



**SOCIAL WORK PROGRAM  
HANDBOOK**

**Bachelor of Science in Social Work (BSW) Program**

Department of Social Work & Sociology  
Marist College  
3399 North Rd  
Poughkeepsie, NY 12601

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MARIST COLLEGE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

**SOCIAL WORK PROGRAM HANDBOOK**

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## **Welcome to the Social Work Program**

The Marist College 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 you with the essential information you will need to successfully progress through the program and achieve your goal of earning a Bachelor of Science 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, it 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.

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## **The Social Work Profession**

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

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

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

## **Social Work Education**

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

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

Professional social work education is provided at the undergraduate level and results in a bachelor degree in social work (BSW). At this level education programs prepare graduates for professional generalist social work practice. Graduate social work education leads to the 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, health care programs all employ social workers. Sometimes social workers provide direct service such as counseling and case management. Other times social workers develop and implement policies that direct the delivery of services. Many social workers are involved with individual

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

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

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

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.

### **Social Work Education at Marist**

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 field 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 College Social Work Program is dedicated to preparing competent generalist social work practitioners committed to promoting the well-being of all people and their communities, both locally and globally, through the use of all practice methods and based on an integrated curriculum design grounded in the knowledge, values, skills, and cognitive and affective dimensions and behaviors of the profession. The program provides opportunities to advance human rights and social, economic, and environmental justice

through research-informed practice and practice-informed research, as well multi-dimensional field education experience that is integrated with the classroom. The diverse human service community of the Hudson River Valley enriches student development through strong collaborative professional partnerships with the intention of developing future leaders who embrace lifelong learning and are dedicated to creating a more inclusive society.

The program identifies the following program goals:

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

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

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

### **Social Work Program Competencies**

Program Competencies evolve from the Mission and Goals. These Competencies correlate with the EP 2.0 Educational Policy- Generalist practice outlining that graduates of CSWE accredited baccalaureate programs demonstrate the ability to prepare students for generalist 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 College BSW Program has a curriculum which 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 recommended by the Council on Social Work Education (CSWE). The Council on Social Work Education adopted the most recent version of the Educational Policy and Accreditation Standards (EPAS) in April 2015 for accreditation of baccalaureate and master's level social work programs. The Marist College BSW Program transitioned to competency-based social work education beginning in May 2008. The goal of competency-based education is to assure that students can successfully integrate and apply the 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, as adopted by the Social Work Program as the Social Work Program Competencies (SWPCs), cognitive and affective

processes and behavioral dimensions as indicated in CSWE 2015 Educational Policy Accreditation Standards (p. 7).

The following is an outline of the Social Work Program Competencies and associated behaviors that students are expected to achieve:

### **Social Work Program Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

## **Social Work Program Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

## **Social Work Program Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social Workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

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

## **Social Work Program Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social Workers understand the inherent bias in research and evaluate

design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

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

### **Social Work Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

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

### **Social Work Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

## **Social Work Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

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

## **Social Work Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

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

## **Social Work Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating

outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

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

The Marist College Social Work Program defines generalist practice as:

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

### **Program of Study**

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

The Marist Core/Liberal Studies requirements generally provide the broad perspective needed for social work education. All students are required to take a First Year Seminar, Writing for College, and Technology for the 21st Century. Several additional specific liberal studies courses are also required. Referred to as “related field requirements”, they are Topics in Biology (BIOL 101L) or Human Biology (BIOL 237L); Introduction to Psychology (PSYC 101L); American National Government (POSC 110L); and (ECON 150L) Social Issues of Economics.

## Recommended Program Sequence for a Social Work Major

### FRESHMAN YEAR

<b>FALL</b>		<b>SPRING</b>	
SOC 101 Intro to Sociology	3 cr	PSYC 101 Intro to Psychology	3 cr
BIOL 101 Topics in Biology		CMPT 103 Technology 21 <sup>st</sup> Century	3 cr
OR BIOL 237 Human Biology	3 cr	Core/LS History	3 cr
ENG 120 Writing for College	3 cr	Core/LS Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr	General Elective	3 cr
General Elective	3 cr		
	<u>16 cr</u>		<u>15 cr</u>

### SOPHMORE YEAR

<b>FALL</b>		<b>SPRING (Recommended semester for Study Abroad)</b>	
SOCW 230 Intro to Social Work	3 cr	Core/LS Fine Arts	3 cr
ECON 150 Economics of Social Issues	3 cr	General Elective	3 cr
POSC 110 American Nat'l Gov't	3 cr	Core/LS Literature	3 cr
Core/LS	3 cr	SOC 336 Social Inequality	3 cr
General Elective	3 cr	Core Pathway/Distribution	3 cr
	<u>15 cr</u>		<u>15 cr</u>

### JUNIOR YEAR

<b>FALL</b>		<b>SPRING</b>	
SOCW 330 Soc Serv Theory/Pract	3 cr	SOCW 344 Social Welfare Policies & Analysis	3 cr
SOCW 345 Hum Beh Soc Environ	3 cr	SOCW 383 Social Work Methods I	3 cr
SOC 440 Social Theory	3 cr	SOCW 382 Preparation for Practice	1 cr
Core/LS	3 cr	SOCW 395 Social Work w/ Diverse Populations	3 cr
General Elective	3 cr	Core Pathway/Distribution	3 cr
	<u>15 cr</u>	General Elective	3 cr
			<u>16 cr</u>

### SENIOR YEAR

<b>FALL</b>		<b>SPRING</b>	
SOC 480 Social Research Methods	3 cr	SOC 341 Social Change	3 cr
SOCW 475 Social Work Methods II	3 cr	SOCW 478 Senior Integrative Sem/Capping	3 cr
SOCW 484 Field Pract. & Sem. Social Work I	5 cr	SOCW 485 Field Pract. & Sem. in Social Work II	5 cr
General Elective	3 cr	General Elective	3 cr
	<u>14 cr</u>		<u>14 cr</u>

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

### **Policy of Nondiscrimination**

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

It is the policy of Marist College to recruit, employ, promote and compensate all employees and applicants for employment without regard to race, religion, sex, age, color, disability, national origin, veteran or marital status, or sexual orientation. This standard applies to all applicants and 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](mailto:specserv@marist.edu) as soon as possible to ensure better that such accommodations are implemented in a timely manner.

### 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, 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 see me privately.

## **Declaring Social Work as a Major**

An interested first-year student may declare social work as a major upon admission to the college. Incoming 2019 students are expected to maintain a minimum GPA of 2.5, earn a C+ or better in all Social Work and Sociology courses and meet all expectations of the Program to continue in the major. Transfer students must meet the college admission standard of a minimum 2.5 GPA. The Program Director meets with all students interested in the major. In this meeting she discusses the reason for considering social work as a major. She also discusses the profession and the rigors of the BSW Program. The Program Director reviews the curriculum, noting that there are several benchmarks where students are reevaluated to continue in the program, always highlighting maintaining academic and non-academic standards. The Program Director reviews the Handbook with particular attention to the Policy on Good Standing and the expectations for remaining in the BSW Program. Special attention is focused on the very intentional curriculum and when students can study abroad for a semester. The BSW Program Director specifically discusses the rigorous Senior Field Education Practicum I and II and Seminar and requirements for admission. An Admission Application is provided at this first face to face meeting. Students then make another appointment with the Program Director to review the application. A Plan of Study is developed to ensure timely completion of the degree providing the student continues to meet the expectations at the various thresholds for continuing as a social work major. The procedure for admission to the Program is a meeting to review BSW Program standards and policies, as mentioned above, and a review of the student's academic transcript, if they are a change of major or transfer student. Then a meeting to review of the Admission Application to assess if this is a good fit for the student. A third meeting may be held to finalize a Plan of Study. The Program Director will discuss the new student with the faculty for input. It is following the second or third meeting that the BSW Director notifies the applicant in writing via email of their acceptance into the Program. This email identifies any outstanding conditions they must complete associated with their admission to the Program.

## **Entry Thresholds**

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

*Incoming Freshmen:* The Program Director and all Program faculty meet with the incoming Freshmen who have declared social work as a major during Freshmen Orientation, held in the first week of the academic year. Information about the Program is provided. Students meet their faculty adviser and review their Fall registration. The Program Director meets individually with each student to review the requirements of the program of study, the timely completion of a 4 year plan of study, including ideal times to study abroad. Students are provided with an admission questionnaire, which they complete and return at a later date and review with the Program Director at that time. Student program files are maintained in a central digital file by the Program Director. Students are encouraged to meet regularly with their advisor to clarify their interest in social work and to clarify program expectations in preparation for the various thresholds throughout the Program.

*Change of Majors:* Enrolled students interested in majoring in social work must meet with the Program Director. The Program Director will access the student's interest in social work as well as review their academic preparation. A tentative degree completion plan is outlined so the student can see what will be required including a projected date of completion. The Director provides the student with material to

review, including an admission questionnaire, before a follow-up appointment is held. At the follow-up appointment, the Director determines the students' readiness for the major and clarifies any other questions concerning the major. At this point the student is asked if they have a faculty in mind to serve as their advisor, and if not, Academic Advisement will assign a social work faculty. At this point, the student is initially admitted into the program.

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

### **Transfer Credit Policy**

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

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

### **Advisement**

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

### **Thresholds for Continuing in the Social Work Major**

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

completed the prerequisite courses. All junior social work majors are required to attend an orientation in the fall of the junior 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 and sign a statement that they will adhere to the standards of the NASW Code of Ethics and the policies of the Program. Students are assessed each semester, including the senior year when they are in placement, for their goodness of fit for the Program and the profession academically and non-academically.

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

All junior social work majors are required to attend a planning meeting scheduled for them in 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, a personal commitment statement, which includes a signed statement agreeing to comply with the NASW Code of Ethics, and a Senior Field Education Information Form. In addition, students have a joint interview with the Program Director and Director of Field Education. Acceptance to the Senior Sequence and Senior Field Education is pending until the Coordinator of Field Education and the Program Director has assessed the non-academic behavior of the students and their suitability for moving forward and spring semester grades are reviewed. Students will receive a letter confirming their standing in the Program in the summer and, if admitted, the finalization of their placement.

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

### **Field Education Program**

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

In **Introduction to Social Work (SOCW 230L)** students are required to interview a professional social worker practicing in a local agency. The assignment requires students to analyze what they learn from the interview in 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 a specific field of practice, client system, and social problem.

In **Social Service Theory and Practice (SOCW 330L)** students complete 50 hours in entry-level social work placements in conjunction with other assignments in this course. They are required to conduct an agency assessment. Based on the observation, students identify a social issue and report on the agency's response to this issue. Students learn more about the organization and delivery of human services including constraints and limitations.

In **Junior Field Education: Preparation for Practice (SOCW382N)** students are putting their new social work skills into action through videotaped role-plays. The creation of a safe environment supports students to learn how to provide constructive feedback to their peers, using an observation checklist. Additionally, each student reviews their video with the Field Education Coordinator.

**Social Work Practicum and Seminars I and II (SOCW 484N and 485N)** are the Senior Level Field Education courses. This field education is a continuous experience from September through the end of the second semester in May. Field Education occurs concurrently with other Senior Sequence courses. Placement days are Monday and Wednesday, at the hours of the agency, during the fall and spring semesters. Students accrue between 400 and 450 hours during the spring and fall semesters. A mini-block placement is required from early January through the opening of the spring semester in the third week of January, giving students the opportunity to spend two weeks (approximately 80 hrs) in the mini-block placement. Students must maintain a C or better in all first-semester senior sequence classes to enter the block placement and second-semester senior sequences classes, including Field Practicum and Seminar II. The annual field education calendar provides for the achievement of a minimum 400 hours of placement. Students interested in pursuing the MSW are strongly encouraged to complete more than the minimum required 400 hours required by the Council on Social Work Education.

The Coordinator of Field Education is responsible for ensuring the social work perspective for all agency field instructors. It is the policy of the BSW Program that all Field 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 field instructor does not hold the BSW or MSW degree but holds a compatible degree and acceptable longevity in the field, the Field Faculty will work closely with this agency field instructor to ensure that the generalist social work practice perspective is understood and demonstrated. In such situation, the Field Education Coordinator is responsible for scheduling additional individual meetings with the Field Instructor to reinforce the social work perspective, the 9 SWPCs, cognitive and affective processes, and associated behaviors, that underpin generalist social work practice and the student learning experience at the agency.

### **Student Safety in Field Education**

It is the policy of the BSW program that students are placed in a safe environment.

The Coordinator of Field Education assesses that the organization can provide a safe learning environment. Criteria to support student safety include that the agency addresses safety procedures and policies with the student the first week of placement.

The procedures to support student safety include:

- Student safety is addressed during the Field Education Orientation, which occurs the week before students beginning their field placement. They are required to review agency policies for safety procedures, discuss with their Field Instructor the first week of placement, and observe the agency neighborhood context.
- Safety at the Field placement is discussed during the field seminar in relation to clients, events, or student concerns.
- During Orientation, students and Field Instructor are made aware of two cautionary procedures required by the Program:
  1. Students are not permitted to use their car for transporting clients.
  2. Students are not permitted to conduct home visits on their own. This is also noted in the Field Manual (Appendix).

## **Intern Placement Tracking**

Intern Placement Tracking (IPT) is a software program developed for social work field education programs. IPT will maintain and report information about field placement agencies, supervisors, and students, and track student assignments from semester to semester. It is easy to use.

IPT collects information from Agencies, Supervisors, and Students involved in the Marist Field Education Program. The program gives everyone access to the platform to access and update field information over the internet using a web browser. Students will have certain access to information. They can document their hours on a weekly basis. These hours are then approved by the field instructor.

### **Policy for Employment-Based Field Education Placement**

To maximize student learning, the Social Work Program develops field education placements that will provide students with unique experiences, different from a previous volunteer or work experiences. A proposal for placement in a student's place of employment will be considered only when the agency and student are able to create and support an educationally-based field education learning experience. Students employed at an approved field education agency must meet the same educational requirements. Employment-based field education students will carry out their fieldwork responsibilities in a social work role clearly defined and known to agency clients. The employment-based field education agency must assure that educational time will be protected and that they will cooperate with the Coordinator of Field Education so that the educational and learning objectives of the field education experience will be accomplished. Employment-based field education placement, the exception, requires the following:

1. The field education agency must be approved by the Coordinator of Field Education. The Director of Field Education must provide a written statement of approval, which includes the expectations for the Program, students, and the agency. A contract will be signed by the agency representative, the student, and the Coordinator of Field Education before placement can begin.
2. The field education agency must provide the student with unique learning activities that are different from their current employment.
3. The student's agency field instructor must meet the requirements of a field instructor and cannot be the employment supervisor.
4. The student's field placement must be in a different program or department than their employment assignment.
5. Field education hours are separate and distinct from hours of employment.
6. A student must be employed by the agency for a minimum of 60 days prior to the beginning of the field education placement.
7. The focus of the field education placement must be on the student's learning and educational objectives.

Only students admitted to the Senior Sequence are assigned to field placements by the Coordinator of Field Education. Students on placement are assigned to a Field Education faculty member who oversees the placement by making two visits each semester to the agency to meet with the Agency Field

Supervisor/Instructor and student; meeting with the student on campus; monitoring the student's assignments and assigning the field grade. A Field Education Seminar is held weekly by the Field Education Coordinator and/or Field Liaison to review, analyze, and evaluate the field education experience and to further integrate field and classroom learning.

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

Professional Social Work practice requires mastery of social work knowledge, identification with social work values, and the ability to apply social work skills. In addition, 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 demonstrate ethical behaviors; timely completion of assignments in courses and in internships; reliable attendance and participation in courses and internships; timely and appropriate professional communication with faculty and field 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 in development of individual characteristics essential to professional social work practice.

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

### **Good Standing**

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

#### **ACADEMIC:**

1. 2.5 overall GPA--this represents the minimum standard for graduation
  - 2.5 or better is recommended to demonstrate more than basic achievement
  - 3.0 or better is recommended for graduate school application
  
2. C+ or better grade in each Sociology and Social Work Course that is required for the major, and,
  - a. completion of **ALL** assignments in each required sociology and social work course for the major
  - b. submission of work on time as defined by the faculty member and in accordance with APA format requirements outlined in the Program Format for Papers and Presentations
  - c. engagement as an active learner including frequent participation in class (including field education seminars), in group work and group assignments, and on-line discussions.
  
3. In SOCW 382 N (Preparation for Practice) students must complete a minimum of **two recorded role-plays and two individual consultations** with the course instructor are required over the semester. Students must complete two role-plays and receive companion feedback otherwise, they may not be

allowed to move forward to their senior field placement. The role-plays and companion feedback are essential milestones indicating readiness for practice in senior year.

4. *Social Work Practicum and Seminar I and II* (SOCW 484N and 485N) Senior Level Field Education courses. The traditional field education is a continuous experience from September through the end of the second semester in May. Field Education occurs concurrently with other Senior Sequence courses. All students must maintain a C or better in all senior sequence classes, including SOC 480, SOCW475 and SOCW484, for students to enter the block placement and their second-semester senior sequence classes. Students with an incomplete in SOC 480, SOCW475 or SOCW484 or any other required social work or sociology course, must have this resolved with a C+ or better by the start of block placement in order to move ahead in the program.

- a. BSW programs that are accredited by the Council on Social Work Education (CSWE) require students to complete a minimum of 400 hours of supervised field education. The Marist College BSW Field Education curriculum requires that students attend field placement during the agency's regular business hours each week of the semester all day Monday and Wednesday for the entire 15-week fall and spring semesters. The weekly time may vary depending on whether the agency workday is 8 or 7 ½ hours. Additionally, all students complete a two-week mini Block Placement in January which begins soon after the 1st of the year and extends to the Friday before Martin Luther King day. Students generally complete 450 hours, more than the CSWE required 400 hours of supervised field placement.
- b. Students receive a grade for seminar participation and attendance. Students are expected to demonstrate responsible behavior in the classroom setting. Responsible behavior includes and is not limited to demonstrating values consistent with the profession of social work, attending class regularly, handing assignments in on time, communicating with faculty regarding deviation from the attendance requirements, working cooperatively and respectfully with other students and faculty, and making use of faculty for support so that students can effectively manage program requirements. Students are expected to demonstrate academic and nonacademic behaviors consistent with the NASW Code of Ethics and the Marist College Code of Conduct (p. 20).
- c. Students who earn below a C + in a Social Work or Sociology course have the opportunity to repeat this 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 advisor and 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 cohort 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 in order to move forward in the Program.
- d. Students must adhere to the academic honesty policy as outlined in the Marist College Catalog and Marist College Student Handbook.

#### **NON-ACADEMIC:**

Students are expected to apply the ethics and values outlined in the NASW Code of Ethics in all forms of communication: face to face, digital, and in writing. Students are expected to demonstrate responsible behavior, relationships, and values consistent with the profession of social work in interactions with colleagues, faculty, in field practicum, and in the community. Additionally, faculty welcome students to ask for faculty and/or professional assistance and make use of it, and to maintain cognitive, mental, and emotional stability commensurate with successfully meeting and completing the Program requirements.

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

Students are expected to:

1. uphold the NASW Code of Ethics
2. uphold the Marist College Code of Student Conduct as outlined in the Marist College Student Handbook
3. attend classes regularly, fulfilling specific attendance requirements in each course
4. communicate promptly with faculty regarding any deviation from attendance policy
5. take initiative and ask for help from faculty regarding academic issues
6. work cooperatively and respectfully with other students
7. demonstrate self-reflection and increased self-awareness and capacity for evaluating one's academic and non-academic performance
8. be willing to self-disclose appropriately and consistently with professional social work expectations
9. maintain appropriate, professional dress, behavior, relationships, and values in field practicum as part of the field education requirements
10. seek appropriate help when impaired as it is specifically defined and outlined in the NASW Code of Ethics
11. recognize and address issues and challenges that impede their ability to demonstrate responsible and respectful behavior to self and others
12. demonstrate respectful and appropriate behavior in all communications- face to face, written, electronic, and social media
13. students work closely and spend 2 years with their cohort. It is imperative that students practice respectful behavior towards your colleagues in the classroom, on social media , and through electronic communication.

#### “4.05 Impairment

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

(c) **PROBATION:** Students who fail to maintain good standing for academic and/or non-academic behavior will be placed on a Plan for Success.

1. Before formalizing a plan for correction/success, an individual faculty member who observes non-compliant behavior must meet with the student to discuss the noncompliant behavior.
2. The student has the opportunity to correct the behavior.
3. If the noncompliant behavior continues, the faculty member refers the students to the Program Director.
4. The Program Director meets with the student to determine whether their noncompliance jeopardizes their good standing.

5. Before determination, the Program Director will consult with the faculty and the student's advisor.
6. The Program Director, in consultation with faculty and advisor, decides and notifies the students by email, phone mail, and/or face to face.
7. If probation is initiated, a plan for /correction/success is developed.

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

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

1. Identification of specific academic or nonacademic behavioral problem(s).
2. Development of a plan of correction. The plan includes a method for evaluation and a timeline for its completion.
3. The Program Director, faculty, and advisor design and monitor the plan of correction.
4. The student follows the plan, seeking assistance as necessary.
5. The student, Program Director, faculty and advisor evaluate the students' progress.
  - a. If the problem is corrected, the student returns to good standing and is notified in writing via email by the Program Director.
  - b. If the problem is not corrected but significant progress is noted, the student is given additional time to correct the problem and the plan for success and timeline, if appropriate, is adjusted by the Program Director in writing.
  - c. If significant progress is not made, the Program Director with consultation from faculty and advisor initiates the termination process.

**Termination from the Program**

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

1. Unsatisfactory outcome of the plan of correction: If the problem is not corrected and significant progress is not noted, the student is required to meet with the Program Director who will determine with the student his/her commitment to the major and his/her capacity to continue in the Program.
  - a. If the student indicates that she/he is not interested in continuing in the Program, the Program Director will refer the student to his/her adviser who will make every effort to assist the student in finding another major and/or taking steps necessary to remain in school.
  - b. If the student indicates that they do want to continue in the Program, he/she will be asked how he/she will resolve the problem in order to return to good standing and in what timeframe. The Program Director will present the plan to the faculty for review and action.
2. Faculty Action for Continuance or Termination: The Faculty will review the student's plan.
  - a. If the faculty, advisor and Program Director determines for continuance, the student must correct the problem within the agreed timeframe in order to return to good standing. If this does not occur, the student will be terminated from the Program.
  - b. If the faculty, advisor, and Program Director do not accept the plan as adequate to return to good standing in an appropriate time, the student will be terminated from the Program.
  - c. Whenever a student is terminated from the Program, the faculty advisor or the Program Director will provide assistance to the student to change their major and/or continue their education.
  - d. Students are notified in writing via email, in hard copy and face to face.

- e. The whole faculty are involved in the process of deciding continuance or termination from the Program.
- f. Students who interview at 3 agencies with no acceptance for the senior placement, will be terminated from the Program.
- g. Students who have had a placement changed because they did not feel they were having the best learning experience and requested the change in placement will be accommodated by the Field Coordinator to find a better fit. The Field Coordinator will be assigned as the Faculty Field Liaison to the student if the Coordinator is not already assigned to this role.
- h. A change in placement can occur one time over the course of the year due to "placement unhappiness". The faculty will accommodate if they believe this is in the best interest of the student and the field education program. There will be only one placement move over the course of the academic year. If a student is not able to adapt to the second placement, the student will be informed in writing and in person that they are terminated from the Program.
- i. Prior to a student changing placements, they must write a personal and professional reflection that is minimally 2 pages in length. The reflective assignment contains two components: 1) highlights the student's learning to date in the current placement 2) what learning will be achieved in the new placement. The reflection must consider how the student will commit to the new placement. The analysis must demonstrate how the student will show initiative, personal and professional growth, and capacity to use constructive feedback and supervision.

Some incidents of student conduct related to field may warrant a review of academic performance and conduct issues, as well as immediate termination from a field placement. Prior to termination the Coordinator of Field Education and the agency field instructor, and the field liaison is in close contact to remediate the issues. If attempts to resolve the problem fail, a student may be asked to leave the placement. In the case of this occurrence, at the discretion of the Coordinator of Field Education, there are a few possible outcomes: a) The student may be placed in a different agency, and students will be asked to repeat the hours from the beginning and b) The student may receive an "F" in their current field practicum and be dismissed from the Program.

### 3. Appeal

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

### **Social Work Association**

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

### **Social Work holdings at the Cannavino Library at Marist College and Social Work Liaison and Support**

The Cannavino Library, has dedicated holding in hard copy, electronic, and digital format 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 Pathfinders on the Marist College, digital platform on I Learn. The 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. The Library Liaison attends numerous classes to provide assistance with: searching the literature, how to use the reference search engines, and how to reference in APA style.

### **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 fields. Information about available positions is posted on the Program's ILearn "Message Board. Career Services is also invited to attend junior level classes to promote the use of Career Services, to help students with beginning steps to develop a resume, and to role play job interviewing skills.

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

### **Four-Year College and Career Plan**

#### **First Year: Explore, Explore, Explore**

##### Fall Semester

- Meet with Program Director to review Program curriculum, provides Social Work Program Handbook and Admission Questionnaire
- Discuss Abroad opportunities
- 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

##### 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
- Explore study abroad options with your advisor
- Meet with MIP to explore abroad options and begin the application process
- Attend the Social Work Panel night to learn about the social work fields of practice and employment opportunities
- Complete "Self-efficacy/Readiness Assessment" for joining the social work major and profession
- Meet with Career Services to prepare for a summer job or internship
- Update electronic folder with all related career materials and activities
- Meet with your advisor to review the "Self-efficacy/Readiness Assessment" and discuss strengths and areas for improvement

## **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 Spring attachment abroad programs relevant to your major and career interests
- Attend a Social Work Association event
- Update your electronic folder with all your related career materials and activities
  
- Meet with your advisor to review the "Self-efficacy/Readiness Assessment" and discuss strengths and areas for improvement

### 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 fieldwork 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
- Complete “Self-efficacy/Readiness Assessment” for joining the social work major and profession
- Attend the Social Work Panel night to learn about the social work fields of practice and employment opportunities
- Meet with your advisor to review the “Self-efficacy/Readiness Assessment “and discuss strengths and areas for improvement

### **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 field 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, college fairs, resume writing, interviewing
- Attend the Graduate School Fair
- Participate in a Social Work Association meeting and volunteer event
- Meet with the Director of Field Education for the BSW Program to review field placement opportunities
- Check your Degree Works Audit
- Meet with your advisor to register for classes and review your plan of study
- Attend Junior Sequence Planning meeting to apply for Junior Internship
- Meet with your advisor to review the “Self-efficacy/Readiness Assessment “and discuss strengths and areas for improvement

#### 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 field practicum
- Complete “Self-efficacy/Readiness Assessment” for joining the social work major and profession
- Meet with your advisor to review the “Self-efficacy/Readiness Assessment “and discuss strengths and areas for improvement

## **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 Personal Statement Writing Workshop
- Attend Skype with alumni
- Attend career fairs
- Attend Graduate School Fair on campus
- 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
- Meet with your advisor to review the “Self-efficacy/Readiness Assessment “and discuss strengths and areas for improvement

### 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
- Attend the National Association of Social Workers/New York State Annual Conference
- Attend Social Work Day at the United Nations
- Assess your electronic portfolio

### **Graduate Education**

The Social Work Program hosts a graduate school information 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 reference form to complete to request a 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.

The program also hosts a “personal Statement Writing Workshop” in the fall. This assists students with the development of their own personal statement. Faculty are also available to help students individually in this process.

### **Faculty**

**Katharine Dill, Associate Professor, Fieldwork Coordinator**, joined the Social Work Program in August 2016. She is Canadian-born and social work educated. She completed her Bachelor of Social Work Degree at King’s College, Western University in 1988, Masters of Social Work Degree from University of Toronto in 1993 and Diploma in Social Work Research also from University of Toronto in 2002. She spent 16 years working in the child welfare field as a front-line staff practitioner, supervisor, agency trainer and project manager. She returned to school to complete her doctoral education at the Factor-Inwentash Faculty of Social Work, the University of Toronto in 2004. As an adjunct lecturer, Katharine has taught clinical, organizational and community-based, and research courses in the Masters of Social Work program during and after the completion of her PhD. During her doctoral studies, she also pioneered the development of an on-line social work supervision course for the Faculty’s Continuing Education Program from 2005-2007. From 2007-2013, Katharine was the founding Executive Director of Practice and Research Together (PART; [www.partcanada.org](http://www.partcanada.org)): This national membership-based knowledge exchange organization for child welfare organizations promotes the integration of evidence-informed practice. PART is a replication of the world-renowned Research in Practice (RiP) program at Dartington Hall, Totnes, UK. Under Katharine’s leadership, the program grew from a concept to a national, thriving organization. In 2013, she accepted the position of assistant professor (lecturer) at Queen’s University Belfast, Northern Ireland, U.K. This experience further widened her understanding of social work education, practice and research from an international perspective. Her current program of research focuses on social work and field education supervision, knowledge mobilization and innovation in social work education.

**Daria Hanssen, Program Director, Associate Professor of Social Work**, joined the faculty in 2001 as an Assistant Professor and Director of the Social Work Program, after several years of part-time field education and coordination of adult programs at Marist, as well as higher education experiences at Lyndon State College, Lyndonville, VT, and the State University of New York at New Paltz. She received her Ph.D. from Hunter School of Social Work the Graduate Center of City University of New York, the MSW from Florida State University and BA in Social Welfare and Sociology from Florida Atlantic University.

Her practice experience has primarily focused on work with children and families in child welfare, mental health, and family preservation. In addition to direct service practice, she has served as an administrator, program planner, and consultant to programs serving at-risk children. She has taught a variety of courses across the curriculum, in particular, Social Service Theory and Practice and Social Research Methods. Research interests include evaluation of practice interventions with children and families.

**Adelaide Sandler, Assistant Professor of Social Work**, 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 a M.S.W. 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. Addie is an active researcher with the Nancy A. Humphreys Institute for Political Social Work. Dr. Sandler previously taught at Westfield State University, University of Connecticut, St. Joseph University, and Housatonic Community College. 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 Board of Western Connecticut Association for Human Rights.