

Marist College

School of Social and Behavioral Science

Social Work Program

Field Education Manual

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INTRODUCTION

This Manual provides information that is useful to Marist College social work students, faculty, and agency Field Supervisors. The field manual highlights essential information about the purpose, intent, and structure of the field education experience.

The Council on Social Work Education (CSWE) accredits the Marist College Social Work Program, aligning with our commitment to excellence. Our Social Work Program Competencies (SWPC 1–9) are rooted in the CSWE's nine core competencies and associated behaviors. These competencies guide our curriculum, now updated to reflect CSWE's 2022 Educational Policy and Accreditation Standards (EPAS).

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion, stands as a pivotal point in our ongoing growth. This competency drives our continuous evolution in field education, emphasizing our dedication to an inclusive approach.

Our curriculum offers a robust liberal arts foundation, bolstering students for the challenges of sociology, social work, and related fields. Through diverse field education experiences, students seamlessly apply their knowledge, values, and skills in real-world settings.

FIELD EDUCATION

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

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

MISSION

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

Derived from the Program Mission, the Marist Collee BSW Program goals:

Goal 1: Students with demonstrate the knowledge, values, and skills for competent generalist social work

practice to enhance human well-being.

Goal 2: Students will apply research evidence to advance practice with individuals, families, groups, organizations, and communities for a more just society.

Goal 3: Students will implement values and ethics to advance social change in communities, both locally and globally

SOCIAL WORK PROGRAM COMPETENCIES (SWPC): The social work curriculum prepares graduates for generalist social work practice through the mastery of the nine core competencies:

Social Work Program Competencies 2022 (SWPC)

Competency 1: SWPC 1- Demonstrate Ethical and Professional Behavior,

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

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

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

Competency 5: SWPC 5-Engage in Policy Practice

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

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

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

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

BSW ACADEMIC PROGRAM OF STUDY

The Program of Study that follows this introduction is the visual display of the total curriculum required of BSW students to earn the degree. It includes the liberal arts foundation and the professional curriculum. The Program of Study is organized in the appropriate sequence that supports student mastery of introductory content and practice experience before exposure to advanced content and more challenging field education experiences.

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

The professional curriculum is provided through all the sociology (SOC) and social work

(SOCW) courses identified in the Program of Study. These courses include content in social work values and ethics, diversity, social, economic, and environmental justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and the field practicum. The field education requirement in the senior year provides students with opportunities to apply, integrate, and demonstrate the skills, knowledge, values, and professional qualifications for the BSW degree. The social work faculty, including the Field Supervisor in community agencies, evaluate students' readiness for and demonstration of adequate performance in their internships in community agencies.

Marist College – Social Work Program of Study

Freshman 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 College (3)	PHIL 101 Philosophical Perspectives (3)
	General Elective (3)
Semester Credits = 13	Semester Credits = 15

Sophomore Year

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

Junior Year

Fall	Spring
Course (credits)	Course (credits)
SOCW 330 Social Service Theory & Practice (3)	General Elective (1)
SOCW 345 Human Behavior in the Social Environment 3	SOCW 383 Social Work Methods I (3)
SOC 440 Social Theory (3)	SOCW 395 Social Work w/ Diverse Populations (3)
SOCW 382 Junior Field Education (1)	SOCW 344 Social Welfare Policy & Analysis (3)
C/LS Pathway Distribution (3)	C/LS Pathway Distribution (3)
General Elective (3)	
Semester Credits = 16	Semester Credits = 13

Senior Year

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

NON-DISCRIMINATION POLICY

There are both academic and behavioral standards and expectations that ensure the quality of the Social Work Program and that of future graduates. These standards and expectations are not designed to be exclusionary to any individual or group. The Program is committed to accessibility and inclusion consistent with professional social work ethics and academic standards, as well as with the policies of Marist 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 ethnicity, family structure, or gender. This policy applies in all areas of the Program's operations and activities. If concerns arise in any of these areas, assistance may be sought from the Office of Human Resources, The Dean of the School of Social and Behavioral Sciences, the Program Director, and/or the Coordinator of Field Education.

POLICY ON GOOD STANDING AND PROBATION OR TERMINATION FROM THE SOCIAL WORK PROGRAM AND FIELD PLACEMENT SETTING

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 and others, desire to help, courage, and sensitivity (Langeger & Leitz, 2015). Professional social work practice also requires that students demonstrate: ethical behaviors; timely completion of assignments in courses and internships; reliable attendance and participation in courses and internships; timely and appropriate professional communication with faculty and Field Supervisors; 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, in 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 understand that the achievement of this professional status is a developmental process for students. The Program is designed to assist students in maintaining good standing and successful completion of the Program.

GOOD STANDING:

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

ACADEMIC:

1. 2.0 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 as per 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 in online discussions.
3. *Social Work Practicum I and II* (SOCW 484N and 485N) Senior Field Education courses. 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 SOCW482, for students to enter the block placement and their second-semester senior sequence classes. Students with an incomplete in SOC 480, SOCW475, SOCW484, or any other required social work or sociology course, must have this resolved with a C+or better by the start of block placement to move ahead in the program.
4. 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 14 weeks fall and spring semesters. The weekly time may vary depending on whether the agency workday is 8 or 7 ½ hours.

Additionally, all students complete a two-week Block Placement in January which begins soon after the 1st of the year and extends to the Friday before Martin Luther King Day. Students generally complete 450 hours, more than the CSWE required 400 hours of supervised field placement.

5. Students receive a grade for class participation and attendance. Students are expected to demonstrate responsible behavior in the classroom. Responsible behavior includes and is not limited to demonstrating values consistent with the profession of social work, attending class regularly, handing assignments in on time, communicating with faculty regarding deviation from the attendance requirements, working cooperatively and respectfully with other students and faculty, and making use of faculty for support so that students can effectively manage program requirements. Students are expected to demonstrate academic and nonacademic behaviors consistent with the NASW Code of Ethics and the Marist College Code of Conduct (p. 20).
6. Students who earn below a C+ in a Social Work or Sociology course can 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 outlined above. Please note that no exceptions are made to the requirement of maintaining a C or better in all required social work and sociology courses to move forward in the Program.
7. 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, field practicum, and in the community. Additionally, faculty welcome students to ask for faculty and/or professional assistance in order to maintain cognitive, mental, and emotional stability commensurate with successfully meeting and completing the Program requirements.

4.05 Impairment

(a) Social workers should not allow their 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, adjusting in workload, terminating practice, or taking any other steps necessary to protect clients and others (2008, p. 23)

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

1. Before formalizing a plan of correction, an individual faculty member who observes non-compliant behavior must meet with the student to discuss the non-compliant behavior.
2. The student can correct the behavior.
3. If the non-compliant 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.
6. The Program Director decides and notifies the students.
7. If probation is initiated, a plan of correction is developed.

PROCESS FOR CORRECTION OF PROBATIONARY STATUS

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

1. Identification of specific academic or nonacademic behavioral problems.
2. Development of a plan of correction. The plan includes a method for evaluation and a timeline for its completion.
3. The Program Director designs and monitors the plan of correction.
4. The student follows the plan, seeking assistance as necessary.
5. The student and Program Director evaluate the student's progress. If the problem is corrected, the student returns to good standing, the student is notified in writing by the Program Director.
6. If the problem is not corrected, but significant progress is noted, the student is

given additional time to correct the problem, and the plan of correction and timeline, if appropriate, is adjusted by the Program Director in writing.

7. If significant progress is not made, the Program Director initiates the termination process.

TERMINATION FROM THE PROGRAM:

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

1. The unsatisfactory outcome of the plan of correction: If the problem is not corrected and significant progress is not noted, the student is required to meet with the Program Director who will determine with the student his/her commitment to the major and his/her capacity to continue in the Program.

- a. If the student indicates that they are not interested in continuing in the Program, the Program Director will refer the student to their adviser who will make every effort to assist the student in finding another major and/or taking steps necessary to remain in school.
- b. If the student indicates that they do want to continue in the Program, they will be asked how he/she will resolve the problem to return to good standing and in what timeframe. The Program Director will present the plan to the faculty for review and action.

2. Faculty Action for Continuance or Termination: The Faculty will review the student's plan.

- a. If the faculty determines that continuance is appropriate, the student must correct the problem within the agreed timeframe to return to good standing. If this does not occur, the student will be terminated from the Program.
- b. If the faculty does not accept the plan as adequate to return to good standing at an appropriate time, the student will be terminated from the Program.
- c. Whenever a student is terminated from the Program, the faculty advisor or the Program Director will help the student to change their major and/or continue their education.

3. Appeal

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

4. Students will be notified in person and by email as to their continuation in the Program

TERMINATION OF FIELD PLACEMENT

Some incidents of student conduct related to their field placement may warrant a review of academic performance and conduct issues (described in this handbook), as well as immediate termination from a field placement. Before termination, the Coordinator of Field Education and the agency Field Supervisor, and the field liaison are in close contact to remediate the issues.

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

- The student may be placed in a different agency and students will be asked to repeat the hours from the beginning of the academic year. For example, if a student is terminated from placement in October, but has accrued 100 hours of placement time, they **MUST REPEAT THESE HOURS OVER AGAIN**.
- The student may receive an "F" in their current field practicum and be dismissed from the program.
- If the student is dismissed the student will work with their advisor and the Program Director to develop a new academic plan and major.

CHANGING FIELD PLACEMENT SETTING

Changing a field placement setting is a serious decision. However, there are circumstances when changes are made. These may be initiated by the student's agency Field Supervisor and/ or Faculty Field Liaison. The following examples may be valid reasons for a change:

- The agency or agency Field Supervisor's inability to fulfill criteria for a field site.
- Unforeseen changes in the internal conditions of an agency minimize or negate learning opportunities for the student.

To consider a change in field placement, a discussion must begin with the Field Faculty/Liaison. The Agency Field Supervisor will be involved for clarification and possible alterations in the program. If satisfactory arrangements cannot be agreed on to provide for continued student learning in the field site, a conference is arranged by the Field Faculty Liaison with the Coordinator of Field Education for further planning and possible alternative placement. Early and frequent communication among the student, field educator, and Field Faculty Liaison will maximize the possibilities for optimal placement relationships and learning experiences and forestall serious problems. If a student is terminated from a placement, the social work intern may be placed in a different agency and students will be asked to repeat the hours from the beginning of the academic year.

For example, if a student is terminated from placement in October, but has accrued 100 hours of placement time, they **MUST REPEAT THESE HOURS OVER AGAIN**.

DIRECTIONS FOR REPORTING OF FIELD HOURS

Senior field placement days for the Marist College Social Work Program are *Mondays and Wednesdays*. Changes to this schedule can only be made with prior approval of the Field Education Faculty you are assigned **and** your Agency Field Supervisor.

Additional important requirements include:

- Please contact the agency Field Supervisor and field faculty about your inability to attend placement that day (see directions below).
- Students are required to submit their hours online using IPT. Hours are approved weekly by the Field Supervisor. The Field Liaison provides a second-level review. Attendance and participation during field placement hours and site visits are all subject to evaluation within the context of the Field Seminar participation grade and Field Evaluation.

Students are not permitted to change their hours and days of attendance without discussion and permission from first, your Field Faculty and second, your agency Field Supervisor, in this order.

Students cannot terminate their placement early. Even if students achieve their 450 hours in semester two, they must remain in their placement until the final day of placement, May 3, 2023. Senior Field placement is a commitment to an organization and therefore, completion of hours is not a rationale for terminating placement early.

Notification of Absences:

If you have an unexpected illness or an event that prevents you from going in or if you are running late/need to leave early from the internship –the expectation is;

1. That you notify your supervisor/agency as per the protocol that your supervisor has requested of you to follow.
2. Second, you notify your Field Education Faculty/Liaison by leaving a voice message or by sending an email on the course's I-Learn Messages site.
 - a. How to document absences: in your weekly hours state the reason for the absence from using IPT and

- b. your plan on how you will be making up this lost time.
3. If the agency is closed for a holiday or weather-related issue or physical plant issue please notify the Coordinator of Field Education (see #2 above) that the agency does not expect you to be in placement on a given day. Include how you and your Field Supervisor have decided you will be making up these hours to meet the needs of your clients and the agency. This is also included in your documenting of Field Hours in Assignments for the week that they occur.

EFFECTIVE USE OF FIELD PLACEMENT SUPERVISION

Each Field Supervisor is required to allocate at least one hour per week for supervisory conference time with the student. It is the responsibility of the student to be assertive in requesting and rescheduling missed or additional supervisory conferences. Advanced preparation must be made so that maximum utilization of the time can be accomplished. Students should bring in their questions, and problems, and always be ready to make written notes and consult their appointment calendar. Students should always set an agenda for supervision. The supervisory conference is also the time the evaluation of assessments, case plans, and other social work activities related to client and agency contacts are discussed. Regular supervision is a characteristic of continuing professional development throughout the social worker's career. Confidence-building, acquisition of knowledge, support, and skill development are all benefits of supervision. Likewise, supervisors appreciate the challenge of the student's observations, questions, and feedback.

The Field Supervisor will observe students once in the fall and twice in the spring semester. Supervision agendas should be based on a) preparing for upcoming observations b) debriefing the most recent observation and c) discussing how the student's observation will be integrated into each semester's field evaluation. Observations of practice become the centerpiece for weekly supervision that promotes student reflection and the Field Supervisor provides balanced and constructive feedback.

SENIOR FIELD EDUCATION PERFORMANCE EVALUATION

A systematic ongoing assessment plan is used to measure student achievement on the SWPCs and requisite practice behaviors. Ongoing monitoring and frequent evaluations of the student's performance are vital in the assessment of student progress, identifying strengths, and identifying areas of performance that may need special attention (CSWE EPAS, 2015).

Evaluation of student progress in the Senior Field Practicum is a layered process. The Field Education Performance Evaluation is completed at the end of the fall and spring semesters, by the agency Field Supervisor. The Learning Contract assignment is required to be continuously

updated and reviewed by the student, the agency Field Supervisor, and the Coordinator of Field Education. The Learning Contract Assignment also provides data to the agency Field Supervisor in completing the field performance evaluation. The agency Field Supervisor rates student competence on each of the SWPCs and the requisite behaviors and is requested to include comments and concerns. Semester evaluations by Agency Field Supervisors are intended to be shared and discussed with students and signed by both, even if there are differences of opinion. The Program suggests that students self-evaluate, and the student and Field Supervisor make time to discuss the outcome of this self-assessment process. Students may write an addendum to the evaluation to express their viewpoints.

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

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

CRITERIA FOR SELECTING FIELD SUPERVISORS

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

CRITERIA FOR SELECTING FIELD AGENCIES:

In the maintenance of the field placement setting and the development of a new field setting, the potential agency field setting supervisor of the BSW Program expects that the Field Supervisor:

1. Earned a BSW or MSW. In cases where the supervisor does not have a BSW or MSW, an alternate bachelor's, master's, or doctoral degree, as well as expertise and longevity in their professional practice, will be considered;
2. Provide regular weekly supervision for one hour;
3. Reviews the student's learning contract at regular intervals and provides feedback:

4. Agrees to meet with Field Faculty and student twice per semester, face to face, and virtually as agreed upon, to assess learning opportunities, student growth, and any challenges to date;
5. Agrees to observe and assess, in “real-time” the student as they interact with a client face to face or during a phone contact- one time during the fall semester and two times during the spring;
6. Attends Field Supervisor training and orientations offered by the Coordinator of Field Education;
7. Maintains regular contact with Field Faculty, if they are experiencing concerns or issues,
8. Provides the student with an orientation to the agency, including all policies that will impact student contact with clients;
9. Creates a safe learning environment and addresses safety issues and safety protocols
10. Provides an adequate workspace for the students;
11. Agrees to utilize the Intern Tracking Program (IPT) to sign off on student hours and review student assignments;
12. Complete a Performance Evaluation at the end of the fall and spring semesters and an Evaluation of the Field Education program at the end of the academic year. Evaluations document numerical ratings along with qualitative feedback to enhance student learning, growth, and development;
13. Any discrepancy in hours should be raised with the Faculty Field Liaison and the Coordinator of Field Education should be advised if required.

EVALUATING SENIOR FIELD PLACEMENT

At the end of the academic year, students anonymously evaluate field education placements based on the availability of supervision and support, range of opportunities to practice skills, variety of activities and assignments, communication of respect and cooperation, and overall satisfaction. The Field Education Coordinator and Program Director review evaluations of past placements in considering future placements; the faculty considers a summary report of students’ evaluations of the field education placement as part of the overall assessment and development of the Field Education Program. The outcomes are available upon request.

A survey is given to all Agency Field Supervisors at the end of the year for feedback on their experience with the student, the field education experience, and the Social Work Program. The Social Work Program Director annually prepares a summary of the findings which is shared with the Social Work Advisory Board and the Social Work Faculty who review the results of these evaluations and uses data for continuous program improvement.

COLLEGE-AGENCY-STUDENT EXPECTATIONS

The following expectations of the social work field education program, agency, and student are delineated to promote clarity about how the SWPC’s in the field education program is

successfully achieved. The objectives of field education can be found in the course syllabus. All parties to the Senior Field Education experience are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics and be consistent with the SWPCs:

The Field Education Faculty Will:

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

11. The Agency Field Supervisor Will:

1. Describe and explain what is expected of the student during his or her practicum within the agency.
2. Provide an orientation to agency safety policies and provide a safe environment for students.
3. Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards.
4. Provide regularly scheduled supervision, for a minimum of one hour a week.
5. Observe the student once in the fall and twice in the spring semester.
6. Provide the student with suitable office space, equipment, and support staff.
7. Collaborate with the student and their use of the Learning Contract Assignment as a tool for supervision and a means to expand the student's opportunities to learn.
8. Assign duties and responsibilities that help the student to develop mastery of the SWPCs.
9. Evaluate the student's performance in a fair, respectful, and thorough manner.
10. Be expected to provide an exit interview, if a placement is being terminated due to

agency changes or when a student is not in compliance with agency expectations and standards.

11. Meet a minimum of two times during each semester with the student and the field faculty to discuss the student's learning contract and progress in applying the competencies (additional meetings if needed or requested).
12. Agrees to utilize the Intern Tracking Program (IPT) to sign off on student hours and review student assignments;
13. Identify the replacement supervisor when the agency Field Supervisor is unavailable.
14. Submit a written evaluation of the student at the end of each semester and discuss the student's evaluation with the student before submission to the assigned Field Faculty.
15. Submit a written evaluation of the Field Education Program.
16. Identify and assist in resolving problems arising in the field placement
17. Establish a plan for make-up hours if the student was absent from field placement.
18. Attend agency Field Supervisor training.

The Task Supervisor Will:

In some situations, a Field Supervisor will oversee the field placement, but does not direct the day-to-day activities of the student. This position is left to the task supervisor. This person is usually a supervisor but may not have an MSW or BSW.

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

The Student Will:

1. Complete all practicum agency pre-conditions (background check, medical check, or training)
2. Meet weekly with the agency Field Supervisor and have the Learning Contract updated for discussion during supervision. The Learning Contract requires regular and ongoing revisions based on reflective practice.
3. Promote learning from observation and related reflection. This learning includes using supervision time to prepare for and debrief from observations.
4. Meet at the agency with both the agency Field Supervisor and the field faculty a minimum of two times each semester.
5. In attendance at the agency on days and at times agreed on by the student and agency Field Supervisor and field faculty. If the student is unable to attend the internship, the student will notify the agency Field Supervisor and field faculty before or at the start of the workday. Before any schedule change, the student will request and obtain approval from the Coordinator of Field Education or Field Liaison(s) for any changes in the schedule for, the hours or days of the internship. This approval must occur before any change in the field schedule for the student.

6. Demonstrate appropriate professional behavior in the internship. The student is expected to take responsibility as an adult learner to understand and carry out their assigned duties,

- meet deadlines and seek direction when needed.
7. Perform and complete all practicum assignments in a manner consistent with agency policy and procedures.
 8. Prepare records and reports following agency policy, procedures, and format.
 9. Devote the required number of hours to the practicum.
 10. Be open to direction, supervision, and critical analysis.
 11. Share with the program any civil or criminal charges or convictions or positive toxicology drug screens that occur while in this Program as these can affect field education and failure to do so, could affect your overall standing in the program.
 12. Adhere to social work values and professional standards of ethical conduct in practice situations.
 13. Communicate with Field Faculty and Field Supervisor if any problems arise.
 14. Adherence to all agency policies and procedures
 15. Adherence to all agencies and College prescribed policies and regulations about the use of social media. This issue will be reviewed in detail in the field seminar class.

SCHOOL/AGENCY SITE VISIT MEETING AGENDA:

Agency visits are scheduled with the Field Faculty, Agency Field Supervisor, and student. Visits require space for confidential discussions and on average, require one hour for each visit. Students are expected to prepare for agency visits by reviewing the sample agenda below and by actively participating in the discussions.

Four visits are provided over the academic year.

First Visit: Orientation

- Introduction of student, agency Field Supervisor, and field faculty
- Discussion of student's field placement assignment and role within the agency
- Discuss student safety and protocols in the field placement.
- Review of student's practice opportunities, learning needs, and initial objectives
- Discussion of field education manual: program of study, calendar, course outline, learning contract, and evaluations
- Review of field faculty's role, availability, agency visits, purpose, and scheduling
- Review of agency Field Supervisor's role in student learning
- Review of workspace and hours

Second Visit: Settling In

- Review Learning Contract
- Student Tuning in Presentation
- Review of questions concerning expectations, student assignments, and performance
- Clarification, assessment, and planning of specific learning goals
- Discussion of supervision topics and issues
- Discussion of student's relationships with clients, agency supervisor, and colleagues
- Identifying learning goals for the next period
- Review of observation: feedback, student progress, and methods for enhancing skills over time
- Review of Evaluation
- Review of block placement: dates, hours, expectations

Third Visit: Goal Setting

- Review of block placement in terms of student learning, performance, and new experiences
- Review of Learning Contract, defining learning, and practice opportunities in the second semester
- Review of any make-up time to be scheduled by the student
- Review of observation: feedback, student progress, and methods for enhancing skills over time

Fourth Visit: Planning for Termination

- Review of field assignment(s), practice tasks, and student performance
- Discussion of termination as a planned process, identification of termination strategies
- Review of agency Field Supervisor's contributions to the student's learning and acknowledging the agency's contribution to social work education

ADDITIONAL ITEMS TO CONSIDER FOR FIELD PRACTICUM

Professional Behavior and Communication

Students are expected to treat their field placement like a job. Your Field Supervisor can be considered your boss, and students must abide by all agency rules as if they were paid employee. Students must adhere to the agency and Program dress code (business casual).

Students are expected to attend their placement on Monday and Wednesday at the hours that the agency is open to the public. It is the student's responsibility to both call and emails the agency Field Supervisor and the Field Faculty Liaison if they are going to be late or absent. Lateness, missed days, and unprofessional behavior can result in termination from the field placement and the Social Work Program.

Students must always consider the needs of the client first. This may result in greater flexibility and dedication by the student to the needs and schedules of the clients they are serving.

Students receive a grade for class participation and attendance. Students are expected to demonstrate responsible behavior in the classroom and field placement 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 recognize and address issues and challenges that impede their ability to demonstrate responsible and respectful behavior to themselves and others
11. demonstrate respectful and appropriate behavior in all communications- face to face, written, electronic, and social media

Social Media and Technology Standards

Social work students are ambassadors of Marist College, the BSW Program, and will soon be representing professional social work practice. Students participating in field placement are expected to practice ethically, following the NASW Code of Ethics, the NASW/ASWB Standards for Technology and Social Work Practice, and agency policies see link <https://www.socialworkers.org/LinkClick.aspx?fileticket=lcTcdsHUcng%3d&portalid=0>

Students need to be aware that public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. What is said, posted, linked to, commented on, uploaded, or subscribed to can be assessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (Facebook, and Twitter, as examples) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are urged to minimize material, which could be considered inappropriate for a professional social worker in training. Thus, students are advised to manage security settings at their most private levels, not post information or photos about the field placement, or use any language that might jeopardize their professional image. Students are obliged to block any client access to involvement in the social work students' social networks. Client information should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way.

If a student is found to be sharing information about agencies on the internet social networking site, or violating field agency policies, action may be taken by the agency and/or by the Program to dismiss the student from the field practicum site or the Program.

Student Safety

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

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

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

Safety at the field placement is discussed regularly during the field seminar about clients, events, or student concerns. Field faculty and students are encouraged to review the NASW: Guidelines for Social Work Safety in the Workplace:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0>

Transportation

Students must provide their transportation to and from their field placement. The Social Work Program does not reimburse students for the use of their automobiles or other expenses incurred in the conduct of agency business.

To ensure student safety, students are not permitted to use their cars for transporting clients. and they are not permitted to conduct home visits on their own. This is discussed at the Orientation Training before students attend their placement and are also noted in the Field Manual.

Policy about inclement weather

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

If Marist College is closed due to inclement weather, the student is not required to attend placement. However, the student should always treat field placement as they would with employment opportunities.

If Marist College is closed, the student should notify the Field Supervisor and copy the field liaison on their weather-related absence.

The Field Education coordinator will put an announcement on Brightspace for students. Students MUST check Brightspace messages to receive updates on weather-related announcements. If the college is closed, students are not required to go to their placement. For safety reasons as we do not want students to travel on hazardous roadways.

The Field Education Coordinator will send a message to the Field Supervisors advising them if students will not be attending placement due to weather-related matters.

Student Disability and Accommodations in the Field

It is the policy and practice of the Marist College BSW Program to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships and field placements. Efforts will be made to work with prospective agencies and Field Supervisors to ensure that students will receive the supports they need to function well within the agency setting. Students are encouraged to contact the Office of Accommodations and Accessibility to explore reasonable accommodations. Students with disabilities are held to the same standard and requirements for all competent social work practice as required for all students.

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 better ensure that such accommodations are implemented promptly.

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 discussions, 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 faculty privately.

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 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 can 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 Coordinator of Field Education must approve the field education agency. The Coordinator of Field Education must provide a written statement of approval that includes the expectations for the Program, students, and the agency.
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 Supervisor must meet the requirements of a Field Supervisor 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. Students must be employed by the agency for a minimum of 60 days before 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.

MEMORANDUM OF UNDERSTANDING BETWEEN
MARIST COLLEGE SOCIAL WORK PROGRAM
AND

FIELD EDUCATION PLACEMENT AGENCY

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

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

The Marist Programs requests that students placed in the agency receive the following:

1. Provide regular weekly supervision for an hour
2. Reviews the student's learning contract at regular intervals and provides feedback;
3. Agrees to meet with Field Faculty and student twice per semester over the year, face to face, to assess learning opportunities, student growth, and any challenges to date;
4. Agrees to observe and assess, in "real-time" the student as they interact with a client face to face or during a phone contact- one time during the fall semester and twice during the spring;
5. **In the spring semester, annotate student videotaped recordings with the client using GoReact software if acceptable with agency policies and procedures.**
6. Attends Field Supervisor training and orientations offered by the Coordinator of Field Education.
7. Maintains regular contact with Field Faculty, if they are experiencing concerns or issues,
8. Provides the student with an orientation to the agency;
9. Creates a safe learning environment and addresses safety issues and protocols;
10. Provides an adequate workspace for the students;
11. Agrees to utilize the Intern Tracking Program (IPT) to sign off on student hours and review student assignments;
12. Complete a Performance Evaluation at the end of the fall and spring semesters and an Evaluation of the Field Education program at the end of the academic year. Evaluations document numerical ratings along with qualitative feedback to enhance student learning, growth, and development.

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

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

An annual review of the field education program and policies will be made. Field instructors will be provided with an opportunity to assess the Marist College BSW Field Education program. This Memorandum of Understanding may be terminated by either party upon six (6) months' notice to the other in advance of the next field education placement.

Social Work Program Representative & Date

Agency Representative

Date

**MARIST COLLEGE
SOCIAL WORK PROGRAM
AGENCY FIELD SUPERVISOR INFORMATION SHEET**

Council on Social Work Education accreditation standards requires agency Field Supervisor s to have relevant credentials to supervise social work students. This form assists the Social Work Program in maintaining documentation of the agency Field Supervisor’s qualifications. Please complete this brief form and attach or email Dr. Katharine Dill a resume for our records: katharine.dill@marist.edu We appreciate your cooperation.

Name: _____
Email: _____
Phone _____

Agency Name and address

Education: Please list Institutions, Degrees, and Dates

MM/YY of Employment post-MSW (or BSW): _
Area of Responsibility:

Supervisory Experience: Agency, Dates, level of responsibility (student, worker, volunteer)

Please check all that apply: LMSW _____ LCSW ___ BSW ___ MA ___ CASAC _____

Professional Affiliations (ex. NASW):

MARIST COLLEGE
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
SOCIAL WORK PROGRAM

ORIENTATION STATEMENT



I COMPLETED THE FIELD EDUCATION ORIENTATION

I attended the orientation session for the senior field education placement on August 31, 2022. I understand and agree with the student expectations and responsibilities as outlined in the Social Work Program Handbook, the senior sequence criteria, the Field Education Manual, and the course outline. I agree to fulfill the responsibilities for this field education placement regarding days of placement, hours (including the block placement in January 2022), seminar sessions and group meetings, individual meetings as needed, and all written assignments. I agree also to abide by the NASW Code of Ethics for the practice of social work during this field education placement. I understand that professional appearance and behavior are required in the field and the classroom. If I am unable to meet and maintain the criteria for good standing in the Social Work Program for academic or non-academic reasons, I understand that I may not continue in the program, including field education placement, pending the outcome of a probationary period.

Student Signature

Date

Field Education Coordinator

Date



**MARIST COLLEGE
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
SOCIAL WORK PROGRAM
SOCW 484 N
PRACTICUM IN SOCIAL WORK I**

MARIST COLLEGE
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
SOCIAL WORK PROGRAM
SOCW 484 N
PRACTICUM IN SOCIAL WORK I
Fall 2023
CLASS TIME:
TUESDAY/THURSDAY:
3:30 PM
DR. KATHARINE DILL
LOWELL THOMAS BUILDING (LT) 240

FACULTY BIO & CONTACT INFORMATION

To learn more about Dr. Dill, please click here: [Katharine Dill, Social Work, Field Education - Marist College](#); please contact her via email at katharine.dill@marist.edu

Calendly Link: <https://calendly.com/d/4bd-3wy-z88/one-off-meeting>

COURSE DESCRIPTION

Field Practicum and Seminar in Social Work
Five Credits

These two courses provide students with opportunities to acquire skills in social work practice and to test in a field setting the theories and principles learned in the classroom. Students are assigned to social-service agencies where, under the supervision of professional social workers, they learn by directly participating in the delivery of social work services.

Prerequisites: Prerequisites: SOCW 382, SOCW 383; open to majors only

Credits Allocated: 5

Type of Credits: Non-Liberal Arts

Classroom format: Discussion

FACULTY-STUDENT HOURS AND CONTACT INFORMATION

Dr. Dill's Fall 2023 Student Hours; we will meet at my cubicle and find a quiet space from there:

- **Mondays:** 12 Noon to 1 PM
- **Tuesdays:** 1:30 PM to 3:30 PM
- **Thursdays:** 1:30 PM to 3:30 PM
- **By appointment:** just click on the Calendly link above and/or send Dr. Dill an email.

Office Hours Statement:

- 1. Semester Start Meet and Greet:** Brief 5-minute sessions at the beginning of the semester for questions and introductions.
- 2. Mid-Semester Check-Ins:** Mandatory 15-minute meetings to discuss your progress, seek support, or address any internship-related concerns.
- 3. Open Check-In Sessions:** Use my Calendly link (<https://calendly.com/katharine-dill>) to schedule individual meetings. Drop by, chat, take a walk, or have a snack – it's your time to discuss anything you need.
- 4. Site Visits:** Two visits each in Fall and Spring, with some virtual options. Led by the Field Faculty Liaison (Dr. Dill) and the Field Supervisor, these meetings focus on progress, supervision, hours, client interaction, and assignments. Aimed at supporting your growth.

COURSE FORMAT AND SCHEDULE

This senior-level field seminar engages BSW students in a dynamic exploration of the intricacies of working with diverse clients across a spectrum of agency settings. Through interactive discussions, case analyses, collaborative exercises, role plays, guest speakers, and more, students will delve into the different aspects of social work practice. Emphasizing experiential and active learning, this discussion-led seminar offers students a chance to discuss what is happening in their internship placement weekly.

Starting from week 3, an engaging and participatory element will be integrated into the course structure, where students will take on a co-facilitation role alongside Dr. Dill. This collaborative approach empowers students to actively lead the class discussion for that week. This entails two key responsibilities:

- 1. Guiding Discussion on Required Material:** As co-facilitators, students will steer a thoughtful and in-depth discussion centered around the material covered in the assigned readings or podcasts. Students are encouraged to be creative in how they 'teach' this material to their peers.
- 2. Creating a Supportive Check-In Framework:** Co-facilitators (assigned student and instructor) will establish a supportive environment for all students to engage in check-ins during that week's session. This will be facilitated using the 'poker chip' framework, a unique system that encourages diverse forms of participation:
 - **Green Chip:** This chip signifies an opportunity for students to openly share any personal or relevant issues they wish to discuss. It encourages a space of trust and vulnerability, fostering meaningful conversations.
 - **White & Blue Chip:** When holding a blue chip, students have the chance to respond to a fellow student's share by offering advice, support, or insights. This interactive approach promotes empathy, collaboration, and a sense of community within the classroom.
 - **Black Chip:** Opting for a black chip indicates a choice to pass on sharing during that

session. This acknowledges that participation can take various forms and respects individual comfort levels while still fostering an inclusive atmosphere. More detailed guidance on the 'poker chip' framework and its application will be provided in class.

Weekly seminar topics are as follows:

Week	Topic
Week 1	Field Orientation! Wednesday August 30; 2 PM to 5 PM, Henry Hudson Room, Fontaine Building
Week 2	How to make the best use of field seminar
Week 3	Integrating ADEI into your everyday internship experience
Week 4	Trauma-informed Practice
Week 5	Trauma-informed Supervision
Week 6	Self-Compassion in Social Work
Week 7	Use of Humor in Social Work
Week 8	Building Resilience in the Social Work Profession
Week 9	Vicarious Trauma
Week 10	Emotional Triggers in Field Internships
Week 11	Importance of Reflective Practice
Week 12	Cultivating a Self-Care Culture in the Workplace
Week 13	Boundary Setting in Social Work Practice
Week 14	Microaggressions in the field Education
Week 15	Finishing up the Semester. Celebrating our Success!

COURSE GUIDE:

This link is a ‘one-stop shop’ place to find all the required readings, podcasts, and other amazing resources. <https://libguides.marist.edu/c.php?g=395467&p=268684>

Dr. DILL’S TEACHING PHILOSOPHY

As a social work professor, Dr. Dill’s teaching philosophy centers on fostering an inclusive, anti-racist, and equitable learning environment that embraces diversity and promotes active learning. She believes that education is a transformative process that empowers students to become competent and empathetic social workers capable of effecting positive change in diverse communities. She believes

in creating a safe and brave space for students. She believes in the transformative powers of movement, and music to empower us to learn more deeply.

COURSE EXPECTATIONS AND INCLUSIVE LEARNING

This course is structured to empower every student in their journey toward accomplishing the course objectives. Through a blend of interactive sessions, companion 3-minute videos (that explain assignments), and engaging assignments, we aim to create a supportive and inclusive learning environment. The assignments and activities have been designed with your diverse strengths and needs in mind, embracing the principles of Universal Design for Learning (UDL)—meaning we all learn in different ways using different methods of assessment.

In recognition of the varying ways in which students learn and engage, we will consistently provide clear guidance for assignments during our class sessions. These sessions will also offer dedicated time to work on practice assignments, ensuring ample opportunities for hands-on learning. You are encouraged to bring any questions related to assignments to our collaborative discussions.

While our class will usually follow the scheduled pattern, there might be instances throughout the semester when the entire group will gather on either a **Tuesday or a Thursday**. Rest assured, advance notice will always be provided for any adjustments to our schedule, respecting your time and commitments. Details of full class participation on either a Tuesday or Thursday will be provided in class.

ATTENDANCE AND ENGAGEMENT.

Your active participation in this course is essential for a rich and inclusive learning experience. While attendance is strongly encouraged, Dr. Dill understands that life circumstances can vary. If you're unable to attend a class session, please communicate in advance to explore alternative ways to engage and catch up on missed material. Late arrivals and early departures should be communicated to maintain a respectful and punctual learning environment. Remember, your commitment to learning extends beyond a physical presence, and Dr. Dill is here to support your journey in multiple ways.

COURSE LEARNING OUTCOMES

This course allows students to apply social work **knowledge, values, and skills** for professional social work practice. All course objectives address specific competencies for social work practice as defined by the 2022 Council on Social Work Education (CSWE) and the Educational Policy Accreditation Standards: (EPAS). The Marist College Social Work Program Competencies are further explained by the Marist College Social Work Program as a Social Work Program Competency (SWPC); see Appendix A for the complete list of competencies and practice behaviors). This list will be used extensively for active learning opportunities, and student assessment. These learning outcomes apply to student learning in the seminar class and practicum learning setting.

Based on active participation and satisfactory completion of all assignments, students will demonstrate the beginning integration and application of these specific objectives and relevant SWPC:

1. ***Demonstrate and apply*** the beginning social work practice skills. (SWPC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice SWPC 6 Engage with Individuals, Families, Groups, Organizations, and Communities, SWPC 7, Assess Individuals, Families, Groups, Organizations, and Communities SWPC 8 Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

2. ***Recognize and apply*** the tenets of the social work profession as outlined in the NASW Code of Ethics (SWPC 1 Demonstrate Ethical and Professional Behavior, SWPC 2 Engage Diversity and Difference in Practice, and SWPC 3 Advance Human Rights and Social, Economic, and Environmental Justice).

3. ***Articulate and demonstrate*** the social work relational process that includes interactions with various systems including the micro, mezzo, and macro levels of practice (SWPC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice SWPC 4 Engage in Practice-informed Research and Research-informed Practice; SWPC 5). Engage in Policy Practice).

ASSESSMENT OF COURSE LEARNING OUTCOMES. THE FOLLOWING ASSIGNMENTS WILL ASSESS THE STUDENT LEARNING OUTCOMES LISTED ABOVE.

ASSIGNMENTS

Please note that a companion assignment guidance handout will be distributed to all students on the first day of class. Detailed guidance and outlines will help students navigate each assignment.

In this course, each assignment is like a thread that weaves together your personal growth and professional skills during your senior-level internship. The chart and assignment guidance below give you all the important details and deadlines you need. To add a splash of clarity, every assignment comes with a short video (just around 3 minutes) where we walk you through what's expected. So, before you send a question to Dr. Dill, peek at these videos – they might have just the answer you're after! You can locate these videos inside the assignment in Brightspace embedded in the assignment guidance.

Assignment	Percentage Worth	Due Date	Assessment of Course Learning Outcome
Learning Contract	10%	Due on Sep 29, 2023, 11:59 PM	Course learning outcomes 1-3
Pair and Share Video Feedback Assignment	10%	Due on Oct 6, 2023, 11:59 PM	Course learning outcomes 1-3
Tuning in Written Assignments (Client Focus)	20%	Due on Oct 27, 2023, 11:59 PM	Course learning outcomes 1-3
Observation #1 and Post-observation Reflection	10%	Due on Nov 30, 2023, 11:59 PM	Course learning outcomes 1-3
Journals	20% overall Each journal is worth 4 points.	<u>Journal 1. First Impressions</u> Due on Sep 15, 2023, 11:59 PM <u>Journal 2: Meeting New People</u> Due on Sep 29, 2023, 11:59 PM <u>Journal 3. Learning the Ropes:</u> Due on Oct 13, 2023, 11:59 PM <u>Journal 4: Journal 4. Observing Social Work in Action</u> Due on Oct 27, 2023, 11:59 PM <u>Journal 5. Applying Classroom Knowledge</u> Due on Nov 10, 2023, 11:59 PM	Course learning outcomes 1-3

Assignment	Percentage Worth	Due Date	Assessment of Course Learning Outcome
Participation Self-reflections Reflections	10%	Due on Dec 8, 2023, 11:59 PM	Course learning outcomes 1-3
Field Supervisor Evaluation	30%	Due on Dec 8, 2023, 11:59 PM	Course learning outcomes 1-3

Grading Scale

Grade	Minimum %
A	95
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	65
D	60
F	0

NAVIGATING YOUR LEARNING CONTRACT (1):

Assignment Guidance: The student provides **3 tasks/activities** that will be achieved under each competency. Assignments and examples for the learning contract will be reviewed in the first week of class. Students should work with their Field Supervisor to develop a comprehensive learning contract. SMART (Specific, Measurable, Achievable, Realistic, and Time-sensitive) is an acronym to use when developing your learning contract. Learning contracts are documented on IPT in the Fall and Spring semester. We will practice how to write a learning contract in the second week of class. Dr. Dill will share examples from previous years. **(This assignment assesses achievement related to the course learning outcomes 1-3).**

PAIR AND SHARE ASSIGNMENT

Assignment Guidance: In this course, we will be utilizing GoReact <https://get.goreact.com/>, an innovative software tool, to enhance your learning experience and skill development. This tool will be integrated within both the Social Work and Education Programs, allowing you to engage with it in a supportive and inclusive environment. There are three dimensions to this assignment; 1) role plays in pairs that will be video recorded. Students will give each other feedback using the observation rubric 2) student personal reflection using GoReact and 3) Dr. Dill will provide feedback using the GoReact feedback tool and the observation rubric. **(This assignment assesses achievement related to the course learning outcomes 1-3).**

TUNING IN ASSIGNMENT

Assignment Guidance: This assignment is designed to deepen your holistic understanding of knowledge, skills, and values necessary for effective client interactions. It serves as a comprehensive toolkit to empower you in preparing for initial client engagement. **(This assignment assesses achievement related to the course learning outcomes 1-3).**

OBSERVATION IN FIELD PLACEMENT SETTING (OBSERVATION 1) AND POST-OBSERVATION REFLECTION.

Assignment Guidance: To foster comprehensive learning experiences and uphold inclusivity, students are encouraged to engage in real-time interactions with clients either face-to-face or through phone contact. The observation rubric will be evaluated by the Field Supervisor. This rubric assessment will be discussed in person with the student shortly after the observation takes place.

After the observation, students will have the opportunity to document the observation with their supervisor. The observation rubric and the reflection outline are accessible on IPT for your convenience. **(This assignment assesses achievement related to the course learning outcomes 1-3).**

REFLECTIVE JOURNALS (5 IN TOTAL)

Assignment Guidance: This is your opportunity to make sense of your internship. You are welcome to write your journal entry or record your journal using GoReact. **(This assignment assesses achievement related to the course learning outcomes 1-3).**

PARTICIPATION REFLECTIONS

Assignment Guidance: Students will reflect on their in-class and field placement participation via a written or video-recorded reflection. **(This assignment assesses achievement related to the course learning outcomes 1-3).**

FIELD SUPERVISOR EVALUATION

Assignment Guidance: The end-of-semester field evaluation must integrate the feedback from one observation of a student's engagement with a client. The field Faculty provides the final grade for this assignment based on the ratings and qualitative feedback provided by the Field Supervisor. Students' engagement, preparedness, and commitment to the placement factor into the overall grade assigned. The end-of-semester field evaluation is found on IPT. The Field Supervisor documents this form on IPT. Students should request an opportunity to review the evaluation with the supervisor before the final copy is submitted on IPT. Your perspective and reflections should be integrated into the final evaluation. **(This assignment assesses achievement related to the course learning outcomes 1-3).**

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 every week. These hours are then approved by the Field Supervisor.

Students are expected to submit their placement hours every week. The timesheet must be documented, submitted, and approved by the Field Supervisor. The timesheet will also be reviewed by the Field Faculty. How to log hours on IPT will be reviewed at the field orientation seminar.

IMPORTANT NOTES: 1) Dr. Dill and your supervisor will review your hours weekly 2) If you have achieved your 450 hours you must remain in your placement until the final day of placement 3) Students should regularly count their hours to see their progress to date.

LATE PAPERS

Late Papers will be accepted with a late penalty attached. Students will lose one point per day if the paper/assignment is late.

ACADEMIC STATEMENTS

Statement on Academic Honesty

Marist College is a learning community dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century. Students are expected to pursue excellence in their education while being honest about their work and fair to other members of the learning community. All work presented to instructors for evaluation must reflect their ideas and effort and must properly acknowledge any contributions of others. Students should expect this honesty and fairness in others as well. As members of the Marist learning community, all students should adhere to the principles of academic integrity as outlined in the Marist Academic Integrity Policy.

Statement for compliance with the Teach Act

(Public Law 107-273 Â§ 13301)

Materials in this course may be subject to copyright protection.

Statement on Accommodations and Accessibility

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 accommodations@marist.edu as soon as possible to better ensure that such accommodations are implemented promptly. Marist's guidelines for instructors to comply with the Americans with Disability Act (ADA) are located here: <https://www.marist.edu/student-life/community/accommodations-accessibility/guidelines-instructors>

Statement on Diversity and Inclusion

The college's academic mission is immeasurably 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 and bravery. 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 discussions, 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 be identified in a manner other than what is indicated on the course roster can contact me privately via phone, email, web conference, or face-to-face meeting to indicate their name, pronoun, and any other preferences they may have.

Statement on Title IX

Marist College is committed to providing a safe learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, or stalking, support is available. Please contact the Title IX Office at titleix@marist.edu or (845) 575 - 3799 or visit www.marist.edu/title-ix to file a report. Please be aware that faculty and staff

are required to disclose incidents of sexual harassment or other potential violations of the Marist College Discrimination, Harassment, and Sexual Misconduct Policy to the Title IX Office. To speak to a confidential resource who does not have this reporting responsibility, contact Counseling Services at (845) 575 - 3314, Health Services at (845) 575 - 3270, or Campus Ministry at (845) 575 - 3000 (x2275).

For more information about reporting options and resources at Marist College, please visit <https://www.marist.edu/title-ix>.

Social Work Program Competencies 2022 (SWPC)

Competency 1: SWPC 1- Demonstrate Ethical and Professional Behavior, Social

Workers:

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

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

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

Competency 5: SWPC 5-Engage in Policy Practice Social

Workers:

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

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

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

Social Workers:

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

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

Social Worker:

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

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

Social Workers:

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

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

Social Workers:

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

Appendix B

Memorandum of Understanding: SOCW 485 N Practicum Education - Fall 2023

Student's Name: (please print)

I acknowledge that I have thoroughly reviewed the course syllabus for SOCW 485 N and possess a clear understanding of its contents. I have given due consideration to the assignments outlined for the fall semester and have entered all important deadlines into my calendar. Recognizing that challenges may arise during my field placement, I am committed to seeking assistance whenever needed. I understand that both the seminar class and faculty office hours are valuable resources available to me for addressing any difficulties I encounter, whether about the course or my placement.

I am aware that I am encouraged to seek clarification on any queries I may have concerning upcoming assignments, or any expectations associated with the course.

In situations where I find myself puzzled or in need of further guidance, I recognize the utility of the brief explanatory videos (each lasting approximately 3 minutes) that elucidate the assignments. I place significant importance on active engagement in both classroom discussions and my field placement experience.

I am content with the comprehensive responses provided by Dr. Dill, ensuring that all my inquiries have been adequately addressed. With a firm commitment to upholding the set standards and expectations, I willingly pledge to abide by them throughout the course.

Student's Signature

Date: