practicum education seminars and meetings held between Agency Supervisor, Faculty Liaison, and student.
- completion of all assigned work, timely and accurate submissions of practicum hours, and preparation at all meetings, in determining an overall grade.

A copy of the **Learning Contract** and the **Evaluation of Student Performance in Practicum Placement** can be

found on pages 23 and 27 of this Practicum Education Manual.

Undergraduate Social Work Program Policy on Good Standing, Probation, or Termination from the Program and Practicum Placement

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, the personal characteristics of a successful helping person include maturity, creativity, capacity to observe self, desire to help, courage, and sensitivity (Johnson & Yanca, 2010).

Professional social work practice also requires that students (a) demonstrate ethical behaviors; (b) timely completion of assignments in courses and in internships; (c) reliable attendance and participation in courses and internships; (d) timely and appropriate professional communication with faculty and agency practicum instructors; and demonstration of social work values and behaviors in faculty, peer, client, and agency relationships. The Social Work Program, therefore, is designed to assist students in mastering social work knowledge, values and skills and the development of individual characteristics essential to professional 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 understands that the achievement of this professional status is a developmental process for students and the Program is designed to assist students in maintaining good standing and successful completion of the Program.

GOOD STANDING:

To be in good standing, and move forward in the Program, students must meet and maintain the expectations outlined below.

Please note that ***no exceptions*** are made to the requirement of maintaining a grade of C+ (or better) in ***all required*** Social Work and Sociology courses in order to move forward in the Program:

ACADEMIC REQUIREMENTS & STANDARDS:

1. GPA of 2.5 in the major represents the minimum standard for graduation;
GPA of better than a 2.5 in the major, is recommended to demonstrate more than basic achievement;
GPA of 3.0 overall, or better, is recommended for graduate school application;
GPA of 3.7 overall is required for eligibility to the Social Work Honor Society.
2. *Attaining* a grade of C+, or better, in each Sociology and Social Work Course is required for the major;
Completion of ***all*** assignments in each required Sociology and Social Work Course for the major;
Submission of work on time as defined by the faculty member;
Assignments must be in accordance with APA format requirements as outlined in the Program Format for Papers and Presentations;
Engagement as an active learner; including meaningful participation in all class activities and discussions, group work and group assignments.
3. *Social Work Practicum I and II* (SOCW 484N and 485N) Senior Practicum Education courses. Traditional practicum education is a continuous experience from September through the end of the second semester in May. Practicum Education occurs concurrently with other Senior Sequence courses. All students must maintain a C+ or better in all senior sequence classes, including SOC 480, SOCW475, and SOCW484, for students to enter the block placement and their second-semester senior sequence classes. Students with an incomplete in SOC 480, SOCW475, SOCW484, or any other required social work or sociology course, must have this resolved with a C+ or better by the start of block placement to move ahead in the program.
4. Undergraduate social work programs that are accredited by the Council on Social Work Education (CSWE) require

students to complete a minimum of 400 hours of approved supervised practicum education. The Marist University BSW Practicum Education curriculum requires that students attend practicum placement during the agency's regular business hours each week of the semester all day Monday and Wednesday for the entire 15 weeks fall and spring semesters. The weekly time may vary depending on whether the agency workday is 8 or 7 ½ hours. Additionally, all students complete a two-week Block Placement in January which begins soon after the 1st of the year and extends to the Friday before Martin Luther King Day. Students generally complete Marist's goal of 450 hours, which is more than the CSWE required 400 hours of supervised practicum placement.

5. Students earn a grade for class participation and attendance. Students are expected to demonstrate responsible behavior in the classroom. Responsible behavior includes and is not limited to demonstrating values consistent with the profession of social work, attending class regularly, handing assignments in on time, communicating with faculty regarding deviation from the attendance requirements, working cooperatively and respectfully with other students and faculty, and making use of faculty for support so that students can effectively manage program requirements. Students are expected to demonstrate academic and nonacademic behaviors consistent with the NASW Code of Ethics and the Marist University Code of Conduct (p. 20).

6. Students who earn a grade below a C+ in up to two required Social Work or Sociology Course will have the opportunity to repeat each course *one time and one time only*. If a student fails to earn a C+ or above in the same course a second time, they will be terminated from the program. The student's Faculty Advisor and the Program Director will assist the student to make another academic plan.

It should be noted that repeating a course will most likely prevent the student from moving ahead in the curriculum sequence with the same cohort as they entered the Program. To be in good standing and move forward in the Program, students must meet and maintain the expectations as outlined above. Please note that *no exceptions* are made to the requirement of maintaining a C+ or better in all required Social Work and Sociology courses.

7. Students must adhere to the academic honesty policy as outlined in the Marist University Catalog and Marist University Student Handbook Code of Conduct.

To be in good standing and move forward in the Program, students must meet and maintain the expectations outlined above. Please note that no exceptions are made to the requirement of maintaining a C+ or better in all required social work and sociology courses to move forward in the Program.

NON-ACADEMIC STUDENT EXPECTATIONS & RESPONSIBILITIES:

Students are expected to apply the ethics and values outlined in the NASW Code of Ethics in all forms of communication: face-to-face, digital, and in writing. Students are expected to demonstrate responsible behavior, relationships, and values consistent with the profession of social work in interactions with colleagues, faculty, practicum education, and in the community. Additionally, faculty welcome students to ask for faculty and/or professional assistance in order to maintain cognitive, mental, and emotional stability commensurate with successfully meeting and completing the Program requirements. Non-academic behavior which may jeopardize student completion of the Practicum Education program includes and is not limited to:

- Excessive absences
- Excessive tardiness
- Attire not consistent with agency expectations and requirements
- Substance use that is impacting professional performance
- Mental health issues that are impacting professional performance
- Intentional disrespect for diversity, equity, inclusion, and anti-racist practices within the organization
- Involvement in relationships outside of the organization with clients

Marist University is dedicated to creating an environment where each person's individual dignity will be valued. Based on this premise, the Student Code of Conduct provides expectations and responsibilities of students as they pursue their education over their university career. The NASW Code of Ethics, which is based on the values of the profession also defines the centrality of respecting each person's dignity. This Code of Ethics provides the expectations and responsibilities of professional social workers. This section of the Program Handbook outlines

more specific behavior that responds to areas of the Code of Student Conduct and the NASW Code of Ethics.

Students are expected to demonstrate responsible behavior in the classroom, practicum, and all other interactions with students and faculty, such as club activities and other social work programming activities, and whenever students represent Marist University.

- (a) Demonstrating values consistent with the profession of social work. These values include maintaining honesty with faculty and peers. The program will not tolerate dishonesty in or outside of the classroom;
- (b) Attending class regularly and communicating promptly with faculty regarding any deviation from the attendance policy;
- (c) Handing in assignments on time;
- (d) Working cooperatively and respectfully with other students and faculty. Gossip, name calling, verbal or non-verbal threats in or outside of the classroom through social media or online will not be tolerated. While individuals are entitled to their own point of view, everyone is expected to be sensitive and respectful of differences;
- (e) Making use of faculty for support to effectively manage program requirements through the use of faculty office hours and individual appointments;
- (g) Dressing appropriately for class presentations and professionally for practicums and internships;
- (h) Demonstrating self-reflection, self-awareness, and capacity for evaluating one's academic and non-academic performance;
- (i) Demonstrate respectful and appropriate behavior in all communications including face-to -face, written, electronic, and social media:
- (j) Self-Disclosure consistent, with professional social work expectations;
- (k) Seeking appropriate help when impaired as specifically defined and outlined in the **NASW Code of Ethics** regarding such issues as personal problems, mental health, or substance abuse as examples: The following comes directly from the Code of Ethics:

“Social workers should not allow their 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.

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.” (2021)

- (l) Recognizing and addressing issues and challenges that impede their ability to demonstrate responsible and respectful behavior to self and others;
- (m) Working closely, respectfully, and responsibly with all members of their two-year Cohort;
- (n) Willingness to accept constructive feedback from their classroom faculty, advisor, and administrators;
- (o) Demonstrating academic and non-academic behaviors that are already required by the Marist University Code of Conduct. With the following expectations especially emphasized:

- Any activities which infringe upon the rights of individuals shall not be permitted and shall be considered violations.
- Illegally copying, distributing, downloading and/or uploading copyrighted materials on any personal or University computer system. These materials include, but are not limited to, text (including emails and web information), graphic art, photographs, music, film, file sharing and software.
- Any course materials may not be recorded or distributed outside of the class.
- Use of computers and campus networks to harass or threaten other computer users, or to publicly display offensive or obscene messages/videos. Repeatedly sending messages with inappropriate content.
- Bullying and Cyberbullying: Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally.
- Bystanding: Complicity with or failure of any student to appropriately address known or obvious violations of the Code of Student Conduct or law. Complicity with or failure of any organized group to appropriately address known or obvious violations of the Code of Student Conduct or law by its members.
- Harassment: In general, harassment is repeated unwelcome or uninvited communication or physical conduct. A single, isolated incident may be considered harassment if it is sufficiently severe.
- Unwelcomed communication, including, but not limited to initiating or attempting contact by any means with no purpose of legitimate conversation, written letter, social media, email, text messaging, voicemail, unwanted gifts, surveillance or other types of photographing or observation, trespassing, and/or vandalism.
- Directing obscene or offensive language, gestures or abusive conduct, including verbal abuse, threats, intimidation, coercion, or other conduct which has caused a person substantial emotional distress or where the circumstances would cause a reasonable person to suffer substantial emotional distress.
- Directing verbal abuse at another person because the individual is carrying out duties and responsibilities associated with their role as faculty, staff, or student staff at the University.
- Interfering with or directing misconduct toward a member of the community based on their participation in an investigation of misconduct, including witnesses.
- Harassment on the basis of an individual's membership or perceived membership in a protected class.
- Retaliation: Is defined as any adverse action taken against a person participating in a protected activity because of their participation in that activity. Retaliation against an individual for alleging harassment, reporting an incident, supporting a reporting party, being a witness, or for assisting in providing information relevant to a claim is a serious violation of university policy and may be treated as possible instance of harassment or discrimination. Acts of alleged retaliation should be reported immediately and will be promptly investigated
- Threatening Behaviors: Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property. Intimidation is defined as implied threats or acts that cause a reasonable fear of harm to another.

The University provides a comprehensive educational experience that prepares individuals to be able to function in a diverse society. Students deserve to be free from fear of harassment, retaliation, or abuse of any kind. Especially intolerable are bias-related incidents: acts directed against individuals based on sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, or other protected status. Additionally, bias-related incidents may also be a violation of State law, and students may be subject to criminal prosecution. Marist has a defined process for addressing harassment and discrimination under the jurisdiction of the University's Office of Equity and Title IX. Please find policies and procedures related to discriminatory harassment at <https://www.marist.edu/title-ix>. Complaints involving sex and gender-based allegations of misconduct are resolved through the Title IX process and are not addressed through the Code of Student Conduct.

Students should expect that faculty will bring to their attention and discuss with them any incident of inappropriate behavior. In addition, consistent inappropriate behavior is subject to policy on probation and termination from the Program.

PROBATION: Students who fail to maintain good standing for academic and/or non-academic behavior will be placed on a Plan of Correction and Probation.

Before formalizing a Plan of Correction, an individual faculty member who observes non-compliant behavior must meet with the student to discuss the non-compliant behavior and identify the following steps:

1. The student can correct the behavior.
2. If the non-compliant behavior continues, the faculty member refers the student to the Practicum Coordinator and Program Director.
3. The Practicum Coordinator meets with the student to determine if the noncompliant behavior jeopardizes their good standing in Practicum placement and seminar.
4. The Program Director meets with the student and the Practicum Coordinator to determine whether their noncompliance jeopardizes their good standing in the BSW Program.
5. Before determination, the Program Director and Practicum Coordinator will consult with the faculty, Agency Supervisor, and Faculty Liaison
6. The Practicum Coordinator, Program Director and faculty make a decision of next steps and notifies the student by calling a meeting with the student, as well as in writing through email
7. If probation is initiated, a plan of correction is developed.

PROCESS FOR CORRECTION OF PROBATIONARY STATUS

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 specific academic or nonacademic behavioral problems.
2. Development of a plan of correction. The plan includes a method for evaluation and a timeline for its completion.
3. The Program Director designs and monitors the plan of correction with input from all concerned parties- Agency Supervisor, Practicum Coordinator, and Faculty Liaison
4. The student follows the plan, seeking assistance as necessary.
5. The student, Coordinator of Practicum Education and Program Director evaluate the student's progress. If the problem is corrected, the student returns to good standing. A meeting is held between all parties and the student is also notified in writing by the Coordinator of Practicum Education/Program Director.
6. 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 and timeline, if appropriate, is adjusted by the Practicum Coordinator and Program Director in writing.
7. If significant progress is not made, the Program Director with input from the faculty, initiates the termination process.

TERMINATION FROM THE PROGRAM:

The process for termination from the Program begins when there is an unsatisfactory outcome of the plan for correction.

1. The 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 their commitment to the major and their capacity to continue in the Program.
 - a. If the student indicates that they are not interested in continuing in the Program, the Program Director will refer the student to their 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, they will be asked how they will resolve the problem to return to good standing and in what timeframe. The Program Director will present the plan to the faculty for review and action.
2. Faculty Action for Continuance or Termination: The Faculty will review the student's plan.
 - a. If the faculty determines that continuance is appropriate, the student must correct the problem within the agreed timeframe to return to good standing. If this does not occur, the student will be terminated from the Program.
 - b. If the faculty does not accept the plan as adequate to return to good standing at 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 help the student to change their major in order to continue their education.

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. This appeal process begins with the Dean of the School of Social and Behavioral Sciences.

4. Students will be notified in person and by email within 3 days of the decision, as to their continuation in the Program

TERMINATION OF PRACTICUM PLACEMENT

Some incidents of student conduct related to their Practicum placement may warrant a review of academic performance and conduct issues (described in this Practicum Manual and the BSW Program Handbook), as well as immediate termination from a practicum placement. Before termination, the Coordinator of Practicum Education, the Agency Supervisor, and the Faculty Liaison are in close contact to remediate the issues.

If attempts to resolve the problem fail, a student may be asked to leave the placement. In the case of this occurrence, at the discretion of the Coordinator of Practicum Education, there are a few possible outcomes:

- The student may be placed in a different agency and the student will be asked to repeat the hours from the beginning of the academic year. For example, if a student is terminated from placement in October, but has accrued 100 hours of placement time, they **MUST REPEAT THESE HOURS OVER AGAIN**.
- The student may receive an "F" in their current practicum placement and be dismissed from the program. This decision may occur if a student is unwilling to recognize their role in the placement termination and/or if the student interviews at another placement and is not successful in securing another placement, after 2 interviews.
- If the student is dismissed, the student will work with their advisor and the Program Director to develop a new academic plan and major.

Process for Developing, Maintaining and Evaluating Practicum Sites

The Practicum Education Coordinator is responsible for developing the required number of agency-based practicum placements that can provide a range of learning opportunities to support students in mastering the nine competencies and associated behaviors for generalist social work practice. The Practicum Education Coordinator initiates contact with possible agencies through a variety of outreach methods. Initial contact clarifies whether the agency can meet the primary criteria and is interested in providing practicum education for BSW students. Assuming this, the Practicum Education Coordinator meets with the potential Agency Supervisor and visits the agency.

When the potential Agency and Agency Supervisor have met the criteria and agreed to serve, a Memorandum of Understanding between the Marist University BSW Social Work Program and the agency is completed. The Agency Supervisor will also complete an Information Sheet that verifies their qualifications to serve in this role. The Information sheet is detailed in the Practicum Manual. At the end of the spring semester the Agency is evaluated via prepared survey by the student and Practicum Faculty to gather their feedback on their experience of student preparation, performance and quality of their interaction with the Marist BSW Social Work Program. All this data is reviewed by the Practicum Education Coordinator in determining future relationships with the agency.

Practicum settings are selected for the range of generalist social work practice opportunities. The Coordinator of Practicum Education assesses the practicum site for learning opportunities that will assist students in the mastery of the nine SWPCs, affective and cognitive processes, and associated behaviors that uphold the purpose, values, ethics, and philosophy of the profession.

Criteria for selecting Practicum Agencies and Agency Supervisors:

1. The agency can provide a range of generalist social work learning opportunities.

2. The agency can provide appropriate space for the student to carry out their assignments.
3. The agency can assure student safety in the building, other places where the student works, parks, walks to the agency, etc.
4. The agency can provide a supervisor who has earned a BSW or MSW. In cases where the Agency Supervisor does not have a BSW or MSW, an alternate bachelor's, master's or doctoral degree, as well as expertise and longevity in professional practice will be considered.
5. The agency will ensure that the Supervisor will have the time to provide regular weekly supervision of one hour.
6. The Agency Supervisor agrees to review the student's learning contract at regular intervals and provides feedback.
7. The Agency Supervisor agrees to meet with the Practicum Faculty Liaison and student twice per semester, face to face, and/or virtually as agreed upon, to assess learning opportunities, student growth, and any challenges to date.
8. The Agency Supervisor agrees to observe and assess, in "real-time" the student as they interact with clients face to face or during phone contact.
9. The Agency Supervisor will attend Practicum Orientation and additional training offered by the Coordinator of Practicum Education.
10. The Agency Supervisor will maintain regular contact with Practicum Faculty if they are experiencing concerns or issues.
11. The Agency Supervisor will provide the student with an orientation to the agency, including all policies that will impact student contact with clients or other assignments.
12. The Agency Supervisor will create a safe learning environment and addresses safety issues and safety protocols
13. The Agency Supervisor agrees to utilize the Intern Placement Tracking Program (IPT) to sign off on student hours and review student assignments.
14. The Agency Supervisor will complete a Performance Evaluation at the end of the fall and spring semesters and an Evaluation of the Practicum Education program at the end of the academic year. Evaluations documents will include numerical ratings along with qualitative feedback to enhance student learning, growth, and development.
15. The Agency Supervisor will identify any discrepancy in hours and notify the Faculty Liaison and/or the Coordinator of Practicum Education.

University – Agency – Student Expectations

It is the responsibility of the BSW Social Work Program to provide students with the academic content and direct experiential learning opportunities to gain the knowledge, values, and skills required to achieve the Social Work Program Competencies 1 – 9. This endeavor requires specific contributions from Practicum Faculty, Agency Supervisors, and Students. The following expectations outline requirements of the Practicum Faculty

The Practicum Faculty Will:

1. Support student mastery of the SWPCs and requisite behaviors through the development of an individualized Learning Contract
2. Promote the students' integration of classroom and practicum material through practicum education seminars, practicum education assignments, agency meetings, and individual meetings with students.
3. Support student development of competence and facilitate resolution to problems that may arise.
4. Require students seeking practicum education placements in an employing agency to verify that different practicum education activities and supervision have been developed and approved by the Coordinator of Practicum Education.
5. Provide ongoing educational support and regular training for Agency Supervisors.
6. Inform the agency of the qualifications of the student and provide a practicum education manual, which includes a course outline, school calendar, and description of the Social Work Program.
7. Assist Agency Supervisors and practicum instructors in identifying the student's learning patterns and needs.
8. Monitor and evaluate the quality of practicum education experiences provided by the various agencies and organizations utilized as practicum settings.
9. Evaluate student learning and performance and award the final grade for practicum.

The Agency Supervisor Will:

1. Describe and explain what is expected of the student during practicum placement within the agency.
2. Provide an orientation to agency safety policies and provide a safe environment for students.
3. Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical

standards.

4. Provide regularly scheduled supervision, for a minimum of one hour a week.
5. Observe the student in real time
6. Provide the student with suitable office space, equipment, and support staff during practicum placement.
7. Collaborate with the student and their use of the Learning Contract Assignment as a tool for supervision and a means to expand the student's opportunities to learn.
8. Assign duties and responsibilities that help the student to develop mastery of the SWPCs., when possible.
9. Evaluate the student's performance in a fair, respectful, and thorough manner.
10. Provide an exit interview, if a placement is being terminated due to agency changes or when a student is not in compliance with agency expectations and standards.
11. Meet a minimum of two times during each semester with the student and the practicum faculty liaison to discuss the student's learning contract and progress in applying the competencies (additional meetings if needed or requested).
12. Agrees to utilize the Intern Placement Tracking Program (IPT) to sign off on student hours and review student assignments;
13. Identify the replacement supervisor when the agency practicum Supervisor is unavailable.
14. Submit a written evaluation of the student at the end of each semester and discuss the student's evaluation with the student before submission to the assigned Faculty Liaison.
15. Submit a written evaluation of the Practicum Education Program.
16. Identify and assist in resolving problems arising in the practicum placement.
17. Establish a plan for make-up hours if the student was absent from practicum placement.
18. Attend Practicum Orientation for Agency Supervisors and additional training if needed.

The Task Supervisor Will (in the event there is a Task Supervisor):

In some situations, an Agency Supervisor will oversee the practicum placement, but does not direct the day-to-day activities of the student. These activities are done by the task supervisor. This person is usually a supervisor but may not have an MSW or BSW.

The Task Supervisor will assign clients, workload, and other projects, provide formal and informal supervision and will provide input to the mid-year and final evaluation.

The Practicum Student Will:

1. Complete all practicum agency pre-conditions (background check, medical check, or training)
2. Meet weekly with the agency Supervisor and have the Learning Contract updated for discussion during supervision. The Learning Contract requires regular and ongoing revisions based on reflective practice.
3. Promote learning from observation and related reflection. This learning includes using supervision time to prepare for and debrief from observations.
4. Meet at the agency with both the agency Supervisor and the practicum faculty liaison a minimum of two times each semester.
5. Be in attendance at the practicum placement agency on days and at times agreed on by the student, Agency Supervisor, and practicum faculty. If the student is unable to attend the practicum placement on a particular day, the student will notify the Agency Supervisor and practicum faculty liaison via email before or at the start of the workday.
6. Before any schedule change, the student will request and obtain approval from the Coordinator of Practicum Education or Faculty Liaison(s) for any changes in the schedule for, the hours or days of the internship. This approval must occur before any change in the practicum schedule for the student.
7. Demonstrate appropriate professional behavior in the internship. The student is expected to take responsibility as an adult learner to understand and carry out their assigned duties, meet deadlines, and seek direction when needed.
8. Perform and complete all practicum assignments in a manner consistent with agency policy and procedures.
9. Prepare records and reports following agency policy, procedures, and format.
10. Devote the required number of hours to the practicum.
11. Be open to direction, supervision, and critical analysis.
12. Share with the program any civil or criminal charges or convictions or positive toxicology drug screens that occur while in this Program as these can affect practicum education and failure to do so could affect your overall standing in the program.
13. Adhere to social work values and professional standards of ethical conduct in practice situations.
14. Communicate with Practicum Faculty and Agency Supervisor if any problems arise.
15. Adherence to all agency policies and procedures
16. Adherence to all agency and University prescribed policies and regulations about the use of social media.

Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING BETWEEN MARIST UNIVERSITY UNDERGRADUATE SOCIAL WORK PROGRAM AND PRACTICUM EDUCATION PLACEMENT AGENCY

It is mutually agreed by Marist University and the above-mentioned agency that professional educational practicum placements for social work students will be provided by the agency. The Coordinator of Practicum Education will represent the Social Work Program and coordinate the practicum.

The Coordinator of Practicum Education will assume responsibility for the selection and assignment of students to the learning experience, with ultimate concurrence by the agency following accepted professional criteria. There will be close planning between the agency and the Program before the learning experience. There will also be continuous contact with the site, including scheduling and work assignments. While in the agency, students will conduct themselves by following all the rules and regulations of the agency.

The Marist Program requests that students placed in the agency receive the following support from the Supervisor:

1. Regular weekly supervision of one hour
2. Review of the student's learning contract at regular intervals
3. Meet with Faculty Liaison and student twice per semester to assess learning opportunities, student progress and growth and any challenges to date
4. Will observe and assess, in "real-time" the student interactions with clients face to face or during a phone contact
5. Attend Practicum Supervisors training and orientation offered by the Coordinator of Practicum Education
6. Maintain regular contact with practicum faculty if they are experiencing concerns or issues
7. Provide student with an orientation to the agency
8. Create a safe learning environment and address safety issues and protocols
9. Provide adequate workspace for the student
10. Utilize the Intern Placement Tracking Program (IPT) to verify student hours and review student assignments
11. Complete a Performance Evaluation at the end of the fall and spring semesters and an Evaluation of the Practicum Education Program at the end of the academic year, providing numerical and qualitative responses to enhance student learning, growth and development

The agency will retain full responsibility for the service to the clients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the agency and the direct or indirect service to the clients.

The agency is expected to provide an exit interview if a student's practicum placement is being terminated due to agency changes or when a student is not in compliance with agency expectations and standards.

An annual review of the practicum education program and policies will be made. Agency Supervisors will be provided with an opportunity to assess the Marist University BSW Practicum Education program.

This Memorandum of Understanding may be terminated by either party upon six (6) months' notice to the other in advance of the next practicum education placement.

Social Work Program Representative & Date

Agency Representative & Date

MARIST UNIVERSITY UNDERGRADUATE SOCIAL WORK PROGRAM

AGENCY SUPERVISOR INFORMATION SHEET

Supervision in the practicum placement is essential for student learning and professional development. The collaboration of the Undergraduate Social Work Program with experienced and professional agency based social workers is essential in preparing the next generation of social workers. Your participation is valued and appreciated.

Please complete this form so we can maintain the required documentation of your credentials and attach or email to: Matteo.Undici@Marist.edu

Supervisor Name:

Current title:

Email: _____ Phone:

Agency Name and address:

Education: Please list Institutions, Degrees, and Dates

Please indicate employment for the last two years if different from your current employer:

Please check all that apply:

BSW MSW LMSW LCSW LMHC CASAC PSYD

Other license or certification:


Have you had experience supervising students and/or employees? Please explain.


Marist University
School of Social & Behavioral Sciences
Social Work Program
Practicum Education Learning Contract


Student:



Agency:

Agency Supervisor(s):


Social Work Program Competency & Behaviors	Description of task and/or activity
<p style="text-align: center;">SWPC 1: Demonstrate Ethical and Professional Behavior.</p> <p>Social Workers:</p> <ul style="list-style-type: none">• A. Make ethical decisions by applying the standards of the <i>National Association of Social Workers Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.• B. Demonstrate professional behavior; appearance; and oral, written and electronic communication.• C. Use technology ethically and appropriately to facilitate practice outcomes.• D. Use supervision and consultation to guide professional judgement and behavior.	


Social Work Program Competency & Behaviors	Description of task and/or activity
<p style="text-align: center;">SWPC 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Advocate for human rights at the individual, family, group, organizational and community system levels. • Engage in practices that advance social, racial, economic, and environmental justice. 	


Social Work Program Competency & Behaviors		Description of task and/or activity
		
<p style="text-align: center;">SWPC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Demonstrate anti-racist, anti-oppressive social work practice at the individual, group, organizational, community, research, and policy levels. • B. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 		

Social Work Program Competency & Behaviors		Descripti on of task and/or activity
SWPC 4: Engage In Practice-Informed Research and Research-Informed Practice. Social Workers: <ul style="list-style-type: none"> • A. Apply research findings to inform and improve practice, policy, and programs. • B. Identify ethical, culturally informed, and anti-racist, and anti-oppressive strategies that address inherent biases for use in qualitative and quantitative research methods to advance the purposes of social work. 		
Social Work Program Competency & Behaviors		Descripti on of task and/or activity
SWPC 5: Engage in Policy Practice. Social Workers: <ul style="list-style-type: none"> • A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. 		

Social Work Program Competency & Behaviors		Description of task and/or activity
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SWPC 6: Engage with Individuals, Families, Groups, Organizations, and Communities.		
Social Workers: <ul style="list-style-type: none"> • A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients, and constituencies. • B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. 		

<p align="center">Social Work Program Competency & Behaviors</p>	<p align="center">Description of task and/or activity</p>
<p>SWPC 7: Assess Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. • B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. 	

<p align="center">Social Work Program Competency & Behaviors</p>	<p align="center">Description of task and/or activity</p>
<p>SWPC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. • B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	
<p align="center">Social Work Program Competency & Behaviors</p>	<p align="center">Description of task and/or activity</p>

SWPC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.



Social Workers:

- A. Select and use culturally responsive methods for evaluation of outcomes.
- B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities,

Signatures:

Student Signature: [Click to sign Completed Document](#)

Agency Supervisor Signature: [Click to sign Completed Document](#)

2nd Supervisor Signature: [Click to sign Completed Document](#)

Faculty Liaison Signature: [Click to sign Completed Document](#)

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IPT Online Forms System July 2, 2018

Marist University
School of Social & Behavioral Sciences
Social Work Program
Practicum Education Performance Evaluation

1.

The Council on Social Work Education (CSWE) sets educational standards, policies and outcomes for the preparation of professional social workers. CSWE has identified nine Core Competencies with related behaviors for each Competency.

The Practicum Education experience is one tool used to evaluate student mastery of the Social Work Program Competencies (SWPC's).

Agency Supervisors complete a Performance Evaluation at the end of the fall and spring semesters.

The Practicum Education Learning Contract will provide essential information for completing the Practicum Education Performance Evaluation. The student's Faculty Liaison is responsible for assigning the final grade in Practicum and, in doing so, will consider the Practicum Education Performance Evaluation, the student's performance in the Practicum placement, seminar participation, and written work that integrates Practicum experience with classroom instruction.

To complete the Performance Evaluation please use the scale below to rate the student's current competency:

1= Unacceptable Progress (The student has not demonstrated competence in applying the knowledge, values, & skills despite opportunities related to this competency)

2= Insufficient Progress (The student has to consciously work at this competency and rarely demonstrates competence in applying the knowledge, values, & skills despite opportunities related to this competency)

3= Emerging Competence (The student is demonstrating competence with some consistency in applying the knowledge, values, & skills related to this competency)

4= Competent (The student demonstrates competence with more consistency in applying the knowledge, values, & skills related to this competency)

5= Advanced Competency (The student demonstrates consistent and independent application of the knowledge, values, & skills related to this competency)

Comments may be made under each competency statement. Please give examples of where you think the intern is particularly strong and those areas in which the student needs improvement. Please circle the number which represents student's competency level.

Important: At the beginning level (Fall Semester) students are not expected to have 5s or many 4s. Please support your rating with comments and suggestions regarding how the student may improve.

**Social Work Program
Practicum Education Performance
Evaluation Fall Semester [*Schedule Input:*
Year]**

2.

Student:

Agency:

Agency Supervisor(s):

Fall Semester [*Schedule Input: Year*]

Date Due:

1= Unacceptable Progress (The student has not demonstrated competence in applying the knowledge, values, & skills related to this competency despite opportunities)

2= Insufficient Progress (The student has to consciously work at this competency and rarely demonstrates competence in applying the knowledge, values, & skills related to this competency despite opportunities)

3= Emerging Competence (The student is demonstrating competence with some consistency in applying the knowledge, values, & skills related to this competency)



4= Competent (The student demonstrates competence with more consistency in applying the knowledge, values, & skills related to this competency)

5= Advanced Competency (The student demonstrates consistent and independent mastery in applying the knowledge, values, & skills related to this competency)

Comments may be made under each competency statement. Please give examples of where you think the intern is particularly strong and those areas in which the student needs improvement. Please circle the number which represents student's competency level.

3.

SWPC 1: Demonstrate Ethical & Professional Behavior	
Social Workers:	Ratings
A. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<input type="text" value="v"/>

B. Demonstrate professional behavior; appearance; and oral, written and electronic communication.	<input type="text" value="v"/>
C. Use technology ethically and appropriately to facilitate practice outcomes.	<input type="text" value="v"/>
D. Use supervision and consultation to guide professional judgment and behavior.	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>SWPC 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.</p>	
Social Workers:	Ratings
A. Advocate for human rights at the individual, family, group organizational, and community system levels.	<input type="text" value="v"/>
B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>SWPC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.</p>	
Social Workers:	Ratings
A. Demonstrate anti-racist, anti-oppressive social work practice at the individual, group, organizational, community, research, and policy levels.	<input type="text" value="v"/>
B. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="text" value="v"/>

COMMENTS



SWPC 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers:

Ratings

A. Apply research findings to inform and improve practice, policy, and programs.

B. Identify ethical, culturally informed, and anti-racist, and anti-oppressive strategies that address inherent biases for use in qualitative and quantitative research methods to advance the purposes of social work.

COMMENTS



SWPC 5: Engage In Policy Practice

Social Workers:

Ratings



A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.




B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

COMMENTS



SWPC 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers:	Ratings
A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<input type="text" value=""/>
B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="text" value=""/>
<p>COMMENTS</p> 	
<p>SWPC 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	
Social Workers:	Ratings
A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="text" value=""/>
B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="text" value=""/>
<p>COMMENTS</p> 	
<p>SWPC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	
Social Workers:	Ratings
A. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="text" value=""/>

B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="text"/>
<p>COMMENTS</p> 	
<p>SWPC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	
Social Workers:	Ratings
A. Select and use culturally responsive methods for evaluation of outcomes.	<input type="text"/>
B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities,	<input type="text"/>
<p>COMMENTS</p> 	
<p>Overall Rating of the Student's Competencies & Professional Behaviors</p>	
<p>Briefly describe the student's strengths & any other thoughts you would like to share:</p> 	

Signatures:

Agency Supervisor Signature

2nd Supervisor Signature:

Student Signature:

Faculty Liaison Signature

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