



**SOCIAL WORK PROGRAM HANDBOOK
2023-2024**

Bachelor of Science in Social Work (BSW) Program
School of Social and Behavioral Sciences
Department of Social Work & Sociology Marist College
3399 North Road, Poughkeepsie, NY 12601

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 the essential information you will need to successfully progress through the program and achieve your goal of earning a Bachelor of Science (BSW) degree in social work.

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

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

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

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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 relationships, integrity, and competence.

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

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

Social Work Education

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

Social Work Education (continued)

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

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

Assessing Yourself for Social Work

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

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

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

The educational program for social work practice begins with a broad liberal arts foundation to assist students in understanding what it means to be a human being and to find their place in time and locale. Academic preparation continues with a mastery of the social sciences and specific knowledge, values, and skills for practice. Critical thinking is essential for effective practice and practice evaluation. All practice involves research to understand what has been tested and to develop and test practice innovations. The educational process includes traditional classroom-based study and concurrent 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 Baccalaureate Social Work Program prepares students with the knowledge, values, and skills for generalist social work practice. Guided by a person-in-environment framework, knowledge based scientific inquiry, and a commitment to equip students with the tools to enhance the well-being of individuals, families, groups organizations and communities.

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

The Program Identifies the Following Program Goals:

- A. Students will demonstrate critical self-reflection as the foundation for competent generalist practice.
- B. Students will apply research evidence to advance practice with individuals, families, groups, organizations, and community toward a more just society.
- C. 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

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

Social Work Program Competencies

The Marist Program Competencies evolve from the Mission and Goals previously described. These Competencies correlate with the EP 2.0 Educational Policy- Generalist practice 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 that is grounded in the profession's purpose and values, informed by the Program's context, and is driven by the mission of the institution. The BSW Program curriculum prepares its graduates for entry-level generalist practice through the mastery of the nine core competencies, cognitive and affective processes and associated behaviors as recommended by the *Council on Social Work Education* (CSWE).

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

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

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

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

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

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

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

Social Workers:

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

Marist 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.

The Marist College Social Work Program of Study

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

**Social Work Program of Study
First Year**

Fall	Spring
Course (credits)	Course (credits)
Soc 101 Intro to Sociology (3)	CMPT 103 Technology for the 21 st Century (3)
Bio 101* Topics in Biology or Bio 237 Human Biology (3)	PSYC H101* Intro to Psychology (3)
FYS First Year Seminar (4)	C/IS History (3)
ENG 120 Writing for 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 1 (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

Policy of Nondiscrimination

To ensure quality, the BWS Program has standards and expectations. However, these standards and expectations are not designed to be exclusionary to any particular individual or group. The Program is committed to accessibility and inclusion consistent with social work principles and the policies of Marist 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 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 program, we will challenge each other's thinking while working collaboratively to ensure that the classroom is a space of safety. Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds can be free to learn without fear of being silenced. Evidence of these efforts will manifest in readings, lectures/class discussion, seminars, and group projects. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, religion, age, ability, and veteran status. Students who would like to discuss these issues are welcome to come and meet with the Program Director privately.

Social Work Impairment

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

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

Declaring Social Work as a Major

An interested first-year student may declare social work as a major upon admission to the college. Incoming 2023 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 reasons for considering social work as a major. The Director 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 re-evaluated to determine continuation in the program. She highlights the maintaining of academic and non-academic standards.

In addition, 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 continues with a meeting to review BSW Program standards and policies, as mentioned above. If the student is requesting a change of major, or is a transfer student, the student's academic transcript is reviewed. The Admission Application is reviewed to assess if the Program is a good fit for the student.

A third meeting will be held to finalize a Plan of Study. The Program Director will discuss the new student's qualifications 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.

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. At the Orientation, 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 four-year plan of study, including ideal times to study abroad. Students are provided with an admission questionnaire that they complete and return at a later date to review with the Program Director.

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 Major:

Enrolled students interested in majoring in social work must meet with the Program Director. The Program Director will assess 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. This includes a projected date of completion.

The Director provides the student with material to review, including an admission questionnaire to be completed before a follow-up appointment is held. At the follow-up appointment the Director determines the student's readiness for the BSW 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. 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 above 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:*

- A. The Program maintains articulation agreements with regional community colleges.
- B. Consistent with college policy, only those courses with a grade of C or better can be considered for transfer credit to fulfill major requirements.
- C. Credits earned for prior 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.***
- D. Life experience credit or previous work experience is not used to fulfill required social work courses in the professional foundation curriculum.
- E. Transfer students are expected to attend one or more orientation sessions.

Faculty Advisement

All social work majors have a social work faculty advisor. The advisor is a mentor and advocate assisting the student in completing the social work degree program. The advisor is also able to assist students in clarifying career goals, preparing for employment and/or preparing for graduate school. Students are encouraged to make full

use of their faculty advisor. The advisement process can be an important tool for maintaining good standing in the Program. ***The Policy on Good Standing and Probation or Termination from the Social Work Program*** (p. 18) 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 successfully 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 Program policies.

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.

Social Media and Honesty Policies

Social Media Policy

When using social media and online communication, all students are expected to adhere to the ethical standards of the profession. As stated in the NASW Code of Ethics (2021), “With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations.” (para 15). Consistent with this ethical guideline, students should refrain from establishing online or virtual relationships with clients and faculty through social media as it may be difficult to maintain professional boundaries. During all electronic and online interactions, students should communicate with classmates, field instructors, faculty, and colleagues in a professional fashion. All postings on social media sites must follow confidentiality guidelines and should reflect the highest professional standards. Students should think carefully about how their communication, comments, images and postings represent themselves, Marist, and the profession. Violations of ethical and professional standards are subject to disciplinary actions by the programs, the Department and Nazareth.

Honesty Policy

Students must adhere to the academic honesty policy as outlined in the Marist College Catalog and the College Student Handbook.

Active Participation Expectations

Students must be active learners which includes frequent participation in all classes (including field education seminars), as well as active participants in group work, group assignments, and on-line discussions.

Admission to the Senior Sequence and Senior Field Placements

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, and a personal commitment statement. Students are required to sign a statement agreeing to comply with the NASW Code of Ethics. A Senior Field Education Information Form must be completed.

The students will have an interview with the Coordinator of Field Education and (if needed) the Program Director.

Final acceptance to the Senior Sequence is pending while the Coordinator of Field Education and the Program Director the suitability of the student to move forward. Assessed is the non-academic behavior of the student as well as grades from the spring semester. In the summer each student receives a letter confirming their standing in the Program and, if admitted, the finalization of their field 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 Practicums I 7 II (SOCW 484N and 485N)*. The various field education experiences require *increased* application of Social Work knowledge, values, and skills.

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

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 put their new social work skills into action through videotaped role-plays. These learning activities take place in a safe environment that supports students as they learn how to provide constructive feedback to their peers while using an observation checklist. 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. Field education is a continuous experience from September through the end of the second semester in May. They are concurrent with other Senior Sequence courses.

Placement Schedules, Hours, Mini-Blocks and Grade Requirements

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

Students accrue between 400 and 450 hours during the spring and fall semesters. A mini-block placement is required from early January until the opening of the spring semester in the third week of January. This mini-block allows students to spend two weeks (approximately 80 hrs) in their field placement.

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

The annual field education calendar provides for the achievement of a minimum of 400 hours of placement. Students interested in pursuing the MSW are strongly encouraged to complete more than the minimum 400 hours required by the ***Council on Social Work Education (CSWE)***.

Field Instructor Qualifications

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 degrees, 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 Nine CSWE Competency Standards, cognitive and affective processes, and other associated behaviors that underpin generalist social work practice and the student learning experience at the agency.

Student Safety in 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 agency or 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.

Procedures that Support Student Safety

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

Safety at the Field placement is also 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:

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

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

* These procedures are also noted in the separate Field Manual Appendix.

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* that differ from a *prior volunteer or work experience*. 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 educationally-based field learning experiences. Students employed at an approved field education agency must meet the same educational requirements.

Students at an employment-based field placement 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 to ensure the educational and learning objectives of the field education experience will be accomplished.

Employment-Based Field Education Approval

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, that includes the expectations for the Program for the student and the agency. A contract must be signed by the agency representative, the student, and the Coordinator of Field Education before placement can begin.

Summary of Employment-Based Field Education Requirements

- A. The field education agency must provide the student with unique learning activities that are different from their current employment.
- B. The student's agency field instructor must meet the requirements of a field instructor and cannot be the employment supervisor.
- C. The student's field placement must be in a different program or department than their employment assignment.
- D. Field education hours are separate and distinct from hours of employment.
- E. A student must have been employed by the agency for a minimum of 60 days prior to the beginning of the field education placement.
- F. The focus of the field education placement must be on the student's learning and educational objectives.

Field Education Seminar

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

Field Seminar Expectations

Students receive a grade for seminar participation and attendance and are expected to demonstrate responsible behavior in the classroom setting. Responsible behavior includes:

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

Students are expected to demonstrate academic and nonacademic behaviors consistent with the NASW Code of Ethics and the Marist College Code of Conduct (p. 20).

Conduct in the Field Placements

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

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

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

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

Student Requests for Field Education Placement Changes:

Students who request a change of placement because do not feel they are having the best learning experience will be accommodated by the Field Coordinator to find a better fit.

The Field Coordinator will accommodate the change if she believes this is in the best interest of the student and the Field Education Program. There will be just one placement move over the course of the academic year. If a student is not able to adapt to the second placement, the student may be informed in writing and in person that they are terminated from the Program.

Prior to a placement change, the student must write a personal and professional reflection that is two or more pages in length. This reflective assignment contains two components: (1) it highlights the student's learning to date in the current placement and (2) describes 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 describe/demonstrate how the student will show initiative, personal and professional growth, and capacity to use constructive feedback and supervision.

Students who interview at 3 agencies with no acceptance for the senior placement, will be terminated from the Program.

Intern Program Tracking System

The Intern Program Tracker (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 on Good Standing and Probation or Termination from the Social Work Program

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

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

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

Good Standing to Move Forward in the Program

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

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

Academic Requirements & Standards:

GPA of 2.5 represents the minimum standard for graduation;

GPA of 2.5, or better, is recommended to demonstrate more than basic achievement;

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

Academic Standards (continued)

- (A) *Attaining* a grade of C+, or better, in each Sociology and Social Work Course is required for the major;
- (B) *Completion* of ***all*** assignments in each required Sociology and Social Work Course for the major;
- (C) *Submission* of work on time as defined by the faculty member.
- (D) *Assignments* must be in accordance with APA format requirements as outlined in the Program Format for Papers and Presentations

Student Expectations & Responsibilities

- A. 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.
- B. Students are expected to demonstrate responsible behavior and values consistent with the profession of social work in all interactions with colleagues, faculty, field practicum agencies, and in the community.
- C. Additionally, faculty welcome students to ask for faculty and/or professional assistance and make use of it.
- D. Students are expected to maintain cognitive, mental, and emotional stability commensurate with successfully meeting and completing the Program requirements.
- E. Students are expected to demonstrate responsible behavior in the classroom setting. Responsible Behavior includes, but is not limited, to:
 - (a) Demonstrating values consistent with the profession of social work;
 - (b) Attending class regularly and communicating promptly with faculty regarding any deviation from the attendance policy;
 - (c) Handing in assignments on time;
 - (d) Communicating with faculty regarding deviation from the attendance requirements;
 - (e) Working cooperatively and respectfully with other students and faculty;
 - (f) Making use of faculty for support to effectively manage program requirements;
 - (g) Demonstrating academic and nonacademic behaviors consistent with the NASW Code of Ethics and the Marist College Code of Conduct as outlined in the Marist College Student Handbook;
 - (h) Dressing appropriately for class presentations and professionally for Field Placements;
 - (i) Demonstrating self-reflection, self-awareness, and capacity for evaluating one's academic and non-academic performance;
 - (j) Demonstrate respectful and appropriate behavior in all communications including face-to -ace, written, electronic, and social media:
 - (k) Self-Disclosure consistent, with professional social work expectations;
 - (l) Seeking appropriate help when impaired as specifically defined and outlined in the NASW Code of Ethics;
 - (m) Recognizing and addressing issues and challenges that impede their ability to demonstrate responsible and respectful behavior to self and others;
 - (n) Working closely, respectfully, and responsibly with all members of their two-year Cohort.

Procedures for Repeating a Course

Students who earn a grade below a C+ in a Social Work or Sociology Course will 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 Faculty Advisor and the Program Director will assist the student to make another academic plan.

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

Probation:

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

- (a) Before formalizing a plan for success, an individual faculty member who observes non-compliant behavior must meet with the student to discuss the noncompliant behavior.
- (b) The student has the opportunity to correct the behavior.
- (c) If the noncompliant behavior continues, the faculty member refers the students to the Program Director.
- (d) The Program Director meets with the student to determine whether their noncompliance jeopardizes their good standing.
- (E) Before determination, the Program Director will consult with the faculty and the student's advisor.
- (F) The Program Director, in consultation with faculty and advisor, decides and notifies the students by email, phone mail, and/or face to face.
- (G) If probation is initiated, a plan for success is developed.

Process for Correction of Probationary Status:

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

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

the problem. If appropriate, the plan for success and the timeline may be adjusted by the Program Director in writing;

(i) If significant progress is not made, the Program Director, with consultation from the Faculty Advisor and Faculty, initiates the termination process.

Termination from the Program

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

A. 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 the student's commitment to the major and their capacity to continue in the Program.

(B) If the student indicates that they are not interested in continuing in the Program, the Program Director will refer the student to their Faculty Advisor who will make every effort to assist the student in finding another major and/or taking steps necessary to remain in school.

C. If the student indicates that they do want to continue in the Program, they will be asked how they 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.

Faculty Action for Continuance or Termination:

The whole faculty is involved in the process of deciding continuance or termination from the Program.

A. If the Faculty, Faculty Advisor and Program Director decide on a 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, 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.

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

Social Work Association

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

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

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

The Association co-hosts with the faculty an annual reception to honor the Junior and Senior Agency Field Instructors. This is a crucial event open to all social work majors.

Phi Alpha Honor Society

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

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

Membership Benefits

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

Our First Members

On May 6, 2023, in a special ceremony, ten of our students were honored as the first members of ***Delta Kappa Omega***. ***The inductees were Celia Barrera, Ariell Brown, Amanda Coscia, Haley Fasano, Emma Mercogliano, Jessica Polito, Kelly Ryan, Jordyn Strati – Vice President; Kelly Unanue – Treasurer/ Secretary; and Alyssa Webster – President.***

Marist College Library and Social Work Liaison and Support

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

Career Planning

Social Work students are strongly encouraged to make full use of the wide range of services provided by the Center for Career Services. In addition, faculty advisors can assist students in learning about career paths in social work practice and closely related fields. Information about available positions is posted on the Program bulletin board as well as filed in the Social Work Library.

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

Four-Year 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 Opportunities Abroad

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

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

Attend the Club Fair

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

Register with Career Services and take some aptitude tests

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

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

Attend a campus lecture related to your interests

Visit the Wellness Center to learn about services offered to students

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

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

Meet with Career Services to prepare for a summer job or internship

Update electronic folder with all related career materials and activities

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

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

Attend the Social Work Panel night to learn about the social work fields of practice and employment opportunity

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

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

Social Work Program Faculty

Dr. Qiang Chen, Associate Professor of Social Work and Sociology, joined the Social Work Program in August 2023. I worked with a children's charity for five years as a front-line staff practitioner and project manager after graduating with a MA in Sociology. Then I went to the MSW/PhD joint program at SUNY Albany in 2009. Before joining Marist College, I taught at Missouri State University and served the BSW and MSW students for seven years. My joy of being a teacher is seeing and helping students grow! My research concentrates on field education, supervision, and social work ethics. I have enjoyed working with students for research topics that really interest them. I look forward to my journey with Marist.

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

Dr. Katharine Dill, Associate Professor, Coordinator Internship Practicums, 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. Katharine was the founding Executive Director of Practice and Research Together, this national membership-based knowledge exchange organization for child welfare organizations promotes the integration of evidence-informed practice. 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.

Dr. Daria Hanssen, BSW Program Director and 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 higher education experiences at Lyndon State College, Lyndonville, VT, State University of New York at New Paltz, as well as Marist College. 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, art-based interventions and trauma informed practice research. Dr. Hanssen serves on the CSWE Board of Accreditation.

Dr. Adelaide Sandler, Assistant Professor of Social Work, joined the faculty in August 2019. She earned her Ph.D. from the University of Connecticut's School of Social Work. Her dissertation explored how recipients of means-tested government assistance make decisions related to voting. Additionally, she earned an MSW. in social work policy from the University of Connecticut and a M.S. in community counseling from Western Connecticut State University. She has an undergraduate degree in sociology from Washington University in St. Louis. Her research focuses on voter engagement, social welfare policy, and empowerment practice. Dr. Sandler is an active researcher with the Nancy A. Humphreys Institute for Political Social Work. She previously taught at Westfield State University, University of Connecticut, St. Joseph University, and Housatonic Community 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 art-based Board of Western Connecticut Association for Human Rights.

