



**SOCIAL WORK PROGRAM HANDBOOK
2026-2027**

Bachelor of Science in Social Work (BSW) Program
School of Social and Behavioral Sciences
Department of Social Work & Sociology
Marist University
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Welcome to the Social Work Program

The Marist University Social Work Program Faculty is pleased to know that you are interested in working with people and studying to become a professional social worker. The Program Handbook provides the essential information you will need to successfully progress through the program and achieve your goal of earning a Bachelor of Science (BSW) degree in social work.

Please read this Handbook thoroughly as you prepare for each new step in the Program. Your faculty advisor and the Program Director are always available to answer your questions and to assist you in your progress through the Program.

Social Work is a wonderful career! Ask any faculty! However, as this Handbook explains, social work is not for everyone. It will take commitment and hard work to meet the challenges of the Program and professional social work practice.

The Social Work faculty is here to support you in your commitment to succeed.

***Darren Cosgrove, PhD., MSW, Assistant Professor
Director, Social Work Program***

The Social Work Profession

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

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

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

Social Work Education

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

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

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

Assessing Yourself for Social Work

Most professional social workers work in a broad range of human service settings. Social workers are found in public and private agencies that serve people representing diverse cultures and social and economic status. Schools, hospitals, substance abuse services, mental health agencies, services for older adults, youth programs, child welfare agencies, criminal justice services, homeless shelters, services for victims of domestic violence, and health care programs all employ social workers. Sometimes social workers provide direct services such as counseling and case management. Other times social workers develop and implement policies that direct the delivery of services.

Many social workers are involved with individual or case advocacy on behalf of groups, organizations, or communities. Some social workers are administrators and provide leadership for service delivery and the profession. Increasingly, social workers are being elected to political office. All social workers contribute in some way to create a more just society. ***Can you see yourself working in any of these settings providing a range of services?***

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

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

The BSW program is demanding and robust, necessitating one to continuously examine and reflect upon their suitability, as well as their readiness for the program and the profession both academically and personally. Self-

assessment and self-reflection will be encouraged throughout the program.

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

The BSW is the first level of professional practice. Graduates are eligible for membership in the National Association of Social Work (NASW). Graduates of CSWE accredited BSW programs with excellent academic records, and positive practicum evaluations, may apply for advanced standing for the master's degree in social work at the graduate programs of their choice. Advanced standing students generally are required, to complete only one year (about 36 credits) to receive the master's degree. In this way, the generalist foundation curriculum required of both BSW and MSW programs is not duplicated.

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

Mission and Program Goals

The Marist University Baccalaureate Social Work Program prepares students with the knowledge, values, and skills for generalist social work practice. Guided by a person-in-environment framework, knowledge based scientific inquiry, and a commitment to equip students with the tools to enhance the well-being of individuals, families, groups organizations and communities.

A comprehensive, holistic educational environment supports students in mastering the skills to advance social, economic, and environmental justice. This in-depth learning is achieved through an anti-racist and anti-oppressive lens to promote strengthening human rights at all system levels. The program is dedicated to developing leaders with the intellect and character to serve their communities ethically and effectively both locally and globally.

The Program Identifies the Following Program Goals:

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

Key Ideas Identified in Mission Statement

- A. The program prepares graduates for baccalaureate level generalist practice.
- B. The curriculum is grounded in the purposes, history, and values of the profession.
- C. The curriculum includes contemporary knowledge, research, technology, and practice skills, leading social work education today.
- D. A dynamic, interactive, comprehensive program enables students to integrate and apply social work knowledge, values, and skills for the purpose of enhancing human well-being and the social context.

Social Work Program Competencies

The Marist Program Competencies evolve from the Mission and Goals previously described. These Competencies correlate with the EP 2.0 Educational Policy- Generalist practice which outlines CSWE's educational expectations of all accredited programs. Within this policy CSWE identifies nine competences required for professional social work practice. Social Work Program Competencies (SWPC) correlate with course objectives in the sociology and social work courses required for the BSW degree and that fulfill the requirements of the Educational Policy Explicit and Implicit Curriculum.

The Marist University BSW Program has a curriculum that is grounded in the profession's purpose and values, informed by the Program's context, and is driven by the mission of the institution. The BSW Program curriculum prepares its graduates for entry-level generalist practice through the mastery of the nine core competencies, cognitive and affective processes and associated behaviors as outlined by the *Council on Social Work Education* (CSWE).

CSWE adopted the most recent version of the Educational Policy and Accreditation Standards (EPAS) in December 2022 for accreditation of baccalaureate and master's level social work programs. The Marist University BSW Program transitioned to *competency-based social work education* beginning in September 2023.

The goal of competency-based education is to assure that students can successfully integrate and apply the nine competencies in practice with individuals, families, groups, organizations, and communities. Competencies are measurable behaviors that are comprised of social work knowledge, values, and skills, cognitive and affective processes, and behavioral dimensions.

CSWE outlines nine core competencies which provide the intellectual framework for the program's professional curriculum and design. The entire social work curriculum provides opportunities for students to master all nine core competencies, processes and behavioral dimensions as indicated in CSWE 2022 Educational Policy Accreditation Standards.

Following are the CSWE - Social Work Program Competencies (SWPC's) with the associated behaviors students are expected to achieve:

Competency 1: Demonstrate Ethical and Professional Behavior (SWPC 1)

Social Workers:

- 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; and**
- d. Use supervision and consultation to guide professional judgment and behavior.**

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

Social Workers:

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

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

Social Workers:

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and**
- 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.**

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

Social workers:

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

Competency 5: Engage in Policy Practice

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

Marist University Social Work Program Definition of Generalist Practice

The Marist University Social Work Program defines generalist practice as:

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

The Marist University Social Work Program of Study

The Program of Study table (see next page) displays the total curriculum required to earn the BSW. It includes the liberal arts perspective and the professional foundation. It also includes the Marist Core/Liberal Studies requirements. The Program of Study is organized in appropriate sequences that support student mastery of introductory material before exposure to advanced material.

**Social Work Program of Study
First Year**

Fall	Spring
Course (credits)	Course (credits)
Soc 101 Intro to Sociology (3)	CMPT 103 Technology for the 21 st Century (3)
Bio 101* Topics in Biology or Bio 237 Human Biology (3)	PSYC H101* Intro to Psychology (3)
FYS First Year Seminar (4)	C/IS History (3)
ENG 120 Writing for University (3)	PHIL 101 Philosophical Perspectives (3)
	General Elective (3)
Semester Credits = 13	Semester Credits = 15

Sophomore Year

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

Junior Year

Fall	Spring
Course (credits)	Course (credits)
SOCW 330 Social Service Theory & Practice (3)	General Elective (3)
SOCW 345 Human Behavior in the Social Environment 3	SOCW 383 Social Work Methods 1 (3)
SOC 440 Social Theory (3)	SOCW 395 Social Work w/ Diverse Populations (3)
	SOCW 344 Social Welfare Policy & Analysis (3)
C/LS Pathway Distribution (3)	SOCW 382 Preparation for Practice:
General Elective (3)	
Semester Credits = 15	Semester Credits = 16

Senior Year

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

The Social Work Program complies with all University policies and the following policies are particularly relevant to creating an inclusive and ethical environment for social work education.

Policy of Nondiscrimination

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

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

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

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

Statement on Disability and Accommodations

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Office of Accommodations and Accessibility at (845) 575-3274, Donnelly Hall 226 or via email at specserv@marist.edu as soon as possible to ensure that such accommodations are implemented in a timely manner.

Statement of Diversity and Inclusion

The University'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 program, 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 can 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 meet with the Program Director privately.

Becoming a Social Work Major

Students can become social work majors from various entry points. Students may come to Marist having already declared their interest in being a major; undeclared students may want to declare the major, and some students may want to change their major to social work. In addition, students may transfer to Marist with the intent of majoring in social work.

The process for each of these entry points begins with a meeting with the Social Program Director. At this initial meeting the Program Director will come to understand your interest in majoring in social work. Topics covered in the meeting will include:

The social work profession and its broad range of opportunities

Social Work Education

Program Requirements: academic such as a minimum GPA of 2.5 with a C+ or better in all required social work and sociology courses for the major; and non-academic such as attendance and completion of assignments; the Social Work Program Handbook is discussed where there is specific information and about all these requirements.

Transcripts for Change of Major and Transfer Students are reviewed to assess compliance with requirements

The process to progress through the major with points where assessment of progress is made which includes maintaining required academic and non-academic standards is presented

The curriculum is reviewed with its intentionality and organization including best time to plan for study abroad or attachment course

The discussion includes a review of the rigorous Senior Practicum I and II and Seminar which is a part of the Senior Sequence

The process to move forward to the Senior Sequence through this final admission step is presented

A preliminary Plan of Study is discussed. A second meeting is scheduled to review the curriculum, answer any further questions, to review the Program Handbook in more detail and to bring questions to this second meeting. The Program Director answers the students' questions to assist in this assessment process. With the approval of the Program Director and the student decision to become a social work major, a final Plan of Study is developed.

If more time is needed to determine a decision to declare/change the major a third meeting may be scheduled to reach a conclusion.

The Program Director shares information about all new candidates with the faculty and seeks input as necessary. The Program Director informs the student of their initial acceptance to the program. The Program Director encourages students to meet regularly with their faculty advisor to clarify requirements and to prepare for future entry points to continue in the major.

Transfer Credit Policy

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

A. The Program maintains articulation agreements with regional community colleges.

B. Consistent with University policy, only those courses with a grade of C or better can be considered for transfer credit to fulfill major requirements.

C. Credits earned for prior agency experience or internships cannot substitute for Junior or Senior practicum courses: ***SOCW 330 Social Service Theory and Practice, SOCW 383N Social Work Methods I, SOCW 484N and SOCW 485N Practicum in Social Work I and II and Seminar.***

D. Life experience credit or previous work experience is not used to fulfill required social work courses in the professional foundation curriculum.

E. Transfer students are expected to attend one or more orientation sessions.

Faculty Advisement

All social work majors have a social work faculty advisor. The advisor is a mentor and advocate assisting the student in completing the social work degree program. The advisor is also able to assist students in clarifying career goals, preparing for employment and/or preparing for graduate school. Students are encouraged to make full use of their faculty advisor. The advisement process can be an important tool for maintaining good standing in the Program. ***The Policy on Good Standing and Probation or Termination from the Social Work Program*** explains the role of the student and the advisor if good standing is not maintained.

First Year and Sophomore students are especially encouraged to begin working closely with their advisor even before they begin the upper-level major courses to ensure that they will successfully proceed through the program.

Thresholds for Continuing in the Social Work Major

Students can declare a major in social work up to the second semester of the sophomore year. Students are fully immersed in the Social Work Program in the first semester of the junior year after they have successfully completed the prerequisite courses.

All sophomore social work majors are required to attend an orientation in the spring of the sophomore year. At this meeting the criteria for admission to the Junior and Senior Sequences are discussed. Students are provided with a copy of the NASW Code of Ethics. During this orientation, all requirements are reviewed. Students complete an application where they identify their current GPA, and grades for all courses to date. Additionally, they respond to questions indicating their interest in social work, prior and current volunteer experience, and commitment to the Social Work Program. Applications are assessed for the following: GPA (2.5 minimum), C+ in all required social work and sociology courses to date, and completion of first- and second-year major requirements and core liberal studies. After the Program Director reviews all applications and shares any concerns with faculty for input, students who meet all requirements will receive an email notification admitting them to the Junior level courses and internship that begins in the fall.

All Junior social work majors are required to attend a planning meeting scheduled, the next February. At this meeting, the criteria for admission to the *Senior Sequence* is reviewed. Expectations for the *Senior Sequence* are discussed.

Students are required to complete an admission packet that includes an academic verification form, a self-assessment, and a personal commitment statement. Students are required to sign a statement agreeing to comply with the NASW Code of Ethics. A Senior Practicum Education Information Form must be completed.

The students will have an interview with the Coordinator of Practicum Education and the Program Director.

Final acceptance to the Senior Sequence is pending while the Coordinator of Practicum Education and the

Program Director evaluate the eligibility and suitability of the student to move forward to the Senior Sequence at this time. Assessed is the non-academic behavior of the student as well as grades from the spring semester. In the summer each student receives a letter confirming their standing in the Program and, if admitted, the finalization of their practicum placement.

Students may be admitted to the Senior Sequence in good standing or with conditions. Conditions must be correctable in a timely manner and must not interfere with the appropriate fulfillment of the Senior Sequence or Senior Practicum. A current copy of the Senior Sequence Admission Packet is maintained in the Social Work Program Practicum Education Manual on the Social Work website. (www.marist.edu/socialwork).

Practicum Education Program

Practicum education occurs across the curriculum, beginning with *Introduction to Social Work (SOCW 230L)* and culminating with the *Senior Level Practicums I & II (SOCW 484N and 485N)*. The various practicum experiences require *increased* application of Social Work knowledge, values, and skills.

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

In *Social Service Theory and Practice (SOCW 330L)* students complete **40** hours in entry-level social work placements observing and participating in service delivery over the semester. Other assignments in the course require students to keep a journal focusing on social work knowledge, values and skills. Based on these assignments students identify a social issue and report on the agency's response to this issue. Students learn more about the organization and delivery of human services including constraints and limitations.

Preparation for Practice (SOCW382N) In this course students learn the skills and tools necessary to prepare for profession practice through resume building, professional behavior, personal readiness, interviewing and closing the loop for the senior sequence placement process.

Social Work Practicum and Seminars I and II (SOCW 484N and 485N) are the Senior Level Practicum Education courses. The Practicum is a continuous experience from September through the end of the second semester in May. They are concurrent with other Senior Sequence courses.

Placement Schedules, Hours, Mini-Blocks and Grade Requirements

Students attend their Practicum Placements on Mondays and Wednesdays during the Fall and Spring semesters. They are required to be there for all the hours set by the agency.

Students accrue a minimum of 400 hours during the spring and fall semesters. A mini-block placement is required from early January until the opening of the spring semester in the third week of January. This mini block allows students to spend two weeks (approximately 80 hours) in their placement agency.

Students must maintain a grade of C+ or better in all first-semester Senior Sequence classes to enter the Block Placement, as well as the second-semester Senior Sequence classes that include *Practicum and Seminar II*.

The annual practicum education calendar provides for the achievement of a minimum of 400 hours of placement.

Students interested in pursuing the MSW, are strongly encouraged to complete more than the minimum 400 hours required by the *Council on Social Work Education (CSWE)*.

Agency Practicum Instructor Qualifications

The Coordinator of Practicum Education is responsible for ensuring the social work perspective for all agency practicum instructors. It is the policy of the BSW Program that all Agency Practicum Instructors hold a baccalaureate or master's degree in social work from a CSWE accredited social work program and have two years post- social work degree experience.

If an agency practicum instructor does not hold the BSW or MSW degrees but holds a compatible degree and acceptable longevity in social services, the Practicum Faculty will work closely with this agency practicum instructor to ensure that the generalist social work practice perspective is understood and demonstrated. In such situation, the Practicum Education Coordinator is responsible for scheduling additional individual meetings with the Agency Practicum Instructor to reinforce the social work perspective, the Nine CSWE Competency Standards, cognitive and affective processes, and other associated behaviors that underpin generalist social work practice and the student learning experience at the agency.

Student Safety in Practicum Education

It is the policy of the BSW program that students are placed in a safe environment. The Coordinator of Practicum Education assesses that the organization can provide a safe learning environment. Agencies are expected to address safety procedures and policies with the student during the first week of placement.

Procedures that Support Student Safety

Student safety is addressed during the Practicum Orientation which occurs the week before students begin their internship. Students are required to review agency policies for safety procedures, discuss policies with their Agency Practicum Instructor the first week of placement as well as observe and discuss the agency neighborhood context.

Safety at the practicum placement is also discussed during the Practicum Seminar in relation to clients, events, or student concerns.

During Practicum Orientation, students and Practicum Instructors are made aware of two cautionary procedures required by the Program:

A. Students are not permitted to use their car for transporting clients.

B. Students are not permitted to conduct home visits on their own.*

* These procedures are also noted in the Practicum Manual.

Policy for Employment-Based Practicum Education Placement

The Social Work Program provides students with the option to complete practicum requirements at their place of employment. Providing the following conditions are met: the agency must be approved to meet the Program's expectations as a safe and relevant learning environment, where a student will receive separate academic supervision, in addition to employment supervision. The agency will assure that the current supervisor will

provide this separate supervision, or another agency practicum instructor will provide the academic supervision.

The employment-based practicum education agency must assure that educational supervision time will be separate from employment-based supervision. The employment-based practicum will cooperate with the Coordinator of Practicum Education to ensure the educational and learning objectives of the practicum education experience will be accomplished.

Employment-Based Practicum Education Approval

The practicum education agency must be approved by the Coordinator of Practicum Education. The Coordinator of Practicum Education must provide a written statement of approval that outlines the expectations for the Program, for the student and the agency, including the provision of additional educational supervision, weekly. A contract must be signed by the agency representative, the student, and the Coordinator of Practicum Education before placement can begin.

Practicum Education Seminar

The *Practicum Education Seminar* is held weekly by the Practicum Education Coordinator. Faculty and students review, analyze, and evaluate the practicum education experience and to further integrate practicum and classroom learning.

Practicum Seminar Expectations

In addition to the expectation that students will complete all required assignments, students receive a grade for seminar participation and attendance. Participation will be based on:

a) Demonstrating values consistent with the profession of social work; (b) Attending class regularly and handing assignments in on time; (c) Communicating with faculty regarding deviation from the attendance requirements; (d) Working cooperatively and respectfully with other students and faculty; and (e) Making use of faculty for support to effectively manage program requirements.

Students are expected to demonstrate academic and nonacademic behaviors consistent with the NASW Code of Ethics and the Marist University Code of Conduct (www.marist.edu/studentcodeofconduct).

Conduct in the Agency Practicum Placements

Some incidents of student conduct related to the practicum placement may warrant a review of those specific issues and the student's academic performance. Depending on the severity of conduct, immediate termination from a practicum placement may be warranted. Prior to termination, the Coordinator of Practicum Education, the Agency Practicum Instructor, and (if applicable) the Faculty Practicum liaison attempt to remediate the issues.

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

(a) the student may be placed in a different agency and will be asked to repeat the hours from the beginning;
(b) the student may receive an "F" in their current practicum and be dismissed from the Program.

The student's continuance in the social work major is ultimately the decision of the Social Work Program faculty.

Changes in Practicum Education Placement

When students and/or the Practicum faculty recognize that the current placement is not meeting the learning outcomes required by the program, a change in placement will be initiated. The Practicum Coordinator will work closely with the student to assess their learning needs and seek a more effective placement.

If the second placement does meet the program's learning outcomes and the student demonstrates they are not able to make use of the learning experience, the Practicum Faculty may determine that the student is not ready for the practicum sequence or is not suited for this experience. The Practicum Coordinator will make a recommendation to the faculty about next steps. The student will be informed in person and in writing of the decision of the faculty.

Finding an Appropriate Practicum

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

Conflicts of Interest

Students must disclose any known conflicts of interest or pre-existing personal relationships between the student, Practicum placement agency, agency staff, or clients that would be antithetical to Professional Social Work values and ethics.

Conflict of Interest Examples:

1. Student is related to or in a close personal relationship with a Practicum placement agency employee,
2. Student is related to or in a close personal relationship with a past or current agency client,
3. Student has previously received services from the agency as a client.

* Does not apply to approved Employment-based Practicum placements

Policy on Good Standing and Probation or Termination from the Social Work Program

Professional Social Work practice requires mastery of social work knowledge, identification with social work values, and the ability to apply social work skills. In addition, the personal characteristics of a successful helping person include maturity, creativity, capacity to observe self, desire to help, courage, and sensitivity (Johnson & Yanca, 2010).

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

As members of the profession of Social Work, faculty members accept their responsibility to prepare students for

graduation and entrance into the profession. Only those students who maintain the academic qualifications established by the Program, and the behaviors appropriate for professional practice as outlined in the NASW Code of Ethics, will remain in good standing. Faculty understands that the achievement of this professional status is a developmental process for students and the Program is designed to assist students in maintaining good standing and successful completion of the Program.

Good Standing to Move Forward in the Program: Student Expectations

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

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

Academic Requirements & Standards:

GPA of 2.5 in the major represents the minimum standard for graduation;

GPA of better than a 2.5 in the major, is recommended to demonstrate more than basic achievement;

GPA of 3.0 overall, or better, is recommended for graduate school application.

GPA of 3.7 overall is required for eligibility to the Social Work Honor Society

Attaining a grade of C+, or better, in each Sociology and Social Work Course is required for the major;

Completion of all assignments in each required Sociology and Social Work Course for the major;

Submission of work on time as defined by the faculty member.

Assignments must be in accordance with APA format requirements as outlined in the Program Format for Papers and Presentations.

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

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

Non-Academic Student Expectations & Responsibilities

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

Students are expected to demonstrate responsible behavior in the classroom, practicum, and all other interactions

with students and faculty, such as club activities and other social work programming activities, and whenever students represent Marist University.

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

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

Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.” (2017)

- (k) Recognizing and addressing issues and challenges that impede their ability to demonstrate responsible and respectful behavior to self and others;
- (l) Working closely, respectfully, and responsibly with all members of their two-year Cohort;
- (m) Willingness to accept constructive feedback from their classroom faculty, advisor, and administrators;
- (n) Demonstrating academic and non-academic behaviors that are already required by the Marist University Code of Conduct. With the following expectations especially emphasized:
 - Any activities which infringe upon the rights of individuals shall not be permitted and shall be considered violations.
 - Illegally copying, distributing, downloading and/or uploading copyrighted materials on any personal or University computer system. These materials include, but are not limited to, text (including emails and web information), graphic art, photographs, music, film, file sharing and software.
 - Any course materials may not be recorded or distributed outside of the class.
 - Use of computers and campus networks to harass or threaten other computer users, or to publicly display offensive or obscene messages/videos. Repeatedly sending messages with inappropriate content.
 - Bullying and Cyberbullying: Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally.

- **Bystanding:** Complicity with or failure of any student to appropriately address known or obvious violations of the Code of Student Conduct or law. Complicity with or failure of any organized group to appropriately address known or obvious violations of the Code of Student Conduct or law by its members.
- **Harassment:** In general, harassment is repeated unwelcome or uninvited communication or physical conduct. A single, isolated incident may be considered harassment if it is sufficiently severe.
- **Unwelcomed communication, including, but not limited to:** initiating or attempting contact by any means with no purpose of legitimate conversation, written letter, social media, email, text messaging, voicemail, unwanted gifts, surveillance or other types of photographing or observation, trespassing, and/or vandalism.
- **Directing obscene or offensive language, gestures or abusive conduct, including verbal abuse, threats, intimidation, coercion, or other conduct which has caused a person substantial emotional distress or where the circumstances would cause a reasonable person to suffer substantial emotional distress.**
- **Directing verbal abuse at another person because the individual is carrying out duties and responsibilities associated with their role as faculty, staff, or student staff at the University.**
- **Interfering with or directing misconduct toward a member of the community based on their participation in an investigation of misconduct, including witnesses.**
- **Harassment on the basis of an individual's membership or perceived membership in a protected class.**
- **Retaliation:** Is defined as any adverse action taken against a person participating in a protected activity because of their participation in that activity. Retaliation against an individual for alleging harassment, reporting an incident, supporting a reporting party, being a witness, or for assisting in providing information relevant to a claim is a serious violation of University policy and may be treated as possible instance of harassment or discrimination. Acts of alleged retaliation should be reported immediately and will be promptly investigated
- **Threatening Behaviors:** Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property. Intimidation is defined as implied threats or acts that cause a reasonable fear of harm in another.

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

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

Probation:

Students who fail to maintain good standing for academic and/or non-academic behavior will be placed on Probation and a Plan for Success will be developed.

- Before formalizing a plan for success, an individual faculty member who observes non-compliant behavior must meet with the student to discuss the noncompliant behavior.
- The student has the opportunity to correct the behavior.
- If the non-compliant behavior continues, the faculty member refers the students to the Program Director.

- (d) The Program Director meets with the student to determine whether their noncompliance jeopardizes their good standing.
- (e) Before determination, the Program Director will consult with the faculty and the student's advisor.
- (f) The Program Director, in consultation with faculty and advisor, decides and notifies the students by email, phone mail, and/or face to face.
- (g) If probation is initiated, a plan for success is developed.

Process for Correction of Probationary Status:

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

- (a) Identification of specific academic or non-academic behavioral problems;
- (b) Development of a plan for success. The plan includes a method for evaluation and a timeline for completion;
- (c) The Program Director, faculty, and advisor design and monitor the plan of correction;
- (d) Student follows the plan, seeking assistance as necessary;
- (e) The student, Program Director, Faculty Advisor evaluate the student's progress;
- (f) If the problem is corrected, the student returns to good standing and is notified in writing via email by the Program Director.
- (g) If the problem is not corrected, but significant progress is noted, the student is given additional time to correct the problem. If appropriate, the plan for success and the timeline may be adjusted by the Program Director in writing.
- (h) If after additional time significant progress is not made, the Program Director refers the issue to the full faculty to make a determination regarding termination.

Faculty Action for Continuance or Termination:

A. If the Faculty decides on a continuance, the student must develop their own plan to correct the problem within a timeframe which is approved by the faculty in order to return to good standing. If this plan is not successful in remediating the issue the student will be terminated from the Program.

B. Whenever a student is terminated from the Program, the faculty advisor or the Program Director will provide assistance to the student to change their major and/or continue their education.

C. Students are notified in writing via email, in hard copy and face to face.

Students always have the right to appeal the decision of the Faculty through established University-wide channels.

Social Work Association

The Social Work majors have organized a student group chartered as a club by the Marist Student Government. The Association sponsors events for the majors and the whole student body. The purpose of the Association is to promote social work on campus and in the community.

The Association sponsors speakers to discuss critical social issues and to explain what social workers do to respond to these social issues.

The Social Work Association carries out service projects, sometimes collaborating with other clubs. It also raises funds to finance its activities.

The Association co-hosts with the faculty an annual reception to honor the Junior and Senior Agency Practicum Instructors. This is an important celebratory event open to all social work majors providing opportunities for networking with service providers.

Phi Alpha Honor Society

The purpose of the Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. 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.

The Marist chapter of Phi Alpha was established on March 23, 2023. It has been designated as Delta Kappa Omega. To be considered for this national honor society, students must be a junior or senior and have earned a 3.7 cumulative GPA. Each inductee is required to pay a one-time fee of \$32.00.

Membership Benefits

Recognition of Academic Excellence; Social Work's Recognized Honor society; Social Work's Largest Honor Society; Students have met High Standards; Lifetime Membership; Membership Certificate and Lapel Pin.

On May 6, 2023, in a special ceremony, ten students were honored as the first members of ***Delta Kappa Omega***.

Marist University Library and Social Work Liaison and Support

The Cannavino Library, the Marist University Library, has dedicated holdings in hardcopy, electronic, and digital formats for student use. The Social Work Program is assigned a dedicated Library Liaison who works closely with Faculty to ensure they have the necessary journals, books, and digital material for their class use and academic research. The Librarian Liaison, Elizabeth Clarke, is responsible for assisting with the development and maintenance of the Course Guide on the Marist University, digital platform. Course Guide Pathfinder is a valuable resource to students and faculty, as it stores all peer-reviewed reading material for the course, E-Books, videos and important websites for student research.

Career Planning

Social Work students are strongly encouraged to make full use of the wide range of services provided by the Center for Career Services. In addition, faculty advisors can assist students in learning about career paths in social work practice and closely related areas. Information about available positions are posted on the Program Message Board on Brightspace.

Graduate School Planning

The Social Work Program hosts a meeting every fall for senior social work students interested in applying to graduate school. Here many questions are discussed, who should apply, when to apply, materials needed for the application, as well as what to pursue in graduate study. Specific information about the role of faculty references in the application is reviewed. Students are provided with a form to request a faculty reference for graduate school. In addition, students are encouraged to attend meetings with graduate school representatives who come to campus. On occasion, visits may be arranged to participate in information sessions at area graduate schools.

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The *Social Work Program* and the *Social Work Association* host several events during the year to provide students with opportunities to learn more about the range of social work career options. At the meeting strategies specific to a successful social work job search are discussed. The Program has developed a Four-Year Plan for Social Work Students. Please review this Plan and bring it to your advisement sessions with your academic advisor.

Four-Year University and Career

Plan First Year: Explore, Explore,

Explore Fall Semester

Meet with Program Director to review Program curriculum, provides link to Social Work Program Handbook and a hard copy of the Admission Questionnaire

Discuss Opportunities Abroad

Complete Admission Questionnaire and make a time to meet with Program Director to review admission questionnaire

Meet with your Advisor to discuss major- Is it right for you?

Attend the Club Fair

Join the Social Work Association and any other club related to your study/career interests

Register with Career Services and take some aptitude tests

Attend the Social Work Meet and Greet to connect with faculty and upper-class majors

Attend the Majors Fair- explore majors that connect with your interests and skills

Attend a campus lecture related to your interests

Visit the Wellness Center to learn about services offered to students

Develop an electronic folder to maintain all career-related materials and activities

Meet with your advisor to register for spring courses and discuss Pathways

Explore Spring Semester

Check your Degree Works Audit

Meet with your advisor- assess your academic progress; what's working and where do you need to improve

Attend a Social Work Student/Faculty Forum

Attend at least one leadership development activity
Attend an activity or lecture offered by the Center for Multicultural Affairs
Consider a leadership role in the Social Work Association or another club you are involved
Meet with your advisor to register for fall classes
Declare a Pathway
Explore minor possibilities
Meet with your advisor and MIP to explore attachment course options and apply if appropriate
Attend the Social Work Panel night to learn about the social work areas of practice and employment opportunities
Meet with Career Services to prepare for a summer job or internship.

Second Year: Research, Research, and Research

Fall Semester

Check your Degree Works Audit
Meet with your Advisor- determine if and when you will study abroad; how this abroad experience will enhance your employability and/or graduate school application
Attend a Social Work Association meeting and volunteer event
Connect to Alumni network and identify at least three people who work in areas of your interest and skills
Meet with Career Services to identify contacts and professionals in your areas of interest and how to connect with them;
Attend the Social Work program “Meet and Greet” to connect with faculty and upper-class majors
Attend a lecture or event offered through another campus program, such as Women’s Studies, Environmental Studies, Multicultural Center, or Liberal Arts
Attend a leadership workshop
Meet with your advisor to register for Spring classes
Begin to explore career paths, graduate programs, and awards such as the Fulbright
Meet with your advisor to discuss semester abroad and attachment courses/programs relevant to your major and career interests
Attend a Social Work Association event

Spring Semester

Check your Degree Works Audit
Meet with your advisor to discuss whether or not graduate study is important to your career goals; research academic and other prerequisites and make a plan to achieve them
Meet with your advisor to discuss required and elective practicum and internships; how this will enhance your employability and graduate school application
Take a resume writing workshop
Expand your leadership roles in campus clubs and associations
Attend Social Work Student/Faculty Forum
Meet with your Advisor to review your degree completion plan and determine what to do during the summer to enhance career readiness
Explore internship opportunities for the summer with your Advisor
Attend the Social Work Panel night to learn about the social work areas of practice and employment opportunity
Participate in the Sophomore Orientation and Complete the packet for admission to the Junior Sequence

Third Year: Connect, Connect, and Connect

Fall Semester

Check your Degree Works Audit

Join the National Association of Social Workers (ask for this membership as a holiday, Christmas, or birthday present!)

Interview a social worker in a area of practice you are interested in and one you are not so interested in

Attend the Social Work Program's "Meet and Greet" to connect with faculty and students in the program.

Arrange to shadow a social worker for a day

Develop a list of references for career and/or graduate school applications and develop a plan to keep them informed of your progress

Collect evaluations, reports, and letters that verify internship or other volunteer work completed and add to your electronic folder

Meet with your advisor to discuss potential graduate schools, employers, contacts

Meet with Career Services to confirm and expand your list of possible graduate schools, employers and other contacts

Connect with identified potential contacts

Go to the Council on Social Work Education site and review accredited programs that fit your criteria

Participate in career-building events such as career fairs, University fairs, resume writing, interviewing

Attend the Graduate School Fair

Participate in a Social Work Association meeting and volunteer event

Meet with the Coordinator of Practicum Education for the BSW Program to review agency placement opportunities

Meet with your advisor to register for classes and review your plan of study

Attend Junior Sequence Planning meeting to apply for Junior Internship

Spring Semester

Check your Degree Works Audit

Meet with your advisor, other faculty, or career services to discuss possible internship opportunities for the summer to build your resume for employment and graduate school

Meet with your advisor to register for classes for fall and discuss career opportunities

Update your resume and have it reviewed by career services or other professionals

Update electronic folder with all career-related materials and activities

Expand your leadership roles in campus clubs and associations- run for the officer of a club you are involved with

Attend the Social Work Program Student/Faculty Forum to network and connect with students, faculty, and invited professionals

Attend the Social Work Association "Panel Night" to connect with social work professionals in the community and learn about their careers

Attend Senior Sequence Planning meeting and complete application for entry into the Senior sequence

Begin to consider a professional wardrobe for senior practicum

Acceptance letter to Senior Sequence in the mail! Review for accuracy, sign and return.

Fourth Year: Seal the Deal

Fall Semester

Check your Degree Works Audit
Meet with your Advisor to assess degree completion program is on track
Attend Social Work Faculty- Graduate School Information Session
Attend career fairs
Attend graduate school information sessions at the campus
Meet with Advisor to discuss and confirm graduate school applications, timeline, and references
Complete the “Request for Graduate School Reference”
Meet with Career Services and/or advisor to confirm a list of potential employers, application processes and timelines
Develop a professional wardrobe
Practice interview skills; oral and written; social skills- attend the workshop; use a mentor
Join the Senior Year Experience and attend the annual conference
Attend the New York State Social Work Education Association annual conference
Update your electronic folder with your career-related materials and activities
Apply for graduation

Spring Semester

Check your Degree Works Audit
Maintain a network of contacts and develop a communication plan to keep them informed
Meet with Advisor and/or mentor to finalize graduate school application and/or resume; provide references with
“Graduate School Reference Request”
Complete employment applications
Meet with Career Services
Attend a lecture on campus related to your career, major and/or personal interest
Assess your electronic portfolio
Graduate and on to the next step

Social Work Program Faculty

Dr. Stephanie Carnes, Assistant Professor of Social Work and Sociology, joined the Social Work Program in July of 2026. In addition to having taught at other schools of social work, Dr. Carnes is a bilingual clinician, advocate, and researcher. She has spent the better part of the past 15 years engaged in clinical practice and advocacy work with Central American immigrant youth, first at a federally funded shelter program and subsequently as a school social worker in a public high school in New York's Westchester County. Her research focuses primarily on better-understanding identity development, social inclusion, and well-being in Spanish-speaking immigrant youth, and exploring and buffering the systemic drivers of burnout in social workers. In addition to a doctorate in social welfare from the University at Albany's School of Social Welfare and an MSW degree from Fordham University, Stephanie also holds an LL.M Master of International Human Rights Law.

Dr. Darren Cosgrove, Assistant Professor of Social Work and Sociology, joined the Social Work Program in August 2023. Dr. Cosgrove earned a Ph.D. and MSW from the University at Albany's School of Social Welfare. Dr. Cosgrove spent several years working with LGBTQAI+ youth as a sexuality educator and has offered clinical services to both older adults in substance use recovery and LGBTQAI+ individuals and families. Currently, Dr. Cosgrove uses arts-based methodologies and participatory action research to work in partnership with transgender and nonbinary communities to explore identity development, affirmation and social stigma. Prior to joining the faculty at Marist, Dr. Cosgrove was an Assistant professor at Miami University (Oxford, OH), where he launched the Queer Social Work Research Lab. Now a multi-institutional collaboration, the lab offers opportunities for students to work with scholars on research designed to improve social work services for LGBTQAI+ people. Dr. Cosgrove and the lab hosted a multi-state photovoice study focused on nonbinary community connectedness, and a national mixed-methods study examining trans and nonbinary affirming mental health services.

Dr. Adelaide Sandler, Associate Professor of Social Work, joined the faculty in August 2019. She earned her Ph.D. from the University of Connecticut's School of Social Work. Her dissertation explored how recipients of means-tested government assistance make decisions related to voting. Additionally, she earned an MSW. in social work policy from the University of Connecticut and a M.S. in community counseling from Western Connecticut State University. She has an undergraduate degree in sociology from Washington University in St. Louis. Her research focuses on voter engagement, social welfare policy, and empowerment practice. Dr. Sandler is an active researcher with the Nancy A. Humphreys Institute for Political Social Work. She previously taught at Westfield State University, University of Connecticut, St. Joseph University, and Housatonic Community University. Her professional experience includes work in non-profit community agencies focused on youth and families, group work with grandparents raising their grandchildren, as well as work in the political arena. She is active in her community, previously serving on the Newtown Board of Ethics, the second distribution committee of the Newtown Sandy Hook Community Foundation Fund and Relay for Life. She currently serves on the art-based Board of Western Connecticut Association for Human Rights.

Matteo Undici, Coordinator of Practicum Education and Lecturer of Social Work, joined the faculty in 2024 after three semesters as an adjunct instructor and ten years as a clinical counselor at Marist. Matteo earned a BA in Art from Colby College and an MSW from Adelphi University. Matteo holds New York State licensure in clinical social work (LCSWR) and certification as a school social worker (CSSW). Matteo has relevant experience working in residential treatment centers, outpatient mental health services, public and private K-12 schools, nonprofit organizations, community-based programs, independent training and consulting, as well as private practice psychotherapy. Matteo's interests center on integrative and inclusive approaches for individual wellness and systemic balance based on embodied mindfulness practices, authentic creative expression, wisdom traditions, and the natural world. Matteo is a founding member of the Marist Mindfulness Collective and the faculty advisor to the

Marist Mindfulness Club. Matteo is also a founding member of Hudson River Playback Theatre, Inc., a trainer for the Mid-Hudson Teacher Center, a volunteer for the Maya Gold Foundation and the O+ Festival Clinic, and a certified yoga teacher. Languages: English/Italiano/Español/Basic ASL



