



Program Handbook and Field Manual

2025 - 2026

MASTERS IN SOCIAL WORK PROGRAM

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY

3399 NORTH ROAD, POUGHKEEPSIE, NEW YORK 12601



PROGRAM HANDBOOK

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Introduction

Welcome to the fully online MSW Program at Marist College. After more than 40 years of providing baccalaureate social work education (continuously accredited by CSWE since 1981) the University has launched a graduate program leading to the Masters in Social Work degree. The program, admitting students in June 2025, is fully engaged in the CSWE accreditation process with anticipation of receiving initial accreditation in 2027 retroactive to 2026 as the program graduates the first class of students.

Marist University and social work education are a good fit with similar missions and values. Excellence in education, a sense of community, and a commitment to service are three key ideals that guide the development of the University and are reflected in the college's current mission statement which is to "help students develop the intellect, character, and skills required for enlightened, ethical and productive lives in the global community of the 21st century". (www.marist.edu/mission). The fully online MSW program is also guided by these three ideals and the college's mission with its intent to provide a generalist foundation and trauma informed specialized curricula to prepare effective social workers with a commitment to social justice, and to advance social equity.

The newly developed strategic plan lays out the college's direction as it moves toward its centennial celebration in 2029 (www.marist.edu/strategicplan). The strategic plan is built around three pillars: 1) academic vibrancy; 2) student centrality; and 3) expansive community. These pillars provide an important context for the fully online MSW program supporting the development of innovative educational content and delivery, a high touch experiential learning experience academically and in the practical.

Marist University has been a leader in the application of technology for education. It has developed the necessary infrastructure and training to prepare faculty and students for rich technology enhanced learning on the ground and in hybrid or fully online formats. The fully online MBA was the first such program approved in New York State.

Social Workers are needed to respond to an ever-expanding range of human needs around the world. The interdependent complexities of social, economic, political, and environmental conditions impact the welfare and well-being of all of us. Social Workers who are prepared to apply a trauma informed focus to practice are positioned to support individuals, families, groups, organizations and communities in healing, restoring stability, and moving forward.

The MSW Program Mission

This fully online MSW program is informed by 1) Marist College's history, current and future directions; 2) its local base in the Hudson Valley which represents the evolving service needs of

small poor and struggling urban cities, small towns and rural areas; and 3) the increased need, locally, nationally and globally for behavioral services and especially trauma informed services based on a commitment to promoting social justice.

The Marist University Master of Social Work (MSW) Program provides a foundation generalist year and an advanced specialist year in trauma informed practice, preparing graduates who are committed to respectful engagement and collaboration with community partners in scholarship, teaching, and service.

The MSW program is committed to preparing competent social workers as defined by their ability to work with the whole person in the environment with a social justice perspective that promotes: 1) the elimination of systemic and structural oppression and racism; 2) cultural humility; 3) equity; 4) diversity; and 5) inclusion of individuals, families, groups, organizations, and communities.

Graduates of the MSW Program will be prepared to provide clinical services to individuals impacted by trauma with the goal of enhancing the quality of life for all people locally, nationally, and globally. Graduates will be equipped with the skills to apply scientific inquiry to improve practice outcomes and serve as leaders of the profession. The program seeks to advance equity through social justice focused community based, trauma informed social work practice by preparing competent, effective practitioners who restore, maintain, and enhance human and community well-being, locally, nationally and globally, with specific attention to social, racial, economic, and environmental injustice.

Graduates of the Marist University MSW Program will assume leadership positions in the profession and will model for the next generation of social workers their commitment to the ethics and values of the profession as well as demonstrate leadership in their communities through serving a wide range of clients across all fields of practice, locally, nationally and globally.

MSW Program Curriculum

The MSW Program is a fully online program. All courses are offered asynchronously except the Field Practicum Seminars which require once a week synchronous attendance. The format below lays out all the course requirements for the two year and advanced standing options that are offered at Marist College.

The Two-Year Program is a full-time program and requires two summer sessions and two fall and spring semesters for a total of 64 credits. Course work in Year One provides preparation for Generalist Social Work Practice. Course work in Year Two provides for specialized practice in Trauma Informed Social Work Practice. There is a field practicum course and associated field practicum seminar in each fall and spring semester. In Year One students are assigned to an agency-based field placement for two days a week and are required to accumulate 450 hours of experience in applying knowledge, values and skills for generalist social work practice. In Year

Two students are assigned to an agency-based field placement for three days a week and are required to accumulate 650 hours of experience in applying knowledge, values and skills for specialized practice in trauma informed social work practice.

The Advanced Standing Program is a full-time program and requires one summer session and one fall and spring semester for a total of 32 credits. In this year of specialized study, course work provides knowledge, values and skills for trauma informed social work practice. In the fall and spring semester students are assigned to an agency field placement where they can apply this specialized knowledge to a wide range of client systems impacted by trauma. Students are in placement three days a week and are required to accumulate 650 hours of specialized practice experience.

The goal of both programs is to have students master the Nine Core Competencies, identified by the CSWE 2022 Educational Policy and Accreditation Standards (EPAS). These core competences are listed by the program as the Social Master Program Competency 1 – 9 (SWMC 1 – 9). The nine core competences include the knowledge, values, skills, and cognitive and affective processes associated with each competency. Following is a list of the nine core competencies:

SWMC 1 Demonstrate Ethical and Professional Behavior

SWMC 2 Advance Human Rights and Social, Racial, Economic and Environmental Justice

SWMC 3 Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

SWMC 4 Engage in Practice-informed Research and Research-informed Practice

SWMC 5 Engage in Policy Practice

SWMC 6 Engage with Individuals, Families, Groups, Organizations, and Communities

SWMC 7 Assess Individuals, Families, Groups, Organizations, and Communities

SWMC 8 Intervene with Individuals, Families, Groups, Organizations, and Communities

SWMC 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

TWO YEAR MSW CURRICULUM FORMAT

YEAR ONE – GENERALIST CURRICULUM

Summer One		Fall One		Spring One	
Course # and Title	Credit	Course # and Title	Credit	Course # and Title	Credit
SWMP 501 Social Work Ethics & Professionalism	3	SWMP 505 Theory & Skills for Social Work Practice	3	SWMP 5512 Research and Program Evaluation	3
SWMP 502 Human Behavior in the Social Environment	3	SWMP 5506 Social Work Practice for Justice, Equity and Anti-Racism	3	SWMP 513 Social Welfare Policy and Advocacy	3
		SWMP 507 Practice with Groups, Organizations and Communities	3	SWMP 514 Trauma Informed Practice	3
		SWMP 508 Field Practicum I	3	SWMP 515 Field Practicum II	3
		SWMP 509 Field Practicum Seminar I	1	SWMP 516 Field Practicum Seminar II	1
Total Credits	6	Total Credits	13	Total Credits	13

YEAR TWO – SPECIALIZATION CURRICULUM

Summer Two		Fall Two		Spring Two	
Course # and Title	Credit	Course # and Title	Credit	Course # and Title	Credit
SWMP 601 Assessment and Diagnosis for Trauma Informed Practice	3	SWMP 605 Trauma Informed Practice with Families	3	SWMP 612 Trauma Informed Practice and the Addictions	3
SWMP 602 Creative Arts and Trauma Informed Practice	3	SWMP 606 Trauma Informed Group Work	3	SWMP 6613 Trauma Informed Practice & Intimate Partner Violence	3
		SWMP 607 Trauma Informed Practice with Children and Adolescents	3	SWMP 6614 Social Work Supervision and Consultation	3
		SWMP 608 Field Practicum III	3	SWMP 615 Field Practicum IV	3
		SWMP 609 Field Practicum Seminar III	1	SWMP 616 Field Practicum Seminar IV	1
Total Credits	6	Total Credits	13	Total Credits	13

ADVANCED STANDING MSW PROGRAM FORMAT

ONE YEAR – SPECIALIZATION CURRICULUM

Summer One

Fall One

Spring One

Course # and Title	Credit	Course # and Title	Credit	Course # and Title	Credit
SWMP 601 Assessment and Diagnosis for Trauma Informed Practice	3	SWMP 605 Trauma Informed Practice with Families	3	SWMP 612 Trauma Informed Practice and the Addictions	3
SWMP 602 Creative Arts and Trauma Informed Practice	3	SWMP 606 Trauma Informed Group Work	3	SWMP 613 Trauma Informed Practice & Intimate Partner Violence	3
		SWMP 607 Trauma Informed Practice with Children and Adolescents	3	SWMP 614 Social Work Supervision and Consultation	3
		SWMP 608 Field Practicum III	3	SWMP 615 Field Practicum IV	3
		SWMP 609 Field Practicum Seminar III	1	SWMP 616 Field Practicum Seminar IV	1
Total Credits	6	Total Credits	13	Total Credits	13

MSW Student Association

A structure and resources are provided for a student association consistent with the policies of Marist College. A faculty advisor will convene students to organize and elect their leadership. General purposes of the organization are to provide service and to provide activities to enhance professional development. The faculty advisor can assist with the logistics of organizing projects and activities as well as with assessing materials, services and financial resources.

Through the Association students will have ad hoc membership on the MSW Program Advisory Board as well as the MSW Program Curriculum Committee, and Field Practicum Committee. In these roles they can contribute to program development and review as well as provide feedback on the student experience in the program.

Social Work Honor Society

Marist University Social Work Program has the Delta Kappa Omega Chapter of the Social Work Honor Society. Membership is open to eligible graduate students in both the Two-Year Program and Advanced Standing Programs. Each year, in the spring semester, students meeting the eligibility requirements are notified and may accept or decline the invitation. When a student accepts an invitation, they must follow through with membership requirements to be inducted

into the Honor Society. Eligibility requirements include a cumulative GPA of 3.7 and a one-time fee which is currently \$32.00.

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Admission to the MSW Program

Statement of Non-discrimination:

Marist University is committed to creating a learning environment that is diverse, equitable and inclusive. “Marist University does not discriminate in the admission process or in the awarding of financial aid on the basis of race, color, sex, religion, or disability.” “Marist is an equal opportunity institution, and all applications are accepted and reviewed without regard to race, religion, sex, age, color, disability or national origin.” “Furthermore, it is the policy of Marist University to operate and support all of its educational programs and activities in a way that does not discriminate against an individual on the basis of these characteristics” (www.marist.edu/admission/graduate). Furthermore, the MSW Program explicates the concepts of diversity, equity and inclusion by not discriminating on any of the dimensions of diversity outlined in the 2022 EPAS including the intersectionality of oppression, poverty, marginalization, alienation, as well as privilege and power (CSWE 2022 EPAS, p. 9).

Criteria for admission:

The program has admission criteria for two points of entry, the two-year program and the Advanced Standing program.

Two-year Program

1. Initiate the Marist University online application process through Grad CAS, a Liaison International centralized application system <https://gradcas.liaisoncas.org/apply/>.
2. Provide all official transcripts from all universities attended with the indication of an earned bachelor’s degree from an institution accredited by a recognized regional accrediting association with a GPA of 3.0 or higher. Transcripts will be reviewed to document a range of completed liberal arts courses.
3. Provide a current resume.
4. Submit a personal statement of at least 500 words which discusses:
 - the applicant’s interest in social work practice and the particular population they are interested in working with.
 - their understanding of anti-racism, diversity, equity and inclusion and
 - why they are interested in the fully online MSW program at Marist College

The personal statement is highly weighted in the evaluation process. The Admissions Committee uses it to ascertain the potential of the applicant to write at the graduate level and the reasons for pursuing master-level education in social work. Specific details about the personal statement can be found inside the application.

5. Submit three letters of reference. At least two letters of reference must be from employment supervisors or instructors. A third reference can be from an individual who can speak to their suitability for social work practice.
5. A face-to-face interview in person or in person via Zoom.

Advanced Standing Program

1. Initiate the Marist University online application process through Grad CAS, a Liaison International centralized application system <https://gradcas.liaisoncas.org/apply/>.
2. Provide all official transcripts from all universities attended with the indication of an earned BSW from a CSWE accredited undergraduate social work program with an overall GPA of 3.0 or better.
3. Provide a current resume.
4. Submit a personal statement of at least 500 hundred words which discusses:
 - Understanding and interest in trauma informed social work practice, providing examples from life experience and/or practice experience.
 - Commitment and experience of anti-racism, diversity, equity, and inclusion for social work practice, providing examples from their own experience or practice experience.
 - Why they are interested in the fully online MSW program at Marist College.

The personal statement is highly weighted in the evaluation process. The Admissions Committee uses to ascertain the potential of the applicant to write at the graduate level and the reasons for pursuing the specialization in trauma informed social work practice. Personal statement will be assessed for thoroughness, clarity, following directions, and writing skills.

5. Submit three letters of reference. At least one letter of reference must be from a social work faculty. Two references can be from other faculty, agency field instructor, and/or employment supervisors.
6. Submit from the BSW Program Director or their Advisor the mid-year or final field evaluation.

Admission with prior credit earned from a CSWE accredited program

The Marist MSW Program will accept up to nine credits earned from a CSWE accredited program toward the fulfillment of course work related to the first-year generalist curriculum of the two-year program. The Marist MSW Program will not accept transfer credit for any content in the specialized year of the trauma informed specialized curriculum.

Acceptable transfer credits will be reviewed by the MSW Program Director as part of the admission process and evaluated for meeting the content provided in the generalist curriculum. Students will not be required to repeat any content for which they are receiving transfer credit.

Applicants wishing to have prior credits reviewed follow the same application process outlined above for Admission to the Two-Year Program.

Review of Application Materials

The College's Graduate Admission department completes a checklist evaluation of applications assuring that all required materials have been submitted and that applicants meet the basic criteria. The MSW Program Admission Committee reviews all applications and makes decisions regarding admission. The committee is comprised of the MSW Program Director, MSW Field Coordinator, and at least one other full time faculty member. The committee reviews the applications for timeliness, thoroughness, and quality including the virtual interview. The committee uses a rubric to evaluate the degree to which all criteria are met.

Admission Decisions:

The final decision for acceptance and admission to the MSW Program is made by the MSW Program Admission Committee.

- Accepted and admitted to Full Time Matriculated Status for either the Two-year MSW or the Advanced Standing MSW Program
- Admission denied as the applicant does not meet the criteria for acceptance to either the Two-year MSW or the Advanced Standing MSW Program
- Students who have successfully completed their undergraduate social work degree at a CSWE accredited undergraduate program, with an overall GPA of 3.0 or better are eligible to apply for the Advanced Standing MSW Program option. The Generalist year of the two-year MSW Program is waived. Students will not, under any circumstances, be required to repeat any generalist content at the master's level that has been successfully completed at the baccalaureate level.
- The MSW Admissions Committee reviews all transcripts to determine that applicants applying for Advanced Standing meet the 3.0 or better overall GPA.
- Applicants who have an overall GPA of less than 3.0 will still be considered for admission. Transcripts will be evaluated by the MSW Admissions Committee using the following criteria: 1) any courses below a grade of B and not lower than a C will be reviewed to determine if there is specific content the student needs to master before moving into the specialization year, and 2) applicants who have earned below a B and not lower than a C, will be evaluated in the course for mastery on the nine core competencies associated with that course. This ensures that applicants who have completed a BSW degree from a CSWE approved program will not repeat generalist content at the master's level that has been achieved at the Baccalaureate level, as long as they meet the above criteria for this secondary evaluation process.

Notification of Admission Decisions:

- Accepted applicants are notified in writing by email and mailed letter by the MSW Program Director and the Office of Graduate Admissions. This notification will be followed by a Welcome email from the MSW Program with information about orientation, class schedules, registration and the Field Practicum.
- Applicants not accepted are notified in writing by email and a mailed letter by the MSW Program Director and the Office of Graduate Admissions. The MSW Program Director will identify the admission criteria that was not met.

- Applicants with a contingent condition will be notified in writing by email and a mailed letter by the MSW Program Director and the Office of Graduate Admissions. The MSW Program Director will identify the admission criteria to move forward.

Life Experience or Prior Work Experience

The MSW Program does not grant credit toward the MSW degree for any life experience or prior work experience.

Academic and Professional Advising

All MSW Student are assigned a social work faculty member as their academic advisor. The advisor provides academic advisement to develop and confirm a plan of study, course selection and registration issues. In addition, the advisor can assist with time management recommendations, resources for strengthening skills for writing, critical thinking, analysis and use of technology as well as connection to other University support services to address other academic challenges.

The MSW Faculty Advisor also provides professional advisement. In this role the Faculty Advisor provides mentorship related to integrating social work knowledge, values, and skills for the development of the student's professional self, finding the right career fit, next steps for employment opportunities, recommendations for networking, and support for preparing for licensure and other certification. Advisors may also refer students to the Marist University Center for Career Services for assistance in preparing and updating a resume as well as interviewing skills.

Good Standing in the MSW Program

Good Standing: Students achieve and maintain good standing by meeting the Academic and Professional Performance requirements.

Academic Performance Requirements

Students must earn a B or better in each required course including Field Practicum and Field Practicum Seminar. Academic performance is evaluated by grades that are based on the assessment of individual and/or group written assignments, individual and/or group presentations, and forum posts and participation. All assignments are expected to be submitted on-time and with academic integrity.

The grading scale for the MSW Program is as follows:

95 – 100 = A 87 – 89 = B+ 80 – 83 = B- 74 – 76 = C

90 – 94 = A- 84 – 86 = B 77 – 79 = C+ Below 74 = F

Professional Behavior Performance Requirements – MSW Program Standards

Students are expected to demonstrate self-awareness and objectivity, a commitment to service, value for human diversity and social justice, and to adhere to the NASW Code of Ethics. 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 and values consistent with the profession of social work in interactions with colleagues, faculty, in the field practicum and in the community. Students are expected to be drug and alcohol free in the learning environment and in the field practicum or whenever representing the MSW Program in the broader community.

Professional Behavior Performance is evaluated based on adhering to the NASW Code of Ethics, the MSW Program Standards and performance in the Field Practicum. Course assignments including written assignments, forum discussions, group activities and relational behavior with peers and faculty including the weekly synchronous Field Practicum Seminar are used to assess professional performance. Student application of the nine core competencies and associated behaviors are also used to measure professional performance, especially the application of SWMC 1 Demonstrate Ethical and Professional Behavior and SWMC 3 Engage Anti-racism, Diversity, Equity, and Inclusion in Practice. Students are evaluated in the Field Practicum for professional performance related to attendance, maintaining hours and time schedule, communicating responsibly if their schedule is interrupted, preparing and submitting reports and documents on-time and treating clients and other personnel with respect and dignity. Lastly, student professional performance is assessed based on their participation in meetings with their agency field instructor and their field liaison.

Termination from the MSW Program and Due Process Based on Academic Performance

A student is in jeopardy of termination from the program when any final course grade falls below a B.

If a student earns below a B in any course the following steps are taken:

- 1) The student's Advisor calls a meeting with the student to determine the cause for the failing grade;
- 2) The student's advisor sends a report about the circumstances of the lower than B course grade to the MSW Academic Standards Committee and requests an evaluation and recommendation for next steps. This committee is comprised of the MSW Field Coordinator and MSW Program Director and one other faculty member.
- 3) Students will only have this option one time during the MSW Program.

Possible actions are:

- a. Termination from the Program
- b. If poor performance is based on one assignment the student may be given the opportunity to resubmit. If they resubmit prior to next semester and it brings the grade to a B or better, the student can proceed.
- c. Repeat the course: However, the student cannot move forward in the Program until the course is offered again and the student's advisor will assist the student to take a leave of absence or to withdraw;
- d. If the student is not in agreement with the recommendations of the MSW Academic Standards Committee, the student has the right to file a written appeal to the Dean of the

School of Social and Behavioral Sciences. The Dean reviews the report from the MSW Academic Standards Committee and the student's written appeal and determines whether due process has been carried out.

- e. If the Dean determines that due process has been carried out, the decision of the committee is upheld. If there is any deviation, the Dean will send it back to the MSW Academic Standards Committee for further review.
- f. The final decision for retention or termination in the MSW Social Work Program is the decision of the MSW Program Academic Standards Committee.
- g. If the student is dismissed, the advisor will assist the student with planning next steps.
- h. The student will be informed in writing by email and letter sent by US mail.

Termination from the MSW Program and Due Process Based on Failure to Maintain MSW Program Professional Behavior Standards.

- 1) All concerns regarding a student's professional behavior are directed to the student's Advisor;
- 2) The student's Advisor calls a meeting with the student to gather information regarding the complaint;
- 3) Advisor alerts the MSW Academic Standards Committee of the issue and requests an evaluation and recommendation for next steps. This committee is comprised of the MSW Field Coordinator, MSW Program Director and one other faculty member.
- 4) Students may have only one opportunity to remediate for unsatisfactory professional behavior.

Possible actions are:

- a. The Advisor may find that the complaint is not a violation of the Program's professional standards, the NASW Code of Ethics, agency policies, and/or the University of Student Conduct and this is supported by a review of the MSW Program Standards Committee. The student and complainant in writing by email of the outcome;
- b. If the issue violates the Programs professional standards, the NASW Code of Ethics, agency policies and/or the university Code of Student Conduct, a plan of correction with a specific timeline can be developed if this is a violation that can be corrected within the context of the MSW Program. Until the Plan of Correction is fully completed and resolved, the student remains on probationary status. All Plans of Correction have a completion date and are forwarded to the MSW Academic Standards Committee by the advisor. The student's advisor is responsible for notifying the due date, the MSW Academic Standards Committee if and when the Plan of Completion is satisfactorily completed, and the student is returned to Good Standing.
- c. If the violation of professional performance is egregious and cannot be corrected within the context of the program (ongoing addiction, inflicting physical harm, criminal behavior) then the student is terminated from the Program. All such violations are referred directly to the MSW Academic Standards Committee for review and determination for termination.
- d. If the student is not in agreement with the recommendations and/or determination of the MSW Academic Standards Committee, the student has the right to file a written appeal to the Dean of the School of Social and Behavioral Sciences. The Dean reviews

- the report from the MSW Academic Standards Committee and the student's written appeal and determines whether due process has been carried out.
- e. If the Dean determines that due process has been carried out, the decision of the committee is upheld. If there is any deviation from due process procedures, the Dean will send it back to the MSW Academic Standards Committee for further review.
 - f. The final decision for retention or termination in the MSW Social Work Program is the decision of the MSW Program Academic Standards Committee
 - g. If the student is dismissed, the advisor will assist the student with planning the next steps.
 - h. The student will be informed in writing by email and a letter sent by US mail of the determination.

Program/University Policies

Statement of Diversity and Inclusion

The College's academic mission is enriched by students with diverse experiences. Our finest efforts as intellectual beings heavily rely on the exchange of ideas. Interactions in our classrooms among persons and groups with diverse backgrounds, ideologies, and experiences facilitate these efforts by allowing us all to be more reflective about the varied historical and social contexts in which we work and learn. For faculty and students to continue being leaders inside and beyond academia, we must ensure that we consider the diversity of all who comprise our communities and foster a climate in which those diverse influences are respected and valued. In this course, and the social work program overall, we will challenge each other's thinking while working collaboratively to ensure that the classroom is a space of safety.

Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds are able to be free to learn without fear of being silenced. Evidence of these efforts will manifest in readings, lectures/class discussion, seminars, and group projects. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, religion, age, ability, and veteran status. Students who would like to discuss these issues are welcome to come and see me privately.

Accommodations

Appropriate accommodations are provided to students with documented disabilities. If you believe you have a disability that requires accommodations in this class, please contact the Marist University Office of Special Services (845-575-3274, Donnelly Hall 226, specserv@marist.edu) and they will consult with the instructor regarding appropriate accommodations.

Academic Honesty

Adherence to ordinary principles of academic honesty is expected of every Marist student. Work presented to instructors in the fulfillment of course requirements, papers, assignments, examination answers, etc. is to be the student's own work. Student work must be free of

plagiarism. Accessing another student's computer file, with or without consent, also constitutes plagiarism. Students are expected to adhere to the principles and policies listed in the Marist University Student Handbook regarding academic honesty. The complete statement can be found at <http://www.marist.edu/academics/advice/pdfs/AcademicHonestyPolicy.pdf>

On-line etiquette: Students are expected to uphold the *Marist Code of Conduct* and the *NASW Code of Ethics* <https://www.socialworkers.org/About/Ethics/Code-of-Ethics> that calls for students to treat one another with respect and dignity, respecting each other's opinions, beliefs and ideas when communicating with your colleagues. *The Marist Code of Conduct* can be found at <http://www.marist.edu/studentlife/studentconduct/index.html>.

To keep a decent online environment please DO NOT: Write as if you were texting, chatting, or instant messaging. Avoid slang and acronyms ("btw" for "by the way"), or any colloquial or offensive words. Avoid using ALL CAPS, as it is considered yelling. Do NOT respond to another classmate's posting by only saying "I agree" or "I disagree." This does not contribute to learning. Please see separate instructions for forum postings. Do NOT take comments personally. We interpret messages based on our experiences. Because you have no cues other than the written word, you may make assumptions that were not intended. Please choose to ask about the writer's meaning rather than assuming the meaning of a posting. Do NOT make personal attacks on another classmate's posting. If you disagree, do so objectively and respectfully. Always provide substantive evidence to support your position. Also, DO NOT gang up on a posting or colleague. Do NOT "say" anything that you would not tell someone face to face or anything that you do not want discussed in class.

This is a great site to review regarding netiquette: <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

MSW Course Catalog Descriptions

SWMP 501 Social Work Ethics and Professionalism: This course examines what it means to be a professional social worker and outlines student responsibility for embracing the profession's purposes, values and ethics. The role of continuous professional development, contribution to the social work profession, and ultimately for assuming leadership roles are explored as integral to professional social work identity. At the heart of effective professional practice is ethical decision making. The ethical dilemmas confronting social workers as well as processes for making ethical decisions will be an integrating focus of this course.

SWMP 502 Human Behavior in the Social Environment: The practice of social work is uniquely guided by a comprehension of shared relationships between human beings and their social environments. Students will learn to use a multidimensional, biological, psychological, social, and spiritual assessment framework to understand human development across the lifespan within the social context. Content in this course includes theories and evidence-based research findings concerning human development and interactions among individuals, groups, societies, and economic systems. The role of social, economic and environmental systems as supporting or thwarting human health, well-being and social functioning provide a framework for the course. Knowledge and experiences in this course are intended to further prepare the student to participate in the processes of generalist social work practice.

SWMP 505 Theory and Skills for Social Work Practice: This course introduces students to the ways that theory and evidence are used to guide intervention with individuals, families, groups and organizations. The focus of this course is on the ways that effective direct practice intervention must integrate different sources of knowledge: evidence (what has worked in the past with people with similar problems); theory (frames of reference for understanding how problems are generated and solved); clinical wisdom, and client preferences. Students will learn straightforward rubrics for locating and evaluating research evidence that may be used to generate intervention possibilities. Second, students will study and critique several key intervention theories and models (psychodynamic, cognitive, behavioral, family systems, group work) and apply them to case materials. Finally, the class will explore processes and problems that cut across direct practice models, such as the enhancement of change motivation.

SWMP 506 Social Work Practice for Justice, Equity and Anti-Racism: This course introduces students to the concepts of anti-racism, diversity and inclusion and how these concepts impact social work practice. Students will examine the role, function and effects of oppression in society as it relates to social, economic and environmental justice. History, theory and research will be examined for how power, intersectionality and other dynamics maintain injustice. Students will also examine how institutionalized oppression restricts access to services including the role of policy in shaping services. Students will develop skills to provide more just and culturally competent practice.

SWMP 507 Practice with Groups, Organizations and Communities: Generalist social work requires the knowledge, values and skills to assess, intervene and evaluate practice across all size systems. In this course students will be introduced to specific theory and evidence for working with groups, organizations and communities such as theories that explain social, political, and economic structure, organizational relationships, management and leadership styles. Applying an ADEI lens to understanding and developing skills for effective intervention is integral to the course. Students will integrate and apply relevant course content during their concurrent field education placement.

SWMP 508 Field Practicum I: Taken in the first fall semester, Field Practicum I provides students with the opportunity to apply social work knowledge, values, and skills for generalist social work practice in an approved human service agency. The Field Education Coordinator approves all placements and works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Masters Programs. Students will receive regular supervision from the Agency Field Instructor to support their progress. In addition, the Field Work Coordinator or designated Faculty Field Liaison will work with students through joint meetings with the Agency Field Instructor, individual meetings and a concurrent weekly Field Practicum Seminar. Students are expected to fulfill 200 – 250 hours of agency-based practice in this semester.

SWMP 509 Field Practicum Seminar I: This course is taken in the first fall semester concurrent with Field Practicum I. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Master's Program nine core competencies and associated behaviors. Discussing and sharing individual experiences in a variety of social work settings allows students to broaden their understanding of the application of theory for generalist practice. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.

SWMP 512 Research and Program Evaluation: This course is designed to enable students to apply the methods of social research to the evaluation of social work practice. Students will apply quantitative and qualitative research methodologies to evaluate practice and service delivery. The course content will

prepare students for the three primary social work research roles of 1) evaluator of practice, 2) evaluator of programs, and 3) producer of research.

SWMP 513 Social Welfare Policy and Advocacy: The social work profession is committed to social justice, social change, and political action. Students will be introduced to what drives social welfare policy, how it impacts our lives, and how we can influence and change it. This course is both theoretical and practical as it engages students to view social policy within historical, economic, and socio-political contexts and to understand the process of social policy development, implementation, and evaluation. Opportunities are provided to practice policy skills to critically analyze policy, determine the need and development of policy, how to implement and support policy and how to employ a variety of effective advocacy initiatives.

SWMP 514 Trauma Informed Practice: This course will introduce students to the concept of trauma, by defining and categorizing the various types of events and experiences that may invoke a traumatic response (such as: disasters, catastrophic events, community or individual violence, sexual exploitation, also trauma related to accidents, combat, invasive medical procedures, traumatic grief, among many others). The course will provide the foundation knowledge of causes and effects of trauma along with new evidence-based practices (EBPs) and practice guidelines. The importance of engaging anti-racism, diversity, equity, and inclusion in practice with victims and survivors is integral to the course.

Childhood trauma, including maltreatment and witnessed violence, affects individuals in many ways. Specifically, trauma impacts the development of children, adolescents, and adults in ways that may potentially result in lifelong neurophysiological, psychological and social changes. The profoundly negative effect of cumulative childhood stressors, known as Adverse Childhood Experiences (ACEs), across the lifespan is also examined. Students will be responsible for their own experiences and the Code of Ethics will be reviewed to provide guidance for ethical and effective practice.

SWMP 5XX15 Field Practicum II: Taken in the first spring semester, Field Practicum II provides students with the opportunity to continue to apply social work knowledge, values, and skills for generalist social work practice in an approved human service agency. The Field Education Coordinator approves all placements and works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Master's Program. Students will receive regular supervision from the Agency Field Instructor to support their progress. In addition, the Field Work Coordinator or designated Faculty Field Liaison will work with students through joint meetings with the Agency Field Instructor, individual meetings and a concurrent weekly Field Practicum Seminar. Students are expected to fulfill 200 – 250 hours of agency-based practice in this semester.

SWMP 516 Field Practicum Seminar II: This course is taken in the first spring semester concurrent with Field Practicum II. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Master's Program nine core competencies and associated behaviors. Discussing and sharing individual experiences in a variety of social work settings allows students to broaden their understanding of the application of theory for generalist practice. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.

SWMP 601 Assessment and Diagnosis for Trauma Informed Practice: The program specialization in Trauma Informed Practice requires foundation knowledge, values and skills of assessment and diagnosis. In this course students will critically examine history, language, and diagnostic categories for clinical assessment. The DSM will be examined relative to the responsibilities of social workers for engaging ADEI in practice.

Though controversial, the DSM-5 has become the standard diagnostic tool used by local, state and federal governments, major health insurance carriers and by several academic disciplines. In this course, as stated, there will be thorough examination of the ethical conflicts that may arise for social work practitioners.

SWMP 602 Creative Arts and Trauma Informed Practice: This course explores the current uses of the creative arts in social work practice, including music, drama, art and dance with a focus on its utility for those experiencing trauma. There will be an emphasis on how trauma impacts the brain and the use of creative approaches for healing. Students will gain a clearer understanding of the theory and practice of the use of the mediating properties found in the expressive arts in therapy and counseling as applied to clinical and school settings with children, adolescents, and adults. The ethical and ADEI implications of these approaches will be examined. The course will utilize both lectures and experiential exercises to explore the therapeutic value of creative approaches. Students will also be encouraged to express their own creativity and apply these approaches to practice.

SWMP 605 Trauma Informed Practice with Families: Understanding the impact of trauma on the Family is essential for strengthening the family system to fulfill its vital role of supporting its members. This course provides theory for advanced clinical practice with a range of diverse family configurations as well as the examination of evidence-based practice models. Traditional social work functions such as advocacy, brokerage, and provision of concrete services will be included. There will be an emphasis on the impact of social work's responsibility for ethical and ADEI practice in serving families.

SWMP 606 Trauma Informed Group Work: Research indicates that group work is an effective treatment method for individuals impacted by trauma. This course will introduce students to the theory and research that supports the utility of group work. Various group modalities such as Cognitive behavioral group therapy, Interpersonal group therapy, Mind-body skills group therapy, Psycho-educational group therapy, and Task center group work will be a focus of the course. Students will assess and evaluate the differential use of group work options by considering potential ethical and ADEI issues. The course will provide experiential exercises to allow students the opportunity to learn group work skills. Attention will be given to increasing the effective use of the professional self in group work practice.

SWMP 607 Trauma Informed Practice with Children and Adolescents: This course focuses on therapeutic interventions for children and adolescents, with a particular emphasis on how their developmental needs are addressed within various system structures (e.g., family/household, school, community settings). As youth generally reside in families, various family forms and risk statuses will be examined with a focus on anti-oppressive social work practice. This course provides assessment, engagement, and intervention strategies for children involved with various child-serving systems. Emphasis is on assessment of developmental aspects of youth and family well-being (with a broad and diverse definition of family), identification of risks, strengths and resiliency factors, and sociological and psychological knowledge of how family and community contexts affect children and adolescents. The focus is on advanced direct practice with youth who are at risk because of systemic stressors and/or mental health challenges. The importance of attachments and stability to children's resilience and well-being are emphasized. Crisis intervention skills are addressed as well as case management, and work with other community service systems.

SWMP 608 Field Practicum III: Taken in the first fall semester of the specialization year, Field Practicum III provides students with the opportunity to apply social work knowledge, values, and skills for trauma informed social work practice. The Field Education Coordinator approves all placements and works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Master's Program specialization in trauma informed social work practice. Students will receive regular

supervision from the Agency Field Instructor to support their progress. In addition, the Field Work Coordinator or designated Faculty Field Liaison will work with students through joint meetings with the Agency Field Instructor, individual meetings and a concurrent weekly Field Education Seminar. Students are expected to fulfill 400 – 450 hours of agency-based practice this semester.

SWMP 609 Field Practicum Seminar III: This course is taken in the first fall semester of the specialization year concurrent with Field Practicum III. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Master's Program nine core competencies and associated behaviors with a focus on a trauma informed social work practice perspective. Discussing and sharing about individual experiences in a variety of social work settings allows students to broaden their understanding of specialized practice. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.

SWMP 612 Trauma Informed Practice and the Addictions: In this course, students will examine alcohol and other drug dependence (AOD), causes and risks of addiction, as well as the impact on the addicted individuals and their families and others in their social constellation and the resulting traumatic outcomes. The primary focus of the course will be on the prevention and treatment of addiction from a trauma-informed lens. Co-occurring issues of mental illness, emotional distress, behavioral problems will be explored especially in relationship to developing effective treatment interventions. Course content will be grounded in evidenced based practice models for trauma informed treatment. Assessment and treatment options will be evaluated within the context of ethical responsibility and a commitment to ADEI. Students will be expected to responsibly reflect and discuss their own perceptions and biases regarding addiction and those who are dealing with addiction and recovery.

SWMP 613 Trauma Informed Practice and Intimate Partner Violence: Intimate Partner Violence (IPV) is considered a serious public health issue by the Center for Disease Control (CDC). This course will cover various types of intimate partner violence such as sexual violence, physical violence, teen dating violence and stalking. Circumstances that lead to intimate partner violence as well as the impact of intimate partner violence on individuals and families will be explored. Strategies to meet the needs of victims of intimate partner violence, at onset and long term, will be studied and will be critiqued based on the social workers responsibility for ethical practice and commitment to ADEI. In addition, evidence-based approaches to the prevention of intimate partner violence will be considered. The course will include theory and research and will also engage students in dialogues challenging personal biases in order to increase their effectiveness as trauma-informed social work practitioners.

SWMP 614 Supervision and Consultation: This course provides an overview of the role and function of supervision in human service organizations including supportive, educational and administrative models. The primary focus of the course will be on the theories and concepts for providing supervision with a trauma-informed approach. Evaluating worker performance will also be addressed. The importance of adhering to the Code of Ethics for the implementation of supervision and consultation will be examined within the context of race, gender, sexual identity, age, cultural and other relevant identities.

SWMP 615 Field Practicum IV: Taken in the spring semester of the specialization year, Field Practicum IV provides students with the opportunity to apply social work knowledge, values, and skills for trauma informed social work practice. The Field Education Coordinator works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Master's Program specialization in trauma informed social work practice. Students will receive regular supervision from the Agency Field Instructor to support their progress. In addition, the Field Education Coordinator or designated Faculty field Liaison will work with students through joint meetings with the Agency Field Instructor, individual

meetings and a concurrent weekly Field Practicum Seminar. This semester concludes Field placement, and students will have fulfilled the CSWE minimum required 900 hours of agency-based practice.

SWMP 616 Field Practicum Seminar IV: This course is taken in the spring semester of the specialization year concurrent with Field Practicum IV. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Master's Program nine core competencies and associated behaviors with a focus on a trauma informed social work practice perspective. Discussing and sharing individual experiences in a variety of social work settings allows students to broaden their understanding of trauma informed practice is relevant across different settings and populations. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.



FIELD PRACTICUM MANUAL

2025 - 2026

MASTERS IN SOCIAL WORK PROGRAM

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY

3399 NORTH ROAD, POUGHKEEPSIE, NEW YORK 12601

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INTRODUCTION

Social Work education is an integrated experience of theoretical learning of knowledge, values and skills and the application of knowledge, values and skills in agency-based practice. Courses have been developed and designed to provide the essential and relevant content for application in the field practicum courses. Course assignments draw on field practicum experience to reinforce theory to practice. Assignments in Field Practicum such as the Learning Contract support creating a loop between practice and theory. This process is guided by faculty, the Field Coordinator/Faculty Liaison, and the Agency Field Instructor. All Field Practicum courses have a concurrent Field Practicum Seminar that provides a synchronous weekly time to strengthen this process.

The outcome of social work education is the ability to operationalize the nine competencies identified by the Council on Social Work Education (CSWE) in the 2022 Educational Policy and Accreditations (EPAS). CSWE is the national accreditor of social work education at the bachelors and masters level. At Marist these competencies are identified as the Social Work Masters Competencies 1 – 9 (SWMC 1 – 9). You will see these SWMCs connected to the course objectives in all the courses offered in the program. This demonstrates how course content (the theoretical) relates to these competencies. These competencies are also identified with specific course assignments in each course indicating how the assignment assists in applying theory to practice.

Social Work education is holistic and intentional. Accreditation assures that social work education will be consistent and of high quality so those who are served can count on effective and professional service. This Field Practicum Manual will provide essential and a range of information about the field practicum sequence and how it is integrated across the generalist and specialized years.

MASTERS SOCIAL WORK PROGRAM COMPETENCIES

- SWMC 1: Demonstrate Ethical and Professional Behavior EPAS Competence 1)
- SWMC 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice (EPAS Competency 2)
- SWMC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (EPAS Competency 3)
- SWMC 4: Engage in Practice-Informed Research and Research-Informed Practice (EPAS Competency 4)
- SWMC 5: Engage in Policy Practice (EPAS Competency 5)
- SWMC 6: Engage with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 6)
- SWMC 7: Assess Individuals, Families, Groups, Organizations, and Communities. (EPAS Competency 7)
- SWMC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 8)
- SWMC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 9)

FIELD PRACTICUM SEQUENCE

Two Year Program

Year One: Students in the two-year program complete two yearlong agency-based field placements. Field Practicum I and II with concurrent Field Practicum Seminar I and II are taken in the first fall and spring semester. This year long placement is focused on generalist social work practice. Students are in field placement for two full days a week. This schedule allows students to fulfill the required 450 hours of agency-based field work. Students complete 15 weeks of placement each semester with a break between the fall and spring semester and ending the placement at the end of the spring semester.

Year Two: In the second fall and spring semesters students complete Field Practicum III and IV and the concurrent Field Practicum Seminar III and IV. In the fall semester students are placed in an agency where the focus is applying a trauma informed lens supported by specialized knowledge, values, and skills for trauma informed social work practice. This placement continues through the end of spring semester. Students are in placement three full days a week. This schedule allows students to fulfill the required 675 hours over the fall and spring semester.

One Year Program – Advanced Standing

Students in the one-year Advanced Standing Program follow the same field practicum sequence as the students in year two described above.

PLACEMENT PROCESS

The placement process begins when the student is accepted and enrolls in the program. The Field Coordinator or Field Liaison meets with the student to review the Field Practicum Application and the required due date. When it is submitted the Field Coordinator/Field Liaison will begin the process of identifying and confirming a field practicum placement. Students are assigned an interview with an approved field practicum site that meets the criteria for generalist or specialized year practice experience. Efforts are made to match students with their interests. When the interview is complete, the Field Coordinator will review the written feedback from the student and Agency Field Instructor. If the student and Agency Field Instructor agree that the placement will provide the student with ample learning opportunities a Memorandum of Understanding (MOU) is signed between the MSW Program and the agency. This process is repeated every summer to complete the placement process for second year students and incoming new first year students and incoming advanced standing students.

MSW Supervision – MSW Program ensures that all students will have MSW supervision by qualified Agency Field Instructors and Program Field Liaisons.

All approved Field Practicum Agencies have agreed to provide an Agency Field Instructor who has completed an MSW from a CSWE accredited program and has had at least two years of post MSW social work practice experience. If during the placement year the appointed Agency Supervisor is not able to continue the supervisory agreement they will notify the Field Liaison and student. The Field Liaison will notify the Field Practicum Coordinator who will contact the

agency to determine if another qualified Agency Field Instructor can be assigned. If there is no other qualified agency personnel available, the Field Practicum Coordinator is responsible for contracting with a qualified MSW Program faculty member or recruiting another qualified practitioner. The Field Liaison will continue to meet with the student during this transition process.

All MSW Program Field Faculty/Liaisons must have an MSW from a CSWE accredited MSW Program and at least two years post MSW social work practice experience.

STUDENT ORIENTATION FOR FIELD PRACTICUM

Prior to the first day in the agency, the Field Coordinator will conduct a separate orientation for students entering the generalist practicum and those entering the specialized practicum. Confirmation of Field Liaison assignments will be made. The agenda will cover such items as program and agency requirements and expectations, how to use the ITP system to report and maintain record of placement hours, the Field Practicum Performance Evaluation and process, review Practicum and Seminar assignments particularly the Learning Contract and its relevance for making progress on the application of the nine SWMCs. Other topics include supervision, regular meetings, and other material in the Field Practicum Manual.

PROCESSES TO SUPPORT STUDENTS IN FIELD PRACTICUM

A structure of regularly scheduled contacts with the Field Coordinator/Field Liaison support student learning in the Field Practicum. Minimally there are two formal meetings held each semester between the Field Liaison, student and Agency Field Instructor to ensure that there are appropriate learning opportunities for students to progress in the application of the SWMCs. The Learning Contract is also reviewed to enhance the use of this tool to support student learning. The students' integration with the agency, personnel and client population are reviewed to maximize professional development. Concerns and recommendations are also apart of these discussions.

Students have weekly supervision with the Agency Field Instructor. This is an essential part of the support for the student to assist in their orientation to the agency and their continued integration over the year. Dedicating some supervision time to reviewing the Learning Contract to monitor increased effective application of the nine SWMCs and to identify gaps in learning or opportunity is very useful. These meetings also provide the student and the Agency Field Instructor with a time to discuss any concerns or for the student to seek support in carrying out a course assignment that incorporates the field practicum. The Field Liaison can also be of assistance in clarifying assignment expectations with the faculty member.

Students and Agency Field Instructors have access to the Field Liaison via email, phone, and virtual meetings which can be requested by either party at any time. All parties are encouraged to be proactive in seeking clarification, support, and guidance.

The Field Practicum Seminar is another means of supporting and monitoring student learning as they are concurrently enrolled in this synchronous seminar and attend weekly for a minimum of an hour and 15 minutes. The Field Liaison is the Field Practicum Seminar Instructor. This provides another way for students to share concerns, seek clarification and support from peers

and the Field Liaison. Students have a faculty advisor for professional and academic concerns they also have access to discuss issue .

PROCESSES TO SUPPORT STUDENT SAFETY IN THE FIELD PRACTICUM

Assuring student safety is a criterion for the confirmation of an agency as a Field Practicum site. The Field Coordinator makes this assessment and may make recommendations for student safety. Such recommendations might include not sending the student alone on home visits until they have developed more confidence. Agency Field Instructors also agree to inform the student of agency specific safety protocols and to assure that the student has adequate training. This is a part of the orientation to the agency in the first weeks of placement.

Students are to report to the MSW Field Coordinator/Liaison any instances where they feel unsafe so this can be followed up with the Agency Field Instructor and a plan to ensure the student's safety can be put in place. In the Field Practicum the Field Liaison provides information and training about safety protocols. This may include additional education and strategies for the student to manage their distress.

FIELD PRACTICUM STUDENT PERFORMANCE EVALUATION

The nine competencies (SWMC 1 – 9) are central to the assessment of student learning and performance evaluation. The Learning Contract requires students to identify learning opportunities, tasks and activities that they will complete for each of the nine competencies and associated behaviors. This reveals the students understanding of how the competency relates to their practice activities. It also shows where the student is struggling to understand how the competency applies or if in fact they do not have an opportunity to apply the competency. The Field Liaison and Agency Field Instructor review the Learning Contract on a regular basis and use it to assess student progress and to ensure they have sufficient opportunities to apply all nine competencies over time. The Field Liaison is responsible for assigning a grade for the Learning Contract at the end of the semester.

Each semester the Agency Field Instructor completes The Field Practicum Performance Evaluation. (See copy on page 15, and page 21 of this Field Practicum Manual). This evaluation specifically assesses students on their performance on the nine competencies (SWMCs) and associated behaviors. This is a Liker scale evaluation and there is a prompt and space for the Agency Field Instructor to provide qualitative feedback related to the students' performance on each competency. This evaluation also provides the students and Field Liaison with specific information for continued learning and development going forward.

The Case Analysis Assignment and Competency Outline, a requirement in the final Field Practicum, is another evaluative tool to assess student achievement of the nine competencies. Students will write a paper that provides an assessment, discusses the engagement process, and plans for intervention and evaluation of a client they worked with in their Field Practicum. The outline guides students with prompts, which reflect the nine competencies and associated

behaviors. The paper will include relevant policy issues as well as application of research and advocacy strategies, ethical issues associated with the case and the impact of ADEII issues.

PPROCESSES FOR DEVELOPING, MAINTAINING AND EVALUATING FIELD PRACTICUM SITES

The Field Education Coordinator is responsible for the development, maintenance, and evaluation of Field Practicum Sites. At the initial contact, the Field Coordinator verifies that the agency can meet the following criteria:

- 1) Provide an Agency Field Instructor who has an MSW from a CSWE accredited program and has completed at least two years of post-masters degree experience. This information is maintained on the Agency Field Instructor Information Form.
- 2) The Agency Field Instructor will:
 - a) Provide at least one hour per week of individual supervision to the student
 - b) Meet at least twice per semester with the Field Liaison and student
 - c) Assist the student with the Learning Contract and review regularly
 - d) Assign the student practice activities that provide the student opportunities to apply the nine competences at either or both the first-year generalist level or at the second-year specialized level in trauma informed practice
 - e) Will attend orientation and training sessions as provided by the Program
 - f) Complete the Field Practicum Student Performance Evaluation at the end of the fall and spring semester
- 3) The Agency can provide two continuous semesters (fall and spring sequence) of field practicum
- 4) The Agency can provide students with direct client contact with varying size client systems to apply the nine competences at either or both the first-year generalist level or at the second-year specialized level in trauma informed practice
- 5) The Agency will provide safety training for the student and include the student in all safety protocols
- 6) The Agency Field Instructor and Agency will participate in an annual evaluation process to assess the effectiveness of the MSW Program and Agency collaborative field practicum.

If the Agency and Agency Field Instructor can meet these requirements a Memorandum of Understanding (MOU) is signed between the Agency and the MSW Program. The Agency Field Instructor has the opportunity to interview students and to provide feedback to the Field Liaison as to the Agency's ability to provide a robust learning experience for the student.

The Field Coordinator is responsible for a process to support Agency Field Instructors by providing a thorough orientation about the Field Practicum Program, links to all the Field Practicum Program materials such as the Field Practicum Manual, Program Handbook and Field Practicum Student Performance Evaluation. Agency Field Instructors will also be provided information about the overall program including course content, and descriptions of assignments as they relate to the Practicum experience as examples. There is opportunity for a variety of levels of contact between the MSW Program and the Agency with the student's Field Liaison, faculty and the Field Coordinator. The Field Coordinator also provides methods to acknowledge the valuable contributions of the Agency Field Instructor and the Agency.

The Field Coordinator is responsible for the evaluation of the Field Practicum Program, including Agency and the Agency Field Instructor. This evaluation occurs at the end of the academic year and provides evidenced for the continuation of the Agency as a Field Practicum Site.

PROCESS FOR USING AN EMPLOYMENT SITE AND POSITION TO FULFILL FIELD PRACTICUM REQUIREMENTS

It is the MSW Programs policy to consider a student's employment agency and employment Instructor to fulfill Field Practicum requirements providing the agency and Agency Field Instructor meet all the criteria. In addition, the following criteria must be met:

- 1) Agency Field Instructor must be able to provide a sufficient number of social work tasks and activities so that the student can apply the nine competences.
- 2) Agency Field Instructor must be able to provide one hour of distinct supervision each week that focuses on the students learning related to the nine competences.

If the student becomes unemployed and is good standing the Field Coordinator/Field Liaison will take the following steps:

- 1) The Field Liaison will assess what is needed for the student to complete their field practicum requirements for that year.
- 2) The Field Liaison will initiate the process to find a new placement.
- 3) Student will follow through with required interview(s)
- 4) New placement will be confirmed and the number of hours to be required will be agreed upon by the Field Liaison, student and Agency Field Instructor
- 5) Semester or year-end schedules may need to be adjusted to ensure the student has a meaningful experience in the new placement.

FIELD PRACTICUM EXPECTATIONS

As in all aspects of the Program students are expected to maintain academic and professional behavior standards as outlined in the Program Handbook. Opportunities to expand the range of Professional behaviors increases in the Field Practicum as students meet and build relationships with clients, colleagues, administrators and collaborate with other organizations in the

community. The NASW Code of Ethics, the nine competences, and agency policy are all important resources to support professional behavior. As is your Field Liaison and Agency Field Instructor. Concurrent Seminars also provide a place to clarify questions of appropriate professional behavior.

Field Practicum may provide a different perspective on the use of social media recognizing how public social media is and how little privacy can be guaranteed. You cannot discuss your practicum experiences on these platforms. Maintaining professional behavior with clients and colleagues is not generally supported by involving them in your online activities. You also have a responsibility to protect confidentiality using agency email systems and reporting systems. The Code of Ethics outlines basic standards to follow. The professional literature has much to offer regarding ethical and professional behavior and technology and social media.

It is useful to understand agency policies. Many agencies have a personnel manual that identifies employee policies such as work and holiday schedules, what to do if you are late or have to be absent, what to do if the weather is bad, how to access needed resources, as some examples. You are responsible for knowing what to do before the situation arises. Your Agency Field Instructor is also a resource for information or interpretation about agency policies as it relates to interacting with clients and the processes for providing services.

Field Practicum is all about serving and learning. There is much to learn, and the nine competences are a useful structure to keep your learning focused so you are able to serve effectively.

FIELD PRACTICUM MATERIALS

1. Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

BETWEEN MARIST UNIVERSITY SOCIAL WORK MASTERS PROGRAM

AND

FIELD PRACTICUM AGENCY

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

The Coordinator of Field 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 Social Work Masters Program requests that students placed in the agency are provided with the following:

- Regular weekly supervision for an hour
- Review of the student's Learning Contract at regular intervals and provide feedback:
- Agrees to meet with Field Faculty and student twice per semester over the year, face to face, or virtual to assess learning opportunities, student progress/struggles with applying nine core competences, and next steps
- Attends Field Instructor training and orientations offered by the Coordinator of Field Education.
- Maintains regular contact with Field Liaison, if they are experiencing concerns or issues,
- Provides the student with an orientation to the agency;
- Creates a safe learning environment and addresses safety issues and protocols;
- Provides an adequate workspace for the student
- Agrees to utilize the Intern Tracking Program (IPT) to sign off on student hours and review student assignments;
- Complete a Field Practicum Student Performance Evaluation at the end of the fall and spring semesters providing responding to both Liker scale rating and comment section to enhance student learning, growth and professional 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 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 field education program and policies will be made. Field instructors will be provided with an opportunity to assess the Marist University Social Work MSW Program.

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

2. Agency Field Instructor Information Sheet

MARIST UNIVERSITY MASTERS SOCIAL WORK PROGRAM AGENCY FIELD INSTRUCTOR INFORMATION SHEET

Supervision in the Field Practicum is essential for student learning and professional development. Course work alone cannot prepare effective social work practitioners. The combination of learning theory and at the same time applying theory in practice is the expected process in social work education. The collaboration of the MSW Program with experienced and professional agency based social workers is essential in preparing the next generation of professional social workers. Your participation is valued and appreciated. Please complete this form so we can maintain documentation of your credentials. This form provides documentation of your credentials.

Name: _____

Email: _____

Agency Name: _____

Agency Address: _____

Masters Social Work:

**University of
University:** _____

Date Awarded: _____

Other Degrees Completed: _____

Current Position: _____

From: _____ **To:** _____

If you have been in this position less than two years please identify a previous position.

Previous Position: _____

From: _____ **To:** _____

Instructor Experience:

Responsible for: _____

From: _____ **To:** _____

Licenses and or Certifications: check all that apply

LMSW _____ **LCSW** _____ **CASAC** _____ **Other** _____

Professional Affiliations/Organizational Memberships:

1. Initiate the Marist University online application process through Grad CAS, a Liaison International centralized application system <https://gradcas.liaisoncas.org/apply/>.

3. Learning Contract

**Marist College
School of Social & Behavioral Sciences
MSW Social Work Program**

Learning Contract


Agency:

Student:

Agency Field Instructor(s):

Social Work Program Competency & Behaviors	Description of task and/or activity
SWPC 1: Demonstrate Ethical and Professional Behavior: <ul style="list-style-type: none">• 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 context• Demonstrate professional behavior; appearance; and oral, written, and electronic communication.• Use technology ethically and appropriately to facilitate practice outcomes.• Use supervision and consultation to guide professional judgement and behavior.	

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

Social Work Program Competency & Behaviors	Description of task and/or activity
SWPC 3: Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice. <ul style="list-style-type: none"> • Demonstrate anti-racism, anti-oppressive social work practice at the individual, group, organizational, community, research, and policy levels. • 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	Description of task and/or activity

SWPC 4: Engage in Practice-Informed Research and Research-Informed Practice: <ul style="list-style-type: none"> • Apply research findings to inform and improve practice, policy, and programs. • 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	Description of task and/or activity
SWPC 5: Engage in Policy Practice: <ul style="list-style-type: none"> • Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • 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
SWPC 6: Engage with Individuals, Families, Groups, Organizations, and Communities: <ul style="list-style-type: none"> • Apply knowledge of human behavior and person-in-environment, as well as interpersonal conceptual frameworks to engage with clients and constituencies. • Use empathy, reflection, and interpersonal skills to engage in culturally responsive practices with clients and constituencies. 	

Social Work Program Competency & Behaviors	Description of task and/or activity
<p>SWPC 7: Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> • Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interpersonal conceptual frameworks, when assessing clients and constituencies. • Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. 	
Social Work Program Competency & Behaviors	Description of task and/or activity
<p>SWPC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> • Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. • Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	
Social Work Program Competency & Behaviors	Description of task and/or activity

SWPC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:	
<ul style="list-style-type: none">• Select and use appropriate methods for evaluation of outcomes.• 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](#)

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

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

4. Field Practicum Performance Evaluation Generalist Year Fall and Spring

NOTE: Two blank copies of this evaluation are on the ITP for the Agency Instructor to complete on-line.

Marist College
School of Social & Behavioral Sciences
Social Work Program
Field Practicum I and II Performance Evaluation
Fall and Spring Semester -Generalist Year

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. *In 2022, CSWE Revised and Adopted a new set of Competencies for implementation in Fall, 2023.*

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

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

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

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.

Marist College
School of Social & Behavioral Sciences
Social Work Program
Field Education Performance Evaluation
Generalist Year Fall and Spring Semester

Student:

Agency:

Agency Field Instructor(s):

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.

SWMC 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.	
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 judgment and behavior.	
Comments:	

SWMC 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.	
Social Workers:	Ratings
A. Advocate for human rights at the individual, family, group organizational, and community system levels.	
B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	
Comments:	
SWMC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.	
Social Workers:	Ratings
A. Demonstrate anti-racist, anti-oppressive social work practice at the individual, family, group organizational, and community 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.	

Comments:	
SWMC 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:	

SWMC 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. B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	
Comments:	
SWMC 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.	
6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	
Comments:	

SWMC 7: Assess Individuals, Families, Groups, Organizations, and Communities.

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.	
B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
Comments:	
SWMC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.	
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.	
B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
Comments:	
SWMC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	
Social Workers:	Ratings
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,	
Comments:	
Overall Rating of the Student's Competencies & Professional Behaviors	

Signatures:

Field Instructor Signature:

Student Signature:

Field Coordinator/ Liaison Signature:

5. Field Practicum Performance Evaluation Specialized Year Fall and Spring Semester

NOTE: Two blank copies of this evaluation are on the ITP for Agency Field Instructors to complete.

Marist College
School of Social & Behavioral Sciences
Social Work Program
Field Practicum Performance Evaluation
Fall and Spring Semester - Specialized Year

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. *In 2022, CSWE Revised and Adopted a new set of Competencies for implementation in Fall, 2023.*

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

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

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

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.

Marist College
School of Social & Behavioral Sciences
Social Work Program
Field Education Performance Evaluation
Fall and Spring Semester Specialized Year

Student:

Agency:

Agency Field Instructor(s):

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.

SWMC 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.	
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 judgment and behavior.	
Comments:	

SWMC 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
--

Social Workers:	Ratings
A. Advocate for human rights at the individual, family, group organizational, and community system levels.	
B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	
Comments:	
SWMC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.	
Social Workers:	Ratings
A. Demonstrate anti-racist, anti-oppressive social work practice at the individual, family, group organizational, and community 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.	
Comments:	
SWMC 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:	

SWMC 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. B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	
Comments:	
SWMC 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.	
6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	
Comments:	
SWMC 7: Assess Individuals, Families, Groups, Organizations, and Communities.	

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.	
B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	

Comments:

SWMC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.	
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.	
B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
Comments:	
SWMC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	
Social Workers:	Ratings
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,	
Comments:	
Overall Rating of the Student's Competencies & Professional Behaviors	
Briefly describe the student's strengths & any other thoughts you would like to share:	

Signatures:

Field Instructor Signature:

Student Signature:

Field Coordinator/ Liaison Signature:

PROGRAM MATERIALS

6. Curriculum Description and Program Format

MSW Program Curriculum

The MSW Program is a fully online program. All courses are offered asynchronously except the Field Practicum Seminars which require once a week synchronous attendance. The format below lays out all the course requirements for the two year and advanced standing options that are offered at Marist College.

The Two-Year Program is a full-time program and requires two summer sessions and two fall and spring semesters for a total of 64 credits. Course work in Year One provides preparation for Generalist Social Work Practice. Course work in Year Two provides for specialized practice in Trauma Informed Social Work Practice. There is a field practicum course and associated field practicum seminar in each fall and spring semester. In Year One students are assigned to an agency-based field placement for two days a week and are required to accumulate 450 hours of experience in applying knowledge, values and skills for generalist social work practice. In Year Two students are assigned to an agency-based field placement for three days a week and are required to accumulate 650 hours of experience in applying knowledge, values and skills for specialized practice in trauma informed social work practice.

The Advanced Standing Program is a full-time program and requires one summer session and one fall and spring semester for a total of 32 credits. In this year of specialized study, course work provides knowledge, values and skills for trauma informed social work practice. In the fall and spring semester students are assigned to an agency field placement where they can apply this specialized knowledge to a wide range of client systems impacted by trauma. Students are in placement three days a week and are required to accumulate 650 hours of specialized practice experience.

The goal of both programs is to have students master the Nine Core Competencies, identified by the CSWE 2022 Educational Policy and Accreditation Standards (EPAS). These core competences are listed by the program as the Social Master Program Competency 1 – 9 (SWMC 1 – 9). The nine core competences include the knowledge, values, skills, and cognitive and

affective processes associated with each competency. Following is a list of the nine core competencies:

SWMC 1 Demonstrate Ethical and Professional Behavior

SWMC 2 Advance Human Rights and Social, Racial, Economic and Environmental Justice

SWMC 3 Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

SWMC 4 Engage in Practice-informed Research and Research-informed Practice

SWMC 5 Engage in Policy Practice

SWMC 6 Engage with Individuals, Families, Groups, Organizations, and Communities

SWMC 7 Assess Individuals, Families, Groups, Organizations, and Communities

SWMC 8 Intervene with Individuals, Families, Groups, Organizations, and Communities

SWMC 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

TWO YEAR MSW CURRICULUM FORMAT

YEAR ONE

Summer One		Fall One		Spring One	
Course # and Title	Credit	Course # and Title	Credit	Course # and Title	Credit
SWMP 501 Social Work Ethics & Professionalism	3	SWMP 505 Theory & Skills for Social Work Practice	3	SWMP 512 Research and Program Evaluation	3
SWMP 502 Human Behavior in the Social Environment	3	SWMP 506 Social Work Practice for Justice, Equity and Anti-Racism	3	SWMP 513 Social Welfare Policy and Advocacy	3
		SWMP 507 Practice with Groups, Organizations and Communities	3	SWMP 514 Trauma Informed Practice	3
		SWMP 508 Field Practicum I	3	SWMP 515 Field Practicum II	3

		SWMP 509 Field Practicum Seminar I	1	SWMP 516 Field Practicum Seminar II	1
Total Credits	6	Total Credits	13	Total Credits	13

YEAR TWO

Summer Two		Fall Two		Spring Two	
Course # and Title	Credit	Course # and Title	Credit	Course # and Title	Credit
SWMP 601 Assessment and Diagnosis for Trauma Informed Practice	3	SWMP 605 Trauma Informed Practice with Families	3	SWMP 612 Trauma Informed Practice and the Addictions	3
SWMP 602 Creative Arts and Trauma Informed Practice	3	SWMP 606 Trauma Informed Group Work	3	SWMP 613 Trauma Informed Practice & Intimate Partner Violence	3
		SWMP 607 Trauma Informed Practice with Children and Adolescents	3	SWMP 614 Social Work Supervision and Consultation	3
		SWMP 608 Field Practicum III	3	SWMP 615 Field Practicum IV	3
		SWMP 609 Field Practicum Seminar III	1	SWMP 616 Field Practicum Seminar IV	1
Total Credits	6	Total Credits	13	Total Credits	13

ADVANCED STANDING MSW PROGRAM FORMAT

ONE YEAR

Summer One		Fall One		Spring One	
Course # and Title	Credit	Course # and Title	Credit	Course # and Title	Credit
SWMP 601 Assessment and Diagnosis for Trauma Informed Practice	3	SWMP 605 Trauma Informed Practice with Families	3	SWMP 612 Trauma Informed Practice and the Addictions	3
SWMP 602 Creative Arts and Trauma Informed Practice	3	SWMP 606 Trauma Informed Group Work	3	SWMP 613 Trauma Informed Practice & Intimate Partner Violence	3
		SWMP 603 Trauma Informed Practice with Children and Adolescents	3	SWMP 614 Social Work Supervision and Consultation	3
		SWMP 604 Field Practicum III	3	SWMP 615 Field Practicum IV	3

		SWMP 605 Field Practicum Seminar III	1	SWMP 616 Field Practicum Seminar IV	1
Total Credits	6	Total Credits	13	Total Credits	13

7. MSW Program Catalog Course Descriptions

Note Agency Field Instructors can request a copy of any course outline.

SWMP 501 Social Work Ethics and Professionalism: This course examines what it means to be a professional social worker and outlines student responsibility for embracing the profession's purposes, values and ethics. The role of continuous professional development, contribution to the social work profession, and ultimately for assuming leadership roles are explored as integral to professional social work identity. At the heart of effective professional practice is ethical decision making. The ethical dilemmas confronting social workers as well as processes for making ethical decisions will be an integrating focus of this course.

SWMP 502 Human Behavior in the Social Environment: The practice of social work is uniquely guided by a comprehension of shared relationships between human beings and their social environments. Students will learn to use a multidimensional, biological, psychological, social, and spiritual assessment framework to understand human development across the lifespan within the social context. Content in this course includes theories and evidence-based research findings concerning human development and interactions among individuals, groups, societies, and economic systems. The role of social, economic and environmental systems as supporting or thwarting human health, well-being and social functioning provide a framework for the course. Knowledge and experiences in this course are intended to further prepare the student to participate in the processes of generalist social work practice.

SWMP 505 Theory and Skills for Social Work Practice: This course introduces students to the ways that theory and evidence are used to guide intervention with individuals, families, groups and organizations. The focus of this course is on the ways that effective direct practice intervention must integrate different sources of knowledge: evidence (what has worked in the past with people with similar problems); theory (frames of reference for understanding how problems are generated and solved); clinical wisdom, and client preferences. Students will learn straightforward rubrics for locating and evaluating research evidence that may be used to generate intervention possibilities. Second, students will study and critique several key intervention theories and models (psychodynamic, cognitive, behavioral, family systems, group work) and apply them to case materials. Finally, the class will explore processes and problems that cut across direct practice models, such as the enhancement of change motivation.

SWMP 506 Social Work Practice for Justice, Equity and Anti-Racism: This course introduces students to the concepts of anti-racism, diversity and inclusion and how these concepts impact social work practice. Students will examine the role, function and effects of oppression in society as it relates to social, economic and environmental justice. History, theory and research will be examined for how power, intersectionality and other dynamics maintain injustice. Students will also examine how institutionalized oppression restricts access to services including the role of policy in shaping services. Students will develop skills to provide more just and culturally competent practice.

SWMP 507 Practice with Groups, Organizations and Communities: Generalist social work requires the knowledge, values and skills to assess, intervene and evaluate practice across all size systems. In this

course students will be introduced to specific theory and evidence for working with groups, organizations and communities such as theories that explain social, political, and economic structure, organizational relationships, management and leadership styles. Applying an ADEI lens to understanding and developing skills for effective intervention is integral to the course. Students will integrate and apply relevant course content during their concurrent field education placement.

SWMP 508 Field Practicum I: Taken in the first fall semester, Field Practicum I provides students with the opportunity to apply social work knowledge, values, and skills for generalist social work practice in an approved human service agency. The Field Education Coordinator approves all placements and works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Masters Programs. Students will receive regular supervision from the Agency Field Instructor to support their progress. In addition, the Field Work Coordinator or designated Faculty Field Liaison will work with students through joint meetings with the Agency Field Instructor, individual meetings and a concurrent weekly Field Practicum Seminar. Students are expected to fulfill 200 – 250 hours of agency-based practice in this semester.

SWMP 509 Field Practicum Seminar I: This course is taken in the first fall semester concurrent with Field Practicum I. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Masters Program nine core competencies and associated behaviors. Discussing and sharing about individual experiences in a variety of social work settings allows students to broaden their understanding of the application of theory for generalist practice. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.

SWMP 512 Research and Program Evaluation: This course is designed to enable students to apply the methods of social research to the evaluation of social work practice. Students will apply quantitative and qualitative research methodologies to evaluate practice and service delivery. Course content will prepare students for the three primary social work research roles of 1) evaluator of practice, 2) evaluator of programs, and 3) producer of research.

SWMP 513 Social Welfare Policy and Advocacy: The social work profession is committed to social justice, social change, and political action. Students will be introduced to what drives social welfare policy, how it impacts our lives, and how we can influence and change it. This course is both theoretical and practical as it engages students to view social policy within historical, economic, and socio-political contexts and to understand the process of social policy development, implementation, and evaluation. Opportunities are provided to practice policy skills to critically analyze policy, determine need and development of policy, how to implement and support policy and how to employ a variety of effective advocacy initiatives.

SWMP 514 Trauma Informed Practice: This course will introduce students to the concept of trauma, by defining and categorizing the various types of events and experiences that may invoke a traumatic response (such as: disasters, catastrophic events, community or individual violence, sexual exploitation, also trauma related to accidents, combat, invasive medical procedures, traumatic grief, among many others). The course will provide the foundation knowledge of causes and effects of trauma along with new evidence-based practices (EBPs) and practice guidelines. The importance of engaging anti-racism, diversity, equity, and inclusion in practice with victims and survivors is integral to the course.

Childhood trauma, including maltreatment and witnessed violence, affects individuals in many different ways. Specifically, trauma impacts the development of children, adolescents, and adults in ways that may potentially result in lifelong neurophysiological, psychological and social changes. The profoundly negative effect of cumulative childhood stressors, known as Adverse Childhood Experiences (ACEs), across the lifespan is also examined. Students will be responsible for their own experiences and the Code of Ethics will be reviewed to provide guidance for ethical and effective practice.

SWMP 515 Field Practicum II: Taken in the first spring semester, Field Practicum II provides students with the opportunity to continue to apply social work knowledge, values, and skills for generalist social work practice in an approved human service agency. The Field Education Coordinator approves all placements and works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Masters Program. Students will receive regular supervision from the Agency Field Instructor to support their progress. In addition, the Field Work Coordinator or designated Faculty Field Liaison will work with students through joint meetings with the Agency Field Instructor, individual meetings and a concurrent weekly Field Practicum Seminar. Students are expected to fulfill 200 – 250 hours of agency-based practice in this semester.

SWMP 516 Field Practicum Seminar II: This course is taken in the first spring semester concurrent with Field Practicum II. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Masters Program nine core competencies and associated behaviors. Discussing and sharing about individual experiences in a variety of social work settings allows students to broaden their understanding of the application of theory for generalist practice. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.

SWMP 601 Assessment and Diagnosis for Trauma Informed Practice: The program specialization in Trauma Informed Practice requires foundation knowledge, values and skills of assessment and diagnosis. In this course students will critically examine history, language, and diagnostic categories for clinical assessment. The DSM will be examined relative to the responsibilities of social workers for engaging ADEI in practice.

Though controversial, the DSM-5 has become the standard diagnostic tool used by local, state and federal governments, major health insurance carriers and by several of the academic disciplines. In this course, as stated there will be thorough examination of the ethical conflicts that may arise for social work practitioners.

SWMP 602 Creative Arts and Trauma Informed Practice: This course explores the current uses of the creative arts in social work practice, including music, drama, art and dance with a focus on its utility for those experiencing trauma. There will be an emphasis on how trauma impacts the brain and the use of creative approaches for healing. Students will gain a clearer understanding of the theory and practice of the use of the mediating properties found in the expressive arts in therapy and counseling as applied to clinical and school settings with children, adolescents, and adults. The ethical and ADEI implications of these approaches will be examined. The course will utilize both lecture and experiential exercises to explore the therapeutic value of creative approaches. Students will also be encouraged to express their own creativity and apply these approaches to practice.

SWMP 605 Trauma Informed Practice with Families: Understanding the impact of trauma on the Family is essential for strengthening the family system to fulfill its vital role of supporting its members.

This course provides theory for advanced clinical practice with a range of diverse family configurations as well as the examination of evidence-based practice models. Traditional social work functions such as advocacy, brokerage, and provision of concrete services will be included. There will be an emphasis on the impact of social work's responsibility for ethical and ADEI practice in serving families.

SWMP 606 Trauma Informed Group Work: Research indicates that group work is an effective treatment method for individuals impacted by trauma. This course will introduce students to the theory and research that supports the utility of group work. Various group modalities such as Cognitive behavioral group therapy, Interpersonal group therapy, Mind-body skills group therapy, Psycho-educational group therapy, and Task center group work will be a focus of the course. Students will assess and evaluate the differential use of group work options by considering potential ethical and ADEI issues. The course will provide experiential exercises to allow students the opportunity to learn group work skills. Attention will be given to increasing the effective use of the professional self in group work practice.

SWMP 607 Trauma Informed Practice with Children and Adolescents: This course focuses on therapeutic interventions for children and adolescents, with a particular emphasis on how their developmental needs are addressed within various system structures (e.g., family/household, school, community settings). As youth generally reside in families, various family forms and risk statuses will be examined with a focus on anti-oppressive social work practice. This course provides assessment, engagement, and intervention strategies for children involved with various child-serving systems. Emphasis is on assessment of developmental aspects of youth and family well-being (with a broad and diverse definition of family), identification of risks, strengths and resiliency factors, and sociological and psychological knowledge of how family and community contexts affect children and adolescents. Focus is on advanced direct practice with youth who are at risk because of systemic stressors and/or mental health challenges. The importance of attachments and stability to children's resilience and well-being are emphasized. Crisis intervention skills are addressed as well as case management, and work with other community service systems.

SWMP 608 Field Practicum III: Taken in the first fall semester of the specialization year, Field Practicum III provides students with the opportunity to apply social work knowledge, values, and skills for trauma informed social work practice. The Field Education Coordinator approves all placements and works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Masters Program specialization in trauma informed social work practice. Students will receive regular supervision from the Agency Field Instructor to support their progress. In addition, the Field Work Coordinator or designated Faculty Field Liaison will work with students through joint meetings with the Agency Field Instructor, individual meetings and a concurrent weekly Field Education Seminar. Students are expected to fulfill 400 – 450 hours of agency-based practice in this semester.

SWMP 609 Field Practicum Seminar III: This course is taken in the first fall semester of the specialization year concurrent with Field Practicum III. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Masters Program nine core competencies and associated behaviors with a focus on a trauma informed social work practice perspective. Discussing and sharing about individual experiences in a variety of social work settings allows students to broaden their understanding of specialized practice. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.

SWMP 612 Trauma Informed Practice and the Addictions: In this course, students will examine alcohol and other drug dependence (AOD), causes and risks of addiction, as well as the impact on the

addicted individuals and their families and others in their social constellation and the resulting traumatic outcomes. The primary focus of the course will be on the prevention and treatment of addiction from a trauma informed lens. Co-occurring issues of mental illness, emotional distress, behavioral problems will be explored especially in relationship to developing effective treatment interventions. Course content will be grounded in evidenced based practice models for trauma informed treatment. Assessment and treatment options will be evaluated within the context of ethical responsibility and a commitment to ADEI. Students will be expected to responsibly reflect and discuss their own perceptions and biases regarding addiction and those who are dealing with addiction and recovery.

SWMP 613 Trauma Informed Practice and Intimate Partner Violence: Intimate Partner Violence (IPV) is considered a serious public health issue by the Center for Disease Control (CDC). This course will cover various types of intimate partner violence such as sexual violence, physical violence, teen dating violence and stalking. Circumstances that lead to intimate partner violence as well as the impact of intimate partner violence on individuals and families will be explored. Strategies to meet the needs of victims of intimate partner violence, at onset and long term, will be studied and will be critiqued based on the social workers responsibility for ethical practice and commitment to ADEI. In addition, evidence-based approaches to the prevention of intimate partner violence will be considered. The course will include theory and research and will also engage students in dialogues challenging personal biases in order to increase their effectiveness as trauma informed social work practitioners.

SWMP 614 Supervision and Consultation: This course provides an overview of the role and function of supervision in human service organizations including supportive, educational and administrative models. The primary focus of the course will be on the theories and concepts for providing supervision with a trauma informed approach. Evaluating worker performance will also be addressed. The importance of adhering to the Code of Ethics for the implementation of supervision and consultation will be examined within the context of race, gender, sexual identity, age, cultural and other relevant identities.

SWMP 615 Field Practicum IV: Taken in the spring semester of the specialization year, Field Practicum IV provides students with the opportunity to apply social work knowledge, values, and skills for trauma informed social work practice. The Field Education Coordinator works with the Agency Field Instructor to outline appropriate learning opportunities that will assist the student in achieving the nine core competencies and associated behaviors identified by the Social Work Masters Program specialization in trauma informed social work practice. Students will receive regular supervision from the Agency Field Instructor to support their progress. In addition, the Field Education Coordinator or designated Faculty field Liaison will work with students through joint meetings with the Agency Field Instructor, individual meetings and a concurrent weekly Field Practicum Seminar. This semester concludes Field placement, and students will have fulfilled the CSWE minimum required 900 hours of agency-based practice.

SWMP 616 Field Practicum Seminar IV: This course is taken in the spring semester of the specialization year concurrent with Field Practicum IV. The course meets weekly, and the online meetings are synchronous so that students may learn from each other, the Field Education Coordinator and the Faculty Field Liaison in real time. The focus is on making progress in applying the Social Work Masters Program nine core competencies and associated behaviors with a focus on a trauma informed social work practice perspective. Discussing and sharing about individual experiences in a variety of social work settings allows students to broaden their understanding of trauma informed practice is relevant across different settings and populations. Through active discussions, interactive assignments, and self-directed learning students enhance their personal and professional skills.