



Department of Social Work

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Student Handbook and Field (Practicum) Manual

Bachelor of Science in Social Work (BSW) and Master of Social Work (MSW) Programs

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Introduction

Welcome to the Nazareth University Department of Social Work. This handbook is intended to assist you as a student in the Department. The document contains information about Nazareth University, our Department and its BSW and MSW Programs, policies and procedures, and student rights and responsibilities. After reviewing the information in this handbook, please feel free to learn more through the [University](#) and [Department](#) websites.

Acknowledgement

All social work students are provided with and expected to read this Nazareth University Department of Social Work Student Handbook in its entirety, including the Standards for Evaluating Performance, Policies, and Procedures, as well as the [National Association of Social Workers \(NASW\) Code of Ethics \(2021\)](#). Students are required to electronically sign an acknowledgment that they have read, are aware of the contents, and will abide by the policies and procedures herein. All relevant federal, state, and local laws, as well as the institutional policies of Nazareth University are applicable to these standards.

History

Since 1926, Nazareth students have enjoyed rewarding experiential social service experiences in social service and health care agencies located in Rochester and other nearby communities. In the early days of Nazareth and during the Depression, many Nazareth students did volunteer work at Charles Settlement House and Genesee Settlement, helping to keep much-needed programs alive. From 1935 to 1965, graduates with a degree in sociology and social work found beginning-level jobs in these agencies and strengthened the ties between them and this service-oriented University. In 1965, the social work undergraduate program became structured as a separate degree. During the 1977 academic year, the undergraduate program earned full accreditation from the Council on Social Work Education; this qualifies BSW graduates for both entry-level professional social work employment and graduate social work education, including eligibility for application to advanced standing in MSW Programs.

The initial local planning for creating a collaborative graduate social work (MSW) Program in the Rochester, NY region began in the early 1990s. The Nazareth Social Work Department was a full partner in the Greater Rochester Collaborative MSW (GRC MSW) Program of Nazareth University and The University at Brockport for 20 years, with the GRC MSW Program receiving initial CSWE accreditation in 2003 and re-accreditation in 2007 and 2015. Nazareth went on to establish its own independent MSW Program beginning in the fall semester of 2019 and became fully accredited later that year.

The strong alliance between Nazareth and the Rochester area has been carefully maintained and serves as one of the Department's greatest assets. Members of the Department are grateful for the enduring relationship with alumni, local agencies, and field instructors for their generous service to the Department and the education of social work students.

Nazareth University

Culture, Community, and Belonging

The [Nazareth Office of Culture, Community and Belonging](#) (2023) and our Department are “committed to confronting inherent privilege, power, and marginalization to achieve equity, social justice, and belonging for all — across a continuum of visible and invisible differences” (para. 1). There are multiple [offices](#), resources, and activities available to you through Culture, Community and Belonging.

Center for Life’s Work

Please access the services available to you through the [Nazareth Office of Academic Advisement](#) and [Nazareth Center for Life’s Work](#). Academic advisement incorporates professional and life goals into the “reflective process of planning a student’s education, keeping in mind the University’s academic policies and degree requirements” ([Nazareth University Academic Advisement](#), 2023, para. 1).

Academic Advisement

Upon admission to Nazareth and acceptance to each program, students will be assigned a social work faculty advisor. The faculty advisor will assist with questions about the social work program, the profession, career decisions, schedule and course selection, and issues that impact academic functioning. Each student and faculty advisor will meet at least once each semester (at a minimum during the course registration advisement period) to plan the student’s schedule for the following semester; however, faculty advisors provide ongoing support throughout the program to the student should questions or concerns arise.

If special concerns related to the program arise for any student, the student is expected to discuss these first with the faculty advisor, though student concerns with a course should first be discussed with the course instructor. The social work faculty advisor is a potential resource when students are having challenges or concerns related to academic progress in the program or institution. If additional discussion is required, the student may contact the Program Director of the degree program the student is enrolled in: the BSW Program Director is Professor Leanne Wood Charlesworth and the MSW Program Director is Professor Rebecca Rouland.

It is the student's responsibility to arrange an appointment with the faculty advisor for academic advising. Advisors may be contacted via e-mail to schedule a time and format to meet.

Registration and Records Office

An essential resource for all students at Nazareth,, the [Registration and Records Office](#) (2023) manages “student academic records, courses offered each semester, and the calendar of deadlines and key academic events. The office oversees the official course catalog, grade reports, graduation, verification of enrollment/degrees, and transcripts processing. This is also the place to get various academic forms” (para. 1). Information about [transferring credit](#) can also be found through this office. Department of Social Work faculty collaborate with staff from Academic Advisement and the Registration and Records Office regarding students transferring from other institutions of higher education; graduate students should peruse this [webpage](#). The programs only accept field education and practice course transfer credits from other CSWE-accredited or candidacy social work programs

Course credits and course waivers are not granted for life or work experience. Such experience cannot be substituted for social work fieldwork or foundation coursework. Human service courses are treated as electives and are not substituted for social work courses. This policy reflects adherence to Council on Social Work Education policies.

Student Accessibility Services

[Student Accessibility Services at Nazareth](#) (2023) “ensures students with temporary and permanent disabilities have equal access to educational opportunities across campus” (para. 1). The Office coordinates appropriate accommodations, support services, and referrals for both undergraduate and graduate students.

Health and Counseling

[Nazareth’s Health and Counseling](#) (2023) services are diverse and typically free to you as a Nazareth student; [health services](#) include a “wide array of primary care services” and [counseling services](#) focus upon “short-term, solution-focused, on-campus mental health treatment” Please [visit the website](#) to schedule an appointment or learn more.

Department of Social Work

Students and faculty should demonstrate a strong commitment to the goals and ethical standards of the social work profession, as specified in the National Association of Social Workers (NASW) [Code of Ethics](#) (2021), in both the classroom (including in-person and online environments) and practice settings.

The BSW and the MSW Programs are accredited by the [Council on Social Work Education \(CSWE\)](#). This accrediting body ensures that undergraduate and graduate-level social work programs are of sound quality and that they graduate competent professionals. Graduating from a CSWE-accredited baccalaureate program enables undergraduate students to apply for both entry-level professional social work positions and advanced standing in graduate studies of social work. Graduating from a CSWE-accredited MSW Program enables graduate students to apply for social work licensure. Both programs are registered with the New York State Education Department, [Division of Professional Education](#).

Department Faculty and Staff

The [Department of Social Work faculty and staff](#) are dedicated to excellence in teaching and practice.

Department Statement on Anti-Racism, Diversity, Equity and Inclusion

The BSW Program, MSW Program and Social Work Department embrace and uphold the [Nazareth statement on diversity and inclusion](#) as well as the Council on Social Work Education’s commitment, articulated in the 2022 Educational Policies and Accreditation Standards (EPAS), to affirm and strengthen the enduring commitment of social work education to principles of anti-racism, diversity, equity, and inclusion. Consistent with the [CSWE \(2022\) charge](#), faculty and staff are dedicated to developing “a workforce of social workers who are knowledgeable about the ways positionality, power, privilege, and difference affect practice areas, and how social workers challenge systems of oppression that affect diverse populations” (para. 2). In addition, the Program and Department are committed to anti-racist practices where students, staff, and faculty acknowledge that anti-racism is central to all policies and procedures and therefore work collaboratively to promote accountability and action to address racism and other oppressions.

Pronoun Policy

The Nazareth BSW Program, MSW Program and Department of Social Work is committed to fostering a climate of inclusivity and caring. Gender-inclusive/non-sexist language affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Asking students to confirm their pronouns and preferred names helps to foster acceptance for those students who may wish to be identified by pronouns not corresponding with the sex assigned to them at birth. Professionalism and humility are especially important with respect to individuals and topics dealing with differences including but not limited to culture, race, religion, politics, sexual orientation, gender, gender

variance, and nationalities. Instructors will gladly honor name and pronoun requests. Please also consult University [guidelines](#) and [procedures](#) of relevance.

Course Descriptions

Descriptions of the courses comprising the undergraduate and graduate social work programs (SWK courses) can be found in the [Nazareth course catalog](#).

Social Work Department and Program Faculty Meetings

The social work faculty meets regularly throughout the academic year to discuss issues such as policies of the University, Department and Programs, community relationships, Council on Social Work Education standards, curriculum issues, resources, professional practice issues, and student matters, including, but not limited to, students in academic difficulty, student acceptance and continuance in the program, student support needs including but not limited to financial needs, and selection of students for academic awards and honors. Whenever possible, student representatives attend a portion of each meeting to discuss matters important to the student organizations and to liaison between social work students and faculty.

Department Advisory Board

The Social Work Department Advisory Board works collaboratively with the Social Work Department in its mission to provide outstanding social work education and community engagement by providing advisement on current and future trends and needs in social work practice. Meetings are held approximately twice per year and member input is sought regarding the Department and each Program's strengths and areas for growth. The Board is comprised of approximately 20 diverse members representing a range of agencies, fields of practice and perspectives.

BSW Program

BSW Program Mission Statement

The mission of the Nazareth BSW Program is to educate ethical, competent social workers prepared for graduate education and generalist practice. The Nazareth BSW Program provides a supportive, equitable and inclusive learning environment that facilitates learning among a diverse student body and emphasizes social work values as well as knowledge and skill development to improve the effectiveness of social work practice, programs and policies. The Nazareth BSW Program prepares students to engage in strengths-based, culturally responsive, anti-racist, anti-oppressive practice and to advance human rights as well as social, racial, economic, and environmental justice.

Goals

The Nazareth BSW Program:

1. Prepares competent, ethical, strengths-based generalist practitioners committed to culturally responsive, anti-racist, anti-oppressive practice with diverse populations and to advancing human rights as well as social, racial, economic and environmental justice.
2. Provides a supportive, equitable and inclusive learning environment that facilitates learning among a diverse student body and emphasizes social work values as well as knowledge and skill development to improve the effectiveness of social work practice, programs and policies.
3. Develops qualified candidates for graduate education and generalist practitioners dedicated to life-long learning.

Graduates of Nazareth University's BSW Program will be able to:

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

BSW Program (Undergraduate Social Work Major) Admission

Social work faculty members frequently meet with prospective applicants. Such meetings include providing information concerning Nazareth's social work program and a career in social work, doing unofficial transcript evaluations for transfer students to determine what and how many courses would be required for a social work degree, and during course selection, advising students who are interested in pursuing a social work degree but who have not yet been accepted into the major.

Declaration of Undergraduate Social Work Major

Students should adhere to the University [directions and guidelines](#) available through Academic Advisement. The student must seek approval for the major from the BSW Program director. Students seeking internal transfer into the major must possess a cumulative GPA of 2.5 or higher. This process should be completed with the program and Academic Advisement by the end of the spring semester of the sophomore year.

Expedited Application Admission: Admissions Application Policy for Nazareth University Bachelor of Science in Social Work (BSW) Degree Students

The Nazareth University Master of Social Work (MSW) Program offers an expedited admission process to students currently enrolled in the BSW Program as a major at Nazareth University. Current BSW students are recommended for the expedited application process if the following criteria are met: (1) cumulative overall grade point average (GPA) of 3.00 or higher; (2) all field evaluations at the ranking of "satisfactory" or higher; and (3) recommendation of BSW faculty. Students who meet these three criteria are invited to complete the Fast App, an expedited application process through Graduate Admissions at Nazareth University. Students who do not meet the expedited application admission process criteria or are not recommended can still apply to the MSW Program following the regular application process.

Criteria

- Nazareth University cumulative GPA of 3.00 and higher at the time of application
- All field evaluation(s) satisfactory
- Recommendation of Nazareth social work faculty

Application Process

- Eligible students receive an invitation to apply from Admissions based on recommendation and consultation with social work faculty
- Students complete the expedited application (**known as the Fast App**)
- No recommendation letters are needed but three references are listed
- Guaranteed admission to either full-time or part-time, 36-credit (advanced standing) program

Timeline for Consideration and Opportunity to Attend

The extension of an offer to attend the MSW Program is contingent on continued excellence in undergraduate performance. *The Department retains the right to rescind an offer of admission based on concerns related to adherence to the Standards of the Department as outlined in this handbook.*

Continuation in the Undergraduate Social Work Major

Students are required to earn a grade of C or better in all required social work courses (those courses with a SWK prefix) in order to continue in the major. Students must also receive a grade of satisfactory in field and maintain a GPA of 2.5 or higher in order to continue in the major. In those instances when a student is in academic difficulty, the baccalaureate program faculty follows the policies of Nazareth University and the policies found in this handbook.

Undergraduate (BSW Program) Social Work Curriculum

An overview of the [undergraduate social work major's curriculum](#) can be found in the Nazareth course catalog, which is updated on an annual basis. Nazareth undergraduate students entering the University as first year students complete the Nazareth Core Curriculum coursework as part of their degree requirements. The Core provides a foundation in the liberal arts and sciences; the undergraduate social work major builds upon this foundation and requires extensive supervised field experience. Undergraduate social work majors often double major. In addition, undergraduate social work majors may pursue the [Credentialed Alcoholism and Substance Abuse Counselor](#) or [Child Life Specialist](#) track.

An e-portfolio is a required component of the undergraduate social work curriculum. Submission of a completed e-portfolio with a passing grade in the spring semester of the senior year fulfills this requirement. Instructions regarding the e-portfolio are discussed during the junior year and implemented in the senior year in SWK 452 (Senior Integrative Seminar). Because the e-portfolio assignment requires inclusion of graded assignments, it is the student's responsibility to retain graded assignments and ensure their inclusion in the e-portfolio.

Undergraduate Student Organization and Communication

The Association of Social Work Students (ASWS) is the Social Work Department's undergraduate student organization and falls under the governance of the Undergraduate Association (UA) of the university. The ASWS follows set [bylaws](#) and acts as the liaison between BSW Program faculty and students. Its main goals are to help students integrate their social work knowledge, skills, values, and life experiences with the academic and social aspects of Nazareth University; to respond to the needs of the local community; and to enhance students' professional identity and the presence of undergraduate social work education in Rochester and surrounding areas. The ASWS strives to maintain a professional atmosphere where all social work students are encouraged to interface with classmates, faculty, and the Nazareth University community. The ASWS also provides opportunities for students to work together toward common goals and network with both the campus and local community. Activities include social, educational, informational, fundraising, and community-action-based endeavors. Elections of officers are held during the spring semester. The ASWS meets approximately once a month during the academic year. Notices of meetings and ASWS-sponsored events are distributed via e-mail, social media and/or in-person. Notes/minutes from meetings are made available to social work students and faculty.

In addition to participating in the BSW Program through ASWS, all undergraduate social work majors are asked to formally share feedback with the BSW Program through the senior year student feedback survey administered in SWK 452 (Senior Integrative Seminar).

MSW Program

MSW Program Mission Statement

The mission of the Nazareth University Master of Social Work (MSW) Program is to educate social work students to be ethical and competent advanced practitioners who, through collaborative and interprofessional practice, promote diversity, equity, inclusion, and belonging and serve as leaders and changemakers.

MSW Program Goals

- Through the cultivation of knowledge, values, and skills specific to the social work profession, develop ethical, professional, and competent advanced practitioners who promote critical thinking and evidence-based practice processes
- Advance collaboration, leadership, and interprofessional practice skills to improve the effectiveness of practitioners and serve as changemakers
- Valuing cultural humility, engage with diversity and difference to promote diversity, equity, inclusion, and belonging and address bias and oppression

Graduates of Nazareth University's MSW Program will be able to demonstrate the following competencies of the Council on Social Work Education (CSWE), within a generalist and/or advanced educational approach, promoting collaborative and interprofessional practice:

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

MSW Program (Graduate) Admission

Applicants to the MSW Program must submit an application, official transcripts documenting undergraduate institution(s) and GPA, personal statement, resume, and at least two letters of recommendation. All admission decisions are informed by the above identified factors. While there is no minimum GPA to apply, it is expected that students are able to complete graduate level work which is usually reflected by a minimum undergraduate GPA of 3.0. All applications are reviewed by the Chair of the Admissions Committee and, if necessary, a full review by all members of the Admissions Committee (all MSW Program faculty) is completed.

Nazareth undergraduate students with a minimum GPA of 3.0 are permitted to apply to the MSW Program through a fast application (fast app) process. This process requires submission of the fast app form and undergraduate transcripts.

Graduate (MSW Program) Social Work Curriculum

An overview of the [graduate social work major's curriculum](#) can be found in the Nazareth course catalog, which is updated on an annual basis. The curriculum promotes an advanced understanding of collaboration and interprofessional practice. In addition, graduate social work majors may pursue

[specializations](#) in evidence-based practice in mental health, trauma-informed care, play therapy, school social work, early intervention, gerontology, or the interdisciplinary specialty program in autism.

Students are required to earn a grade of C or better in all required social work courses (those courses with a SWK prefix) in order to continue in the graduate program. Students must also earn a B- or higher in the following courses, which are designated as clinical content courses, to continue in the program: SWK 501: Social Work Practice I, 502: Social Work Practice II, 508: Diagnostic Process, 601: Social Work Practice with Individuals and Families, 602: Social Work Assessment and Brief Interventions, 604: Social Work Practice in Healthcare, 605: Cultural Humility, 654: Evidence-Based Practice in Mental Health, and 680: Clinical Interventions: Advanced Practice with Groups.

If a student does not achieve the minimum necessary grade (B- for clinical content courses or C for all SWK courses), the student is not permitted to take any courses in the MSW program until the course where the minimum grade was not achieved, or its equivalent, is repeated and the minimum grade standard earned. In these circumstances when a course needs to be repeated, a student may be permitted to register for up to one additional course if needed for financial aid eligibility. Given course sequencing, it may be one, two, or three semesters before the needed course is again offered. If a student will have a gap while waiting for the needed course to be offered again, a leave of absence can be processed consistent with institutional policy. Independent studies or tutorials of the course are not typically approved if a course needs to be repeated.

Further, students must maintain a GPA of 3.0 or higher in order to continue in the program. In those instances when a student is in academic difficulty, these [academic warning and probation policies](#) of the University are followed.

Graduate Student Organization

The purpose of the MSW student organization is to promote communication between MSW students, faculty, staff, and administration. The organization has subcommittees including (1) student-faculty feedback, (2) curriculum, and (3) events. The student-faculty feedback subcommittee serves as an ongoing, deidentified presentation of student needs and strengths to faculty as well as for faculty to explicitly solicit feedback and perspectives from students. The curriculum subcommittee reviews courses, including objectives, descriptions, assignments, grading, and policies, as well as the curriculum as a whole to provide feedback. Lastly, the events subcommittee provides feedback and assists with planning specific to University, Department, and Program events including those that are student led.

Department of Social Work Policies: Standardized Course Syllabus Components

Commitment to Anti-Racism, Diversity, Equity and Inclusion (ADEI)

The Nazareth Department of Social Work is committed to ADEI principles, and embraces and adheres to [Nazareth's Statement of Diversity and Inclusion](#) as well as the [National Association of Social Workers \(NASW\)](#) and [Council on Social Work Education \(CSWE\)](#) ADEI policy statements. The University promotes civility and denounces acts of hatred, violence, and/or intolerance.

The Department embraces anti-racism and a society that is both diverse and inclusive, and values both respect for the person and freedom of speech. Respect for the dignity of all people is an essential part of the Nazareth tradition, mission, and vision for the future as we advance an anti-racist, socially just and equitable community. It is the goal of each instructor that students from a breadth of diverse backgrounds, identities, and perspectives be recognized and respected, that students' learning needs be addressed, and that the diversity students bring to class in all its forms and intersections be viewed as a resource, strength, and value in the pursuit of academic excellence. Student

suggestions toward co-creating a more inclusive and equitable learning environment are welcomed and encouraged in order to improve the effectiveness of the course.

Classroom Expectations

In each course, irrespective of format (in person, hybrid, or online), students are to uphold Department expectations. Specifically, students are expected to display and promote:

- Professional behavior: The Department expects students to consistently engage actively in learning and demonstrate professionalism as supported and defined by the National Association of Social Workers Code of Ethics (2021).
- Respect for one another: Social work professionals must be able to share their own ideas and perspectives in ways that are non-threatening and not demeaning of others, and be open to actively listening to the ideas of all in the spirit of collaboration and understanding.
- Confidentiality: Information shared by the instructor and/or classmates as part of any course should be considered personal, sensitive, private, and/or confidential and therefore should not be disclosed outside of the class context unless consent is obtained from instructor and/or peers.

Disengaged and/or distracting behavior disrupts your own learning and the learning of those around you. This includes but is not limited to activities such as using personal devices for purposes not related to class activities. It is expected that faculty and students will work together to create and promote a professional, engaged, positive learning environment. Without this environment, limited learning will occur. Unprofessional, inappropriate and/or disruptive behavior observed in any social work course will be addressed following Department and Nazareth policies. Hostile or aggressive behavior (toward faculty, staff, or other students) of any kind will not be tolerated and will result in engagement of appropriate campus resources and a scheduled formal review with the student's Faculty Advisor, Program Director, and/or Chair.

Faculty typically discuss class expectations and norms early in the semester. The Department draws upon resources and ideas such as those identified below to guide such discussions for both in person and online classroom related discussions, activities, and assignments.

Professionalism

- Arrive on time being prepared to learn
- Remain for the duration of class (do not leave early)
- Complete all assigned readings and activities prior to the start of class
- Remove distractions (such as cell phones)
- Use electronic devices to support learning as part of legitimate class activities (such as taking notes or assigned class activities)
- Listen actively and attentively
- Ask questions if confused or to promote reflection and learning

Culture

- Remember that the classroom and learning environments are vulnerable spaces for you and others
- Each person comes to the classroom from different and diverse backgrounds. Be mindful of assumptions and generalizations you may make. Learn from each

interaction and experience.

- Honor confidentiality, privacy, and sensitivity of information
- Promote safety within the classroom context
- If uncomfortable or offended by information, identify this experience immediately to assist in processing
- Be open to learning new perspectives, opinions, and information

Processing

- Show respect and do not interrupt others or have side conversations while someone else is talking
- Demonstrate both/and thinking and problem solving
- Be attuned to process (how and when to express yourself) and content (what you say)
- Build on each other's comments, ideas, or reflections to work towards a shared understanding
- Critique and challenge ideas and concepts—not people
- Recognize that everyone, including you, makes mistakes. Understand that mistakes are part of the learning process.
- Call each other in to conversations instead of calling someone out
- Take responsibility for the quality of discussion

Communication

- Be responsible to yourself and to others about what is communicated without blame or shame.
- Notice both the intent and the impact of what you do or say. Take interest in the intent, not just the impact of others' communication and take responsibility when your intent does not match the impact on someone else.
- Speak from your own experience, without generalizing, if reflecting on a personal or professional individual situation
- If discussing trends, themes, or ideas, credit the source(s) of information reviewed
- Do not offer opinions without supporting evidence
- If information you shared is perceived as marginalizing, discriminatory, oppressive, and/or offensive, listen to the other perspective and learn for future situations and interactions
- Challenge yourself to share your perspective more if you do not typically contribute. Step back and make space for others if you frequently do contribute. Do not monopolize discussion.

Adapted from [Carnegie Mellon Eberly Center for Teaching Excellence](#) (n.d.); [Doyle and University of Michigan School of Social Work](#) (2018); [University of Michigan Center for Research on Teaching and Learning](#) (2021)

Office of Student Accessibility Services:

Nazareth University is committed to supporting the diverse learning needs of our community. Students are encouraged to meet with instructors at the beginning of the course to express anticipated learning questions and barriers. Please set a meeting with your instructor during

office hours at the beginning of the semester. Students are encouraged to connect with the course instructor as soon as possible should any concerns arise during the semester to allow for timely problem solving.

If you are seeking disability accommodations, or you think you may have a disability, contact Student Accessibility Services to begin the process of seeking official accommodations. Learn more about [SAS here \(https://www2.naz.edu/student-accessibility-services/\)](https://www2.naz.edu/student-accessibility-services/). It is the student’s responsibility to share their approved Nazareth University accommodation letter with their instructor to apply their accommodations in each course.

Course Absences and Participation

Students encountering attendance challenges are encouraged to communicate with the course instructor, academic advisor, and to access Nazareth University resources including, but not limited to, the [Center for Student Success](#) and [Health and Counseling](#). It is the student’s responsibility to attend each class session, to be prepared for class, and to participate in a meaningful and professional way.

In those instances when missing class is unavoidable, students should note they may miss, without penalty, the equivalent of one week of classes assuming a 15 week semester. If a student misses the equivalent of two weeks worth of class assuming a 15 week semester, the student’s final grade is automatically reduced by one letter grade. If a student misses the equivalent of three weeks or more worth of class assuming a 15 week semester, they are advised to withdraw and will be unable to pass the class. Points are deducted from the student’s final course grade and exceptions are not permitted unless relevant accommodations have been granted through [Accessibility Services](#). The following information is provided for clarity and to address the relationship between course length and attendance policy implementation.

	Classes Missed		
Course Length (in weeks)	1	2	3+
2	Cannot pass the class	Cannot pass the class	Cannot pass the class
6	One letter grade reduction	Cannot pass the class	Cannot pass the class
12	No penalty	One letter grade reduction	Cannot pass the class
15	No penalty	One letter grade reduction	Cannot pass the class

Repeated late arrival, early departure, or extended break time will result in participation and/or absence penalization at the instructor’s discretion. When absence occurs, it is the student's responsibility to obtain missed content and related information using the approach recommended by the course instructor. Make-up quizzes and exams are not permitted.

In fully online courses, attendance is represented through a variety of assignments and course activities that demonstrate class engagement. Active and consistent participation in all classes is required and critical to student success. Failure to fulfill course expectations and requirements jeopardizes student learning and academic success and is addressed within the Department, program and course policies of individual instructors. Please note that in a virtual class (e.g., held by Zoom), the camera/video off may be

interpreted as an absence or as taking an extended break from class.

Students who miss the equivalent of one-quarter or more of a course will ordinarily be advised to withdraw from and repeat the course. Per the Nazareth [undergraduate](#) and [graduate](#) policy on attendance, any instructor may advise or require a student to withdraw from a course due to excessive absences. Instructors are permitted to and will consider individual class attendance when determining a student's final grade for a course. As noted, in addition to lowering a grade, excessive absences may justify a non-passing grade for the entire course. In the Department of Social Work and its programs, "excessive absence" is typically defined as missing more than 25% of a course (including synchronous and asynchronous involvement).

When entire courses are compressed into a short period of time (for example, courses delivered in the summer or winter sessions), missing one or more classes may constitute excessive absence and thereby result in a final non-passing grade.

Assignment Acceptance Policy

Students encountering challenges with assignment completion are encouraged to communicate with the individual course instructor and to utilize Nazareth University resources such as the [Center for Student Success](#), [Writing Center](#), [Library](#), and [Student Accessibility Services](#).

It is the student's responsibility to adhere to assignment, exam, presentation, and similar due dates and deadlines. Adequate time is given to students to complete and submit assignments by the dates they are due and as a result, extensions are not permitted unless accommodations are granted through Student Accessibility Services (SAS). The Department adheres to the guidelines of SAS and students are encouraged to communicate directly with their instructors specific to accommodations and related requests. If late work is accepted, an after the due date penalty will typically be applied equating to deduction of one point or 5% of the weight of the assignment (instructor discretion) per day.

Typically, online and other similar work (forum posts, exercises, or journal entries) must be completed in the week it is due. Most online work requires timely postings and responses to be of educational value and often counts as attendance or partial attendance in our hybrid or online course formats. Therefore, extensions on these assignments are rarely permitted.

Depending upon assignment weighting or other course requirements, failure to submit an assignment may result in a failing grade in the course. At the close of each semester, designated on Nazareth's academic calendar, faculty will assign a zero to missing assignments during the final course grade calculation process.

Students must adhere to each instructor's course policy regarding assignment submission (procedural) requirements. Students must save their assignments in multiple locations and have duplicate copies of assignments.

All formal papers and similar assignments in social work classes must adhere to the American Psychological Association (APA) format. Inappropriate format includes, but is not limited to, failure to adhere to APA in areas such as source citation, reference list, cover page, font, or spacing.

Health and Counseling Services: Medical Absence, Health and Safety

If a student will be absent from class for 3 or more consecutive days, the student (or the student's medical provider) must notify the Office of Student Success (OSS). OSS will send a "notification of absence" alert through the FlyerSuccess System to notify instructors. When the

student has indicated absence is due to an illness or injury of any kind, the notice will only indicate “illness” or “injury” as the reason. It will not provide additional details surrounding the absence. As is the case with any extended absence, it is the student’s responsibility to work with the instructor to make up missed work. Refer to the course-specific attendance policy instructors have developed for each course for additional details. If a student will be out for fewer than 3 days, they are asked to simply communicate with the instructor directly and no official notification will be sent.

While not required, and to protect the health and safety of the entire Nazareth community, Nazareth encourages students, faculty and staff to stay up-to-date with vaccines and boosters to protect against COVID-19. To view current guidelines for the COVID-19 vaccine, visit:

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/stay-up-to-date.html>

Further, in order to prevent infectious spread of respiratory illness and out of respect for your fellow classmates and instructors, Nazareth strongly encourages use of masks indoors when exhibiting symptoms of COVID-19. This includes fever, nasal congestion, excessive sneezing, sore throat, and/or cough.

Sexual Harassment and Misconduct

Nazareth University is committed to fostering a climate free from sexual harassment, including sexual assault, dating and domestic violence, stalking, and to providing options, support, and assistance to members of our community affected by various forms of sexual misconduct. If you have been subjected to sexual misconduct, we encourage you to report the incident(s) to someone who can help. If you report an incident of sexual misconduct, including verbal, visual and/or physical harassment, sexual violence, dating or domestic violence, and/or stalking to a faculty or staff member, they must notify our Title IX Coordinator via titleix@naz.edu or 585-389-2026. The Title IX, or a Deputy Title IX, Coordinator will contact you to learn about what happened, ask for your preference about what to do next, discuss available supportive measures and connect you to appropriate resources. For more information about your options, please go to: naz.edu/titleix. You may choose to speak confidentially with certain individuals on campus and in the community who can also connect you with support services, as well as discuss options for addressing sexual misconduct. A list of these resources can be found in the Sexual Misconduct Policy and the Nazareth University Policy on Title IX Sex Discrimination: Dating Violence, Domestic Violence, Sexual Assault, Stalking, and Title IX Sexual Harassment, both of which are available online at: naz.edu/titleix.

Academic Integrity

Academic Integrity is defined as “honest and responsible scholarship” (University of Oklahoma, 2018) and is further characterized by the five values designated by the International Center for Academic Integrity: “honesty, trust, fairness, respect, and responsibility” (International Center for Academic Integrity, 2014, p. 16). Nazareth University shares the Center’s preference for an academic, supportive, and promotive approach to academic integrity rather than one focused mainly on violation detection and disciplinary consequence.

Nazareth recognizes the interdependence among these five values. Trust of instructors follows

fair treatment of students. Trust among scholars at all levels depends on honesty, and respect is earned when we hold ourselves as responsible as we expect others to hold themselves. In these ways, academic freedom is earned with academic integrity.

In addition to modeling academic integrity, it is often the responsibility of faculty to teach students the importance of academic honesty as well as the procedures for recognizing the work of others. So informed, students are then responsible for holding themselves to the same standards. Course instructors are familiar with their students, with their own disciplines' conventions, and with their own coverage of those conventions at any given point in the semester. Therefore, instructors are best situated initially to assess the nature and extent of violations of academically honest practice. This begins with distinguishing errors due to insufficient education on the one hand, and deliberate violations on the other.

For information on the full policy and for information on the procedure to be followed in the event that an instructor believes a violation of academically honest practice may have occurred, visit the "Academic Integrity" section in the [undergraduate catalog](#) or [graduate catalog](#).

Artificial Intelligence Policy

Generative AI programs (e.g., ChatGPT) may be useful tools for assisting with various tasks; however, be aware that material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You may not submit any work generated by an AI program as your own. Any plagiarism or other form of cheating using AI will be considered a violation of Nazareth University's Academic Integrity policy.

Religious Observance and Fasting Accommodations:

Nazareth University respects the diversity of religious holy day/holidays by providing reasonable accommodations for students who may be unable to fully participate in class, clinics, exams, rehearsals, labs, student teaching, or other assignments due to observation of a significant/major religious holiday.

Absences Due to Religious Observances: Students who are unable to participate in any class, examination, or assignment due to religious holy day/holiday requirements shall not be penalized, provided the instructor has been notified via email at least two weeks prior to the absence. Some accommodations may include travel time home for students who do not live locally.

Accommodations for obligatory religious fasting, e.g. Ramadan: Reasonable accommodations for religious fasting will be offered when possible. Such accommodations may include, but are not limited to:

- * Allowing the student to take an exam or final exam before the fasting period begins (if possible)

- * Allowing the student to take an exam or final exam at a different time during the day.

Regardless of the reason for absence, it is the responsibility of the student to make up all missed work to the satisfaction of the instructor. Students must meet deadlines for course requirements

during a period of absence unless the student makes alternate arrangements with the instructor prior to the original due date.

Please contact the Center for Spirituality with questions, <http://www.naz.edu/center-for-spirituality/>

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, Nazareth, and the profession. Violations of ethical and professional standards are subject to disciplinary actions by the programs, the Department and Nazareth.

Zoom

If a class is scheduled to be held in person, the Department requires students to attend and participate in person. Exceptions are granted only when remote accommodations have been documented through Student Accessibility Services.

When classes are held online synchronously, the platform [Zoom](#) is used. It is recommended that you join Zoom from a laptop or computer rather than a phone. There are features not available when a phone is used to access Zoom.

When using Zoom, please add your name to your profile. You can also choose to include preferred pronouns.

Your video/camera needs to be on. Situations may arise when your camera needs to be turned off temporarily. In such circumstances, please resume video as soon as possible. If a situation arises where your camera is off for long periods of time or an entire class period, you will be counted as absent and/or the class attendance and participation grade is reduced. You are strongly encouraged to contact your instructor to discuss any video/camera or Zoom related issues.

Mute your audio unless you are speaking. If you are having trouble entering the conversation or are worried about interrupting, use the 'raise your hand' feature. You are also encouraged to use the chat feature to share ideas or questions. Please do not use the chat feature to engage in non-course related discussion.

Please do not multi-task (e.g., avoid checking texts or social media, conversing with those in your home, or engaging in other tasks that interfere with your ability to focus on class and participate).

Records, Recording, and Confidentiality

Under the [Family Educational Rights and Privacy Act \(FERPA\)](#), student education records are confidential and protected. Under most circumstances, records will not be released without a student's

written and signed consent. Part of a student's protected and confidential education records include video and/or audio recordings of students within the classroom.

Nazareth University has equipped multiple instructional classrooms with lecture recording equipment which can digitally capture lectures and presentations. Lecture recording is primarily intended to extend virtual accessibility of the lecture experience to students who have registered for a specific course for a specific period of time.

Whether the course is fully in-person or fully online, class sessions may be recorded at the instructor's discretion. Student access to digital records of classes is also determined by the instructor for each course. Student access to the recordings should be linked through the password-protected learning management system (Moodle).

Students must not independently record class sessions without instructor permission. Doing so may be considered a violation of academic integrity. Please visit our [Echo360](#) and [Zoom](#) sites for additional information about student privacy and Nazareth's recording policies.

Intellectual Property

In accordance with the Nazareth Policy on Intellectual Property, faculty ordinarily own the copyright of course and scholarship materials. Therefore, it is only the faculty member who may reproduce, distribute or display (post/upload) course materials. Students may not reproduce, distribute or display (post/upload) course materials without the express, written permission of the faculty member.

Final Exams and Other End of the Semester Testing

It is expected that a final examination or alternative activity/assignment will be conducted at the end of each semester in every class. Exam schedules are posted on the Registrar's Office web page. Exams for evening classes (graduate and undergraduate) are held during the last regularly scheduled class time during final exam week.

Severe Weather Conditions

In the event Nazareth is closed unexpectedly because of weather or other unplanned reasons, class will continue through virtual delivery and/or other arrangements.

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review using Turnitin, a software application used for the detection of potential plagiarism. Submitted papers may be included as source documents in the Turnitin.com reference database solely for the purpose of the originality checking of such papers at the instructor's discretion. Use of the service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site. Please see the [Student Technology Support Site](#) for more information.

Course work documents which use Turnitin plagiarism detection may include, but are not limited to papers, blog postings, journal entries, presentations, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

Course Evaluation

All courses in the Department of Social Work, including both the BSW and MSW Programs, are evaluated. Although courses are generally evaluated using just one evaluative method, there may be an occasional course that requires additional evaluation. Ordinarily, course evaluation surveys are shared with students by Nazareth via Moodle near the end of the semester. To preserve student anonymity, aggregated evaluation data only are shared with the faculty member, with a copy to appropriate University administrators.

Grading

Letter grades are assigned according to the following scale:

A, A- Superior and exceptional work which meets a level of professional competence and expertise worthy of publication and/or public presentation. All criteria have been met at a high standard. (Though Nazareth does not award an A+, you may find one as part of your feedback from this instructor).

95-100	A
90-94.9	A-

B+, B, B- Above average work demonstrating occasional examples of excellence. At least three of the five criteria have been met at a high level of competence.

87-89.9	B+
84-86.9	B
80-83.9	B-

C+, C, Just adequate work which minimally meets professional standards of competence as defined by the criteria. Some criteria have not been met; others are included at an average or minimal level of competence.

77-79.9	C+
73-76.9	C

For undergraduate students

70, 71, 72	C-
67, 68, 69	D+
63, 64, 65, 66	D
60, 61, 62	D-
59 and below	F

For graduate students

Below 74	F
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Incomplete

Please see the Nazareth [incomplete policy](#). A grade of incomplete (“I”) cannot be given to raise a grade and is not an automatic process. Please review the policy and consult with the course instructor to explore whether an incomplete request may be appropriate.

Criteria for Grading and Evaluation

The following criteria can be used by the student as a guideline for self-evaluation as work is being planned and written for either an oral or a written presentation. The instructor in evaluating work, which is submitted for evaluation and feedback, uses these same criteria.

Presentation and Organization

Work follows a systematic progression of thought and it follows appropriate rules of presentation such as one inch margins, double-spacing, a title page, proper citations, numbering of pages, complete sentences, proper use of headings and subheadings, and without spelling and typographical errors. The degree to which the presentation is imaginative, captivating, and engaging will also be considered.

Conceptual Clarity

When using theoretical concepts, clear definitions of each concept are given and they are used within a context appropriate for their meaning and purpose. Presentation of information moves across a continuum of abstraction to concreteness, dealing systematically with material and dealing with the parts as well as with the whole.

Theory/Practice Integration

Theoretical discussion and practice illustrations from one's own practice inform one another throughout the paper or presentation. They are woven together rather than presented in entirely separate sections of the paper/presentation. This component enriches information in an engaging manner and makes the material 'real' for both yourself and the reader.

Use of Literature

All major points and discussions are supported by specific and relevant sources. It is evident that assigned reading, other resources and class lectures for the course are accurately understood and integrated into various aspects of the analysis. Clear evidence of effective search for literature and similar sources relevant to the topic. In-text citations and a reference page formatted consistent with APA 7th edition guidelines is included at the end of the assignment.

Critical Thinking, Depth of Analysis, and Creativity

Information from sources or class is not simply repeated but is also used for reflection, expansion and synthesis. There is evidence of analytic depth, capturing underlying social work values, beliefs and/or other issues relevant to the course. The grade is significantly shaped by the way you demonstrate your analytical thinking and use of information such as theory, concepts and available data.

Grade Appeals

Students who have grievances regarding grades should seek resolution within the program, Department, and University following University-wide policies. Undergraduate students must follow the undergraduate [grade appeal policy](#) and graduate students must follow the [graduate student grade appeal policy](#).

Department Academic Standards

The Department of Social Work at Nazareth University, including both the BSW and MSW Programs, evaluates academic and professional performance in four general areas: (1) basic abilities to acquire professional skills; (2) professional performance skills; (3) scholastic performance; and (4) health and well-being. Both professional behavior and scholastic performance comprise the Department standards.

1.0 Basic Abilities Necessary to Acquire Professional Skills

1.1 Communication: Demonstrates sufficient written and oral skills to comprehend information and adequately communicate ideas and feelings.

Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) formatting and referencing, appropriate source citation, and documentation. Possesses sufficient skills in written English to demonstrate understanding of content presented in the program and to complete adequately all written assignments, as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Possesses sufficient skills (with or without accommodations) in spoken English to demonstrate understanding of content presented, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

1.2 Interpersonal Skills: Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others; takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.3 Cognitive Skills: Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it appropriately to situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, theory, practice, policy, and research and evaluation, including knowledge and skills in engagement, relationship-building, data-gathering, engagement, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice, and to engage in critical reflection as it relates to their own practice as a developing professional.

1.4 Physical Skills: Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.

2.0 Professional Performance Skills: Necessary for Work with Clients and Professional Practice

2.1 Professional Commitment: Students need to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the [NASW \(2021\) Code of Ethics](#), and a commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and the right to a just share of society's resources (social, racial, economic, environmental justice).

2.2 Professional Behavior: Students will show their potential for professional behavior as a social worker through parallel processes and behaviors in the classroom, field, and program settings. These include, but are not limited to:

- Exhibits behaviors that are in compliance with institutional policies and Code of Conduct, department policies, professional ethical standards, and societal laws, in the classroom, field, and community.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work.
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements.
- Works effectively with others, regardless of level of authority.
- Advocates in an appropriate and responsible manner and uses proper channels and approaches for communication and conflict resolution.
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as uses such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect professionalism.

2.3 Self-Awareness: Exhibits knowledge of how one's values, attitudes, emotions and beliefs are demonstrated in the following ways:

- Incorporating professional knowledge, values, and skills in professional decision-making.
- Recognizing that in a helping process, emotions and past experiences affect thinking, behavior and relationships.
- Accurately assessing one's own strengths, limitations, and suitability for professional practice.
- Showing awareness of self and regard for how one is perceived by others.
- Reflecting on one's own limitations as they relate to professional capacities.
- Willing to examine and change behavior when it impedes productive and effective work with client systems, colleagues, and other professionals.

2.4 Ethical Obligations: Current behavior in the classroom, as well as field performance, demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the [National Association of Social Workers \(NASW\) Code of Ethics \(2021\)](#). Ethical behaviors include (but are not limited to):

- Adherence to the NASW Code of Ethics.
- Systematic evaluation of practice, service, policies, and programs in a fair and factual fashion; demonstrating awareness of and attempts to suspend personal biases during interactions with others.
- Comprehension of another individual's way of life and values. The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of anti-racism, diversity, equity, and inclusion and the practice of cultural humility. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of any factor including, but not limited to, the person's age, socioeconomic status, race, ethnicity, religious beliefs, spirituality, gender, sexuality, ability/disability, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients and others.
- Demonstration of respect for the rights of others including the client's rights to freedom, choice, and self-determination.
- Respect for and demonstration of confidentiality in professional and personal practices as it relates to (but not limited to): instructors, classmates, classroom discussion and activities, and field placements (including service-learning settings and volunteer experiences).
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications.
- Demonstration of honesty and integrity by doing one's own work, giving credit for the ideas of others, and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries: does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; participate in dual relationships where conflicts of interest may exist particularly through the establishment of online or virtual relationships with clients and faculty on any social media platforms.

3.0 Health and Well-Being Necessary for Performance in the Programs and Professional Practice

3.1 Stress Management: Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others. Accesses resources appropriately.

3.2 Psychosocial, Affective Emotional, and Mental Health Capacities: Uses sound judgment. Seeks and effectively uses help for medical, emotional, social and other challenges that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal challenges, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance.
- Interfere with professional judgment and behavior.
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current National Association of Social Workers Code of Ethics).

4. Scholastic Performance

4.1 Cumulative Grade Point Average

Students in the undergraduate (BSW) program are expected to maintain a cumulative grade point average (GPA) of 2.5 or higher. Students in the graduate (MSW) program are expected to maintain a cumulative GPA of 3.0 or higher.

4.2 Major Grade Point Average

Students in the undergraduate (BSW) program are expected to maintain a GPA within the major of 2.5 or higher. Students in the graduate (MSW) program are expected to maintain a GPA within the major of 3.0 or higher.

4.3 Course Requirements

In the Bachelor of Social Work (BSW) Program, students must earn a grade of C or higher in every required social work course. Additionally, the following courses need to be completed with a satisfactory (S) field practicum rating to continue in the major:

- SWK 383: Social Work Methods I/Field Experience I
- SWK 384: Social Work Methods II/Field Experience II
- SWK 385: Social Work Field Practicum III
- SWK 484: Senior Practicum

In the Master of Social Work (MSW) Program, students must earn a grade of C or higher in any required social work course. Additionally, the following courses need to be completed with a B- or higher to continue in the Program:

- SWK 501: Social Work Practice I
- SWK 502: Social Work Practice II
- SWK 508: Diagnostic Process
- SWK 601: Social Work Practice with Individuals and Families
- SWK 602: Social Work Assessment and Brief Interventions
- SWK 604: Social Work Practice in Health Care
- SWK 605: Cultural Humility
- SWK 654: Evidence-Based Practice in Mental Health
- SWK 680: Clinical Practice with Groups

Further, the following courses need to be completed with a satisfactory (S) rating to continue in the MSW Program:

- SWK 504: Field Practicum and Seminar I
- SWK 505: Field Practicum and Seminar II
- SWK 608: Advanced Field Practicum and Seminar I

- SWK 609: Advanced Field Practicum and Seminar II

Consequences

The Nazareth University Department of Social Work is responsible to ensure all students and graduates of the BSW and MSW Programs are competent, ethically practicing professionals who demonstrate the knowledge, skills, and values of the social work profession as defined by the National Association of Social Workers (NASW) Code of Ethics (2021). Consistent with this responsibility, the Department of Social Work reserves the right to terminate a student in the BSW Program, MSW Program, and/or Department if the Department determines that a student's behavior has violated the Department Standards as described herein.

Student Review: Policies and Procedures

This section of the Handbook sets forth standards for evaluating performance and policies and procedures for review of student performance and grievances. These standards, policies, and procedures apply to students enrolled in the BSW and/or MSW Program. These standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic and performance concerns.

Purpose

Students are regularly assessed for performance and progress which includes adherence to professional standards, behaviors and attitudes, professional performance skills, and scholastic performance. A student review may be initiated for the following reasons:

- (a) Adherence to professional standards** - Refers to the degree to which a student adheres to the National Association of Social Workers (NASW) Code of Ethics;
- (b) Behaviors and attitudes** - Refers to students behaving and approaching situations and scenarios in a professional, appropriate, competent, and safe manner;
- (c) Professional performance skills** - Refers to students adhering to the Council on Social Work Education (CSWE) standards for professionalism and competence;
- (d) Scholastic performance** - Refers to when a student is in academic jeopardy of receiving a grade below the acceptable standard. Note that some courses require a B- or higher, or grade of satisfactory, as reflected in this document.

Approach

The student review process strives to provide a systematic and unbiased approach in addressing student performance. Each review takes a strengths-based approach providing the student opportunities to be successful and accountable in their academic, field, and professional work. This policy aligns with the Council of Social Work Education's (CSWE) Accreditation Standards (2022), National Association of Social Workers Code of Ethics (NASW), the Department of Social Work and its BSW and MSW Programs' Standards.

Goals

The goals of the student review process include:

- Support students in being able to uphold their academic and professional performance in accordance with applicable policies (including, but not limited to, the Student Handbook, Nazareth Undergraduate and Graduate School Catalogs, and NASW Code of Ethics);
- Support students in classroom learning environments so they can achieve competence in professional standards and academic requirements;
- Support students in field placements/internships so that they can meet the requirements of their

- learning agreements;
- Support students to have the opportunity to improve on their academic and/or professional performance if they are not meeting the requirements as reflected in the policies;
- Ensure students who have undergone the review process uphold their performance in regards to relevant agreements;
- Ensure that classmates, employees of Nazareth, and field/internship agency staff and clients are not subject to physical, mental, or other harm caused or perpetuated by a student;
- Ensure that due process includes program dismissal if deemed necessary.

Communication

Students whose performance or progress is cause for concern will be contacted by the BSW or MSW Program Director to initiate the student review process. Such communication will be received via e-mail communication. It is therefore essential that students regularly read and respond to their [Nazareth e-mail](#). Such communication includes e-mail from Nazareth faculty and staff as well as e-mail notifications through [FlyerSuccess, the University's early alert system](#). In addition, students should [check their midterm grades](#) and academic progress in [NazNet Self Service](#) (Student Planning).

Process

- (1) **Monitoring** - The social work faculty responsibilities include monitoring student performance. The standards (as identified in this Handbook) are utilized as the criteria to assess performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student's performance to assess if a performance concern is identified in a specific area and to identify patterns of concern being assessed.
- (2) **Pre-Review** - If concerns are identified, several steps may be chosen to address the concerns with the student before a formal review is called. The program may engage in informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily; this process is called a pre-review.

The following are examples of pre-review activities:

- An individual meeting between the faculty member and student to discuss the performance concern.
- An informal group meeting with the student, student's academic advisor, and/or faculty identifying the academic concern.

In such situations, should there be no resolution of the concerns, the Program Director will be notified and the formal review process will be followed. There are, however, extenuating situations in which concerns require immediate referral for Student Review. In these cases, the policies and procedures will be followed without pre-review activities.

- (3) **Review** - If, after informal process steps have been taken and the issue is not resolved, or it is determined that the issue is improving but a Student Review is still necessary or helpful, the following process shall be utilized.

Initial Steps

- An electronic (e-mail) referral may be initiated by: (1) the instructor of the course where the student concern was identified; (2) the field seminar instructor if a field related concern is identified; (3) a program director if the director has been alerted to concerns; (4) one of the current instructors of the student if concerns are identified across courses and/or field and coursework.
- The respective Program Director receives electronic (e-mail) referral and based on referral

information, identifies and invites appropriate participants

- The respective Program Director schedules the review and notifies the student via e-mail (delivery reply requested) of the date, time, location, and purpose of the review with a copy of the e-mail placed in the student's file.
- If the scheduled day and time of the review is not possible for the student, the student may request once to reschedule the review by contacting the Program Director within 48 hours of the initial e-mail being sent. If the correspondence is sent after 48 hours, the request will not be honored.
- A Student Review will only be rescheduled once and must be held within five business days of the initial request for the review. The Review will take place no later than five business days from the Program Director's or Chair's contact with the student to ensure timely resolution. Note that failure of the student to reply to the e-mail notification does not delay scheduling of or holding the review.
- If the review is related to termination from field placement, the review must occur and have an action plan before the student seeks a new placement.
- The student may submit their own documents to be reviewed during the process. The document(s) must be submitted to the Program Director or Chair at least 24 hours prior to the review.

Roles

The Review process involves the following roles:

- **The student** - The person enrolled in the social work program. The student is responsible for presenting the student's own information and perspective.
- **Academic advisor** - The student's assigned academic advisor is present and acts as a support person for the student. In the case when an academic advisor is a referrer, an alternative faculty support person who is a faculty member of the Department can be appointed.
- **Referrer(s)** - The person or people who expressed concern regarding the student. The person or people may include advisor, instructor(s), field liaison, and/or field supervisor.
- **Field Director** - If the concerns include a field related issue, the Field Director of the program the student is enrolled in will participate in the review.
- **The Program Director or Chair** - The person who is the Program Director or Chair of the program the student is enrolled in. This person will listen to and hear the perspectives of all roles and determine a final decision and action plan.

Privacy and Confidentiality

In order to promote privacy and confidentiality of students, the review is conducted in private. People not directly involved in the review shall not be involved in the proceedings. Recording (audio, video, or other means) is prohibited. As reflected above, support and advocacy for the student is supported by the student's Advisor or alternative faculty member.

Review Proceedings

- It is expected that all involved parties arrive at the review on time and ready to participate. If the student fails to arrive on time or attend the review, the review will be held without the student and the student relinquishes their right to participate in the review as scheduled.
- The Student Review is structured as follows:
 - (1) **Opening of Meeting** - Initiated by the Program Director or Chair, the opening of the meeting summarizes the purpose of the Review.
 - (2) **Presenting Concern(s)** - The referrer(s) and, if applicable, Field Director share concerns and reasons for the student review.
 - (3) **Student Response** - The student and, if applicable, Advisor or Alternative Faculty

- Member provides a response to the presenting concerns.
- (4) **Dialogue** - All roles discuss and ask clarifying questions.
 - (5) **Closing Statements** - Program Director or Chair summarize content of the review.
 - (6) **Deliberation** - The student is excused from the room and remaining parties deliberate and discuss information and next steps.
 - (7) **Decision and Outcome(s) Identification** - The Program Director or Chair communicates decision, outcome(s), and next steps.

Following the Review

The Student and relevant individuals will be notified by e-mail (receipt reply requested) of the decision, outcome(s), and next steps within five business days of the date of the review. In some instances, a decision may be pending additional information delaying the decision. In these cases, the Program Director or Chair will be transparent and update the student accordingly via e-mail until a decision has been made.

Once a decision has been made at the conclusion of the review, if unsolicited information is brought to a committee member, it will not be accepted, nor will it change the decision that was made. However, this additional information may prompt the initiation of a new Review. Appropriate contacts who need to be notified of the decision and outcome(s) may include the referrer(s), field coordinator, instructor(s) of record, and advisor.

Potential Outcomes

After or as a result of the Review, there are several potential outcomes that, when appropriate, will be identified in a Student Action Plan.

Actions to address concerns may include the following:

- Issue dismissed with no further action
- The student may choose to take a leave of absence from the program and, if necessary, reapply at a later date. If this option is chosen, the leave of absence should include specific tasks that must be accomplished in order to be considered for return to the program.
- The student may choose to withdraw from the program.
- The student may be dismissed or terminated from the program. If dismissal occurs, appropriate University staff are notified by the respective program director and/or Chair.
- An action plan is created to address the concern(s). These actions are summarized in a [Student Action Plan](#).
 - If the Review relates to concerns specific to the Department's Standards, the student may be required to take specific actions to address concerns related to the Standards. The actions identified should specify implementation steps to be taken, demonstrated outcomes, and timeframe. Students may also be referred to the Dean or Provost or other University staff if the student's behaviors violate the [University's Student Code of Conduct](#).
 - If the Review relates to concerns specific to the Department's Standards within the context of field placement, the student may be required to take steps including but not limited to completion of additional field hours and/or a change of placement may be made.
 - The Action Plan may focus upon scholastic performance. Note that students who have a cumulative GPA below 2.5 (BSW Program) or 3.0 (MSW Program) may be dismissed from the program. Consistent with the [Graduate School policy](#), MSW students who are on academic probation or academic warning are limited to six credits (two courses) per semester.

Student Action Plan

Student Action Plans are individually tailored. They serve to document decisions and can provide clarity, accountability, and opportunities for personal and professional growth.

If the Action Plan indicates a follow-up meeting, and at that time it is determined that the student is presenting with the same issues or is not following the action steps and recommendations outlined in agreement, the committee may choose to bring the student back to a follow-up Review to determine further action which may include developing another agreement or dismissal from the program.

Appeal

A student who believes that the student review has not been handled appropriately or resolved to the student's satisfaction may appeal in writing to the Social Work Department Chair, then by the Dean of the School of Health and Human Services, following established grievance procedures as identified in University and Department policies. A written appeal and supporting documentation shall be submitted in writing to the Department Chair or Dean within five business days of receipt of the student notification following the review.

Student Failure to Participate, Communicate, and/or Attend

The failure of a student to respond to e-mail or other communication and/or the student's failure to attend a review after proper notice has been given will not prevent the review hearing from taking place or invalidate the outcome. Students may not request repeated rescheduling of a review nor delay the review timeline indicated in this Handbook.

Considerations

The review process may be utilized year-round. However, when a referral takes place during the summer, winter or spring break, or near the beginning of each semester, timeframes will be flexible according to the availability of faculty members and students. All efforts will be made to expedite reviews and students will be communicated with in a timely manner. In the event that involved parties are working remotely due to unforeseen circumstances, this process will continue with communication taking place via e-mail, phone, and video conferencing (such as Zoom).

Note

These standards were adapted in part from policies developed by the University of Texas at Austin, School of Social Work and Monmouth University. The Department of Social Work at Nazareth University acknowledges with gratitude the generosity of these colleagues.

Department Resources and Awards

Student Resources

Announcements of interest are periodically emailed to students, included in the Department newsletter, and placed on the department website and social media sites.

BSW Students

The Social Work Department established the Mary F. Hannick Social Work Fund to provide small grant assistance to eligible Nazareth University undergraduate social work majors. Additionally, the Gonano Fund provides small grant assistance to undergraduate social work students with academic needs such as tuition, textbook costs, transportation to placement site, parking fees at placement site, graduation costs, essentials for professional attire at placement site, and attendance at or participation in certain workshops, seminars, or conferences. BSW students interested in applying for funding through the Mary F. Hannick Social Work Fund and/or the Gonano Fund are encouraged to contact the BSW Program Director for

more information.

MSW Students

Graduate social work students are encouraged to apply for funding and support through the [Graduate Student Experience Fund](#). For funding specific to research and scholarship opportunities, MSW students are encouraged to contact the [Office of Research, Scholarship, and Innovation](#) and specifically apply for [Graduate Student Professional Development Reimbursement Awards](#).

Scholarships

BSW Students

There are five social work scholarship funds established to offer additional financial aid to undergraduate students in need to help with tuition. Eligible students must be fourth-year Nazareth University social work majors who have successfully completed the majority of their social work program at Nazareth University, earning a GPA of 3.0 or higher.

The process for applying for the social work scholarship funds is as follows:

1. A designated social work faculty member shall receive requests and:
 - a. In the case of a student already receiving financial aid, the faculty member must, by University regulations, present their recommendation to the Financial Aid Office for final approval.
 - b. In the case of a student not receiving financial aid, the student will first be directed to the Financial Aid Office to review alternate sources of aid.
 - c. Generally, this faculty member shall make the recommendation for student need. If, however, an emergency exists, the social work faculty member shall make the decision and report to the committee.
2. Students must present a written statement of their financial need.

MSW Students

There are no established University or Departmental scholarships for graduate social work students at this time. MSW students are encouraged to understand [affordability options for graduate education](#) including loans, grants, external scholarships, tuition reimbursement or remission programs, and [student loan forgiveness](#).

Student, Field Instructor and Alumni Recognition

Phi Alpha National Honor Society

The Phi Alpha National Honor Society is the national honor society of the field of social work. 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. In the MSW Program at Nazareth University, Phi Alpha inductees must achieve higher than a 3.75 cumulative grade point average in their graduate program.

BSW Program Student Recognition

Sister Paulette Ulton Social Work Student of the Year Award

The Sister Paulette Ulton Social Work Student of the Year Award honors a graduating senior selected by the faculty on the basis of the following criteria:

- Consistent professional excellence in the integration of theory and practice in social work.
- Compassion and caring.
- Demonstrated commitment to the values and ethics of the profession.
- Creativity and joy in service.

Helen W. Guthrie Memorial Award for Excellence in Fieldwork

The Helen W. Guthrie Memorial Award for Excellence in Fieldwork honors a graduating senior for excellence in fieldwork during the senior field practicum, and a junior for excellence in fieldwork during the junior field experience. The student is nominated by their field instructor and/or peer(s) and is selected by an ad hoc committee on the basis of the following criteria:

- Applies the knowledge, values, and principles of the social work profession in daily field of practice in an exemplary fashion.
- Implements the professional ethics of social work as defined in the NASW Code of Ethics.
- Demonstrates significant growth in learning - knowledge, values, skills - during the field placement.
- Embraces diversity and demonstrates the ability to relate to client systems from various backgrounds.
- Is open to learning, and seeks out knowledge to increase self-awareness and effective use of self.
- Is consistently and appropriately able to advocate on behalf of client systems.

Professional and Personal Growth Award

The Professional and Personal Growth Award honors a graduating senior selected by the faculty who, while a student in the BSW Program, has demonstrated consistent and significant personal and professional growth in the areas of academics, practice skills, and self-awareness.

Portfolio with Distinction Award

The Social Work Department will review senior e-portfolios for a *with distinction* award. Students who display excellence in all dimensions of the e-portfolio assignment will be considered for the designation *with distinction*. Individual faculty reviewers have the option to recommend the entire faculty consider an e-portfolio for the award. The faculty as a whole will review all recommended e-portfolios for *with distinction* based on the following criteria:

- The faculty agrees the e-portfolio *exceeds* expectations across most or all of the criteria as outlined in the e-portfolio grading rubric.
- The faculty agrees the e-portfolio presents a coherent and compelling practice philosophy that guides the student in his or her professional practice, professional growth, and professional conduct.
- The faculty agrees the e-portfolio is representative of an exceptionally high standard of work that is markedly distinguishable from other e-portfolios.
- While scores from an individual reviewer may reflect an e-portfolio of an exceptional nature, collective scores from faculty will determine those e-portfolios that are worthy of *with distinction* designation.

Mary F. Hannick Award for Excellence in Field Instruction

The Social Work Department honors a field instructor of a senior social work student and a field instructor of a junior social work student with the Mary F. Hannick Award for Excellence in Field Instruction.

Jessica Shackelton Maclay Distinguished Alumni Award

The Jessica Shackelton Maclay Distinguished Alumni Award is named in honor of Jessica Shackelton, a

2003 graduate of the undergraduate program in social work. Jessica was killed in a car accident in 2011, leaving behind her husband and infant daughter. In her short life, she made an impression on fellow students and professional colleagues. An alumni considered for this award should demonstrate exceptional professional qualities, especially a commitment to service, that make the individual stand out among professionals.

MSW Program Student Recognition

Excellence in Social Work Award

The Excellence in Social Work award is earned by a student who has exceeded expectations in the graduate social work program and is determined based on faculty vote.

Social Work Leadership and Community Engagement Award

The Excellence in Social Work award is earned by a student who has excelled academically in the Master of Social Work (MSW) program while simultaneously serving as a changemaker in social work practice demonstrating skills of community engagement, advocacy, and leadership based on faculty observation and vote.

Excellence in Field Instruction Award

The Social Work Department honors a field instructor of an MSW student for Excellence in Field Instruction. Each year, MSW students are asked to nominate an outstanding field instructor. Once the student nominations are collected, the MSW Director of Field convenes a small group of faculty members to analyze and rate the nomination data and to identify the outstanding MSW field instructor of the year.

Evidence-Based Practice in Mental Health Project Award

The Evidence-Based Practice in Mental Health Project is a partnership between the New York State Office of Mental Health and the Nazareth University Department of Social Work. Award students receive training and education in recovery oriented, evidence-based practices for adults diagnosed with Serious Mental Illness (SMI). Award students complete a course and supplemental trainings in mental health, fulfill internship requirements at an approved field placement site applying evidence-based practice models, and participate in colloquia.

Trauma-Informed Care Specialization

The trauma-informed care specialization requires students to complete three courses focused specifically on trauma-informed care practices and principles.

Early Intervention Specialization

The early intervention specialization requires students to complete six one credit courses focused specifically on early intervention as a part of Project RISE and one three credit course focused on family systems and parenting.

Play Therapy Specialization

The play therapy specialization requires students to complete three courses focused specifically on play therapy practices and principles through an interdisciplinary collaboration with Creative Arts Therapy.

School Social Work Specialization

The school social work specialization requires students to complete three courses and educational workshops focused specifically on education, social work, and school social work.

Gerontology Specialization

The gerontology specialization requires students to complete three courses focused on aging through an interdisciplinary collaboration with Psychology.

Evidence-Based Practice in Mental Health Specialization

The evidence-based practice in mental health specialization requires students to complete three courses focused specifically on evidence-based practices and principles as well as models of clinical practice.

I-SPAN

The Interdisciplinary Specialty Program in Autism, I-SPAN, prepares students at the graduate level to work with individuals on the autism spectrum across the lifespan.

Degree Information

The Bachelor of Science Degree with a Social Work Major

Students who have completed all of the requirements of the University and the Social Work Department receive a bachelor of science degree (B.S.) with a major in social work. This is the entry-level degree for the social work profession. A bachelor of science degree with a major in social work and a Bachelor of Social Work (BSW) are comparable degrees, if they are from social work programs accredited by the Council on Social Work Education.

A graduate of an accredited baccalaureate program is expected to have the knowledge and skills of a beginning-level generalist professional social work practitioner, i.e., a social worker with professional values and general social work knowledge and skills that can be used with any population in any setting.

The Master of Social Work (MSW) Degree

The MSW degree from Nazareth University provides the clinical course work necessary to subsequently become licensed to practice social work in New York State. Further information regarding social work licensure in New York can be found [here](#).

Department of Social Work Field Education

The Social Work Department at Nazareth University upholds the CSWE EPAS (2022) stating that “the baccalaureate and master’s programs in social work prepare students for professional practice at a generalist level” (p. 17). This preparation is accomplished through a planned, sequenced curriculum of which field instruction is a major component. The primary purpose of field instruction is to link classroom learning with practice experiences so the student can effectively utilize social work knowledge, values, and skills in the practice setting. Thus, the student can be prepared to conduct competent and ethical professional practice.

Intern Placement Tracking System

The Intern Placement Tracking (IPT) system is specifically designed to support and monitor students placed in field practicum with various agencies. IPT can be used to track current placements and retain historical placement information. At Nazareth, time sheets, field learning contracts, and field evaluations are done electronically in the IPT system. Training on the system is provided to students and field instructors at the beginning of the academic year and/or each semester as needed.

BSW Program Field Education

Undergraduate Field/Practicum Requirements

According to Accreditation Standard 3.3 (Field Education), the BSW Program's field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings. The undergraduate practitioner is trained as a generalist. Generalist social work practitioners work with individuals, couples, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities, and organizations and furthering the goals of social justice.¹

Overview of Undergraduate Field Experiences I and II

Field Experiences I and II are field placements required of undergraduate junior students for the fall and spring semesters. In conjunction with the field placement, an ongoing Social Work Practice I and Seminar (SWK 383) is conducted at Nazareth for all students in placements in the fall. At least one class session per month is focused on field experiences. This concurrent theory and practice experience is repeated in the spring (Social Work Practice II and Field Experience II, SWK 384).

Undergraduate Seminar Objectives

The supportive seminar is part of Social Work Practice and Field Experiences I and II and is designed to aid the students in their personal and professional growth and to see and understand the relationship that occurs between their personal development, classroom knowledge, and professional experience. The emphasis in the two semesters is on the student's observation of self with progression to more awareness and sensitivity to others, with the subsequent development of interpersonal effectiveness, forming the basis for genuine and trusting relationships. The student will be exposed to the process and content of building, strengthening, and then terminating trusting relationships.

Communication skills, both written and verbal, are critical to effective social work practice. The ability to express oneself clearly, effectively and honestly is stressed throughout the student's educational experience. Through discussions, readings, journals, and the use of experiential exercises, the student will have a variety of experiences in building trust, giving and receiving constructive feedback, and in communicating ideas and feelings accurately and unambiguously. The journal is used each semester to assist the student in expressions of attitudes and feelings, and to provide an opportunity for observation of self over time. It also provides the instructor with a vehicle for providing feedback to the student concerning the student's personal and professional growth. Of course, evaluation of self is an ongoing process both intrapsychically as well as interpersonally. It is hoped that by the end of the two semesters the student will have a better sense of self, with an increased understanding of strengths and needs, greater

¹ Discussed and advanced by the BPD Social Work Continuum Committee and approved by the Board of Directors, 2006.

self-confidence, commitment to self-growth, and greater acceptance of self as well as others. The student then may be able to use the total self in a purposeful and helpful way.

The purpose of the placements is to familiarize the student with the agency, its purpose, and function, and to expose the student to social work practice. These field experiences involve six hours per week for both semesters. The field instructors are requested to support the students and offer supervision which provides them with adequate understanding, guidance and direction, and specific learning assignments. In order to grow in knowledge, skills, and self-awareness, students will need a periodically scheduled time with their field instructors to review events and discuss what they have been experiencing.

In order to maximize the student's usefulness to the agency while also providing a quality learning experience for the student, the student should be assigned to a specific supervisor. This person, in conjunction with the Nazareth University faculty liaison and the student, will explore, at the beginning of the semester, various learning possibilities within the agency in order to define a definite though flexible role for the student. A student learning contract is required in order to clearly outline expectations of learning and responsibilities for both student and field instructor.

The student will need to be oriented to the agency and the specific department in which the student will be placed. This will help the student to become familiar with the history and development of the agency, as well as its present purpose/goals and methods of functioning.

As part of the learning experience, it is hoped that the student will be able to observe various staff performing social service aspects of their jobs, and thus use these people as role models. As the field instructor, student, and agency staff become comfortable together, it is hoped that this can progress into a "learning by doing" situation, rather than just observing. As this occurs, most of the "doing" experiences should be handling relatively normal (for the agency) situations – "impossible," highly stressful, or crisis situations are usually not good learning experiences. Students look forward to and need the opportunity for direct practice with client systems. Some examples might be provision of supportive and problem-solving relationships, program planning and implementation, special projects, information and referral, and advocacy. To round out the educational experience, it is hoped that the student can sit in on staff meetings, case conferences, in-service training sessions, and any other similar events.

The field instructors complete, with the student, an evaluation at the end of the semester in order that the Department may have a report as to the potential which the student possesses for further study in the field of social work. The Field Instructor's Evaluation of Student form is provided for this purpose. The faculty liaisons will also periodically check in with field instructors and through a three-way conference with the student and field instructor each semester to ascertain the progress of the students and to help work through any difficulties which may arise. By the conclusion of these two semesters and the focus on personal and professional growth, as well as exposure to field placement experiences, the student and instructor will be able to mutually assess the student's abilities and readiness for social work as a career.

In the junior year, both Social Work Practice I & II and Field Experience I & II (SWK 383 and SWK 384) constitute an integral part of the required learning in the social work program. Each area stresses divergent aspects of learning necessary for a successful career in social work. A student must pass both components in SWK 383 and SWK 384 (Practice I and II and Field Experience I & II). A failure in either component constitutes a failure for the course as a whole. On the Field Experience I junior field evaluation for SWK 383, the student should receive a "3" (meets expectations) on each item. The student not attaining a "3" on each item must develop a plan of action with the director of field, the faculty liaison and agency field instructor to ensure the student receives a "3" on each item and meets expectations for SWK 384 Field Experience II, by the close of the junior year practice and field experience. A student who fails to receive a "3" or higher on each item must consult with the director of field and BSW

Program director and may be required to register for SWK 385 (one credit). To receive a satisfactory (S) grade in SWK 385, the student must successfully complete an additional 72 hours of junior field experience during the summer preceding and/or fall semester of the senior year. If the student fails to meet these expectations, the student will receive an unsatisfactory (U) grade in SWK 385 and be reviewed by the Department regarding BSW Program status. .

After successful completion of the junior-year field experience, students then complete their senior field practicum during their final year or spring semester at Nazareth University.

Undergraduate Senior Practicum Requirements

Field Instruction (SWK 484), the senior practicum, is the basic experience of the professional semester for social work majors. Field Instruction/Practicum (SWK 484) is a supervised placement in a setting appropriate to the student's knowledge and skills in social work practice. The practicum is open only to social work majors. In the spring semester, one day of orientation is followed by 14 weeks in a field agency. Students typically work in their agencies for four days each week (Tuesday through Friday) for approximately eight hours each day. Supportive and integrative seminars are held on campus on Mondays to provide the important linkages between the academic program and the field experience. The six credit hour practicum totals a minimum of 420 hours and is ordinarily completed in the spring semester of the senior year.

Field placements differ in content and character because of the variety of services offered by agencies and the varieties of settings. It is further realized that, in some agencies, a period of orientation, or learning and observing, is necessary before a student can comfortably begin any meaningful direct service.

Bearing such thoughts in mind, we ask the field instructor/agency to include in the student's experience:

- A general profile of the agency, its history, management, policy formation, sources of income, philosophy, scope of services, etc.
- An orientation to the necessary processes by which the agency services are used and recorded, and an exploration of its relationship to the community.
- As many of the available learning and observing experiences as appropriate for the student's learning needs and level of professional training. This would include lectures and seminars, in-service training, instruction in computer technology, sessions with key personnel, as well as independent reading and observation and attendance at social work conferences.
- Opportunities for a variety of direct and indirect service experiences in which generalist social work skills may be learned, tested and evaluated. The student needs to carry primary responsibility, under supervision, for interaction with client systems of different sizes and types: individuals, families, groups, organizations, and communities. These would vary from agency to agency. Opportunities for learning could include interviewing techniques, case management, problem-solving skills, social group work, community organization procedures, home visits, committee work, referrals, contact with administration, teamwork and research projects.
- Supervisory conferences on a regular and formal basis are one of the primary sources of the student's growth toward a professional who is reflective, self-evaluating, and knowledgeable. Some tools to help in this process are: simulations and role plays, process recording, videotapes or audiotapes and analyses of student-client interaction, learning contracts, progress review and feedback, weekly agenda developed by student, student's written and oral self-evaluations, field instructor observation and written evaluation of student.

Early in the practicum, the student and field instructor complete the Student Learning Contract in IPT. This learning contract provides the student with the opportunity to formalize learning goals and indicate how achievement of the goals will be identified. It also addresses the nine competencies established by the Council on Social Work Education with identified behaviors and dimensions used to evaluate the student's achievements (see Student Learning Contract). Field instructors will be asked to have at least two three-way conferences with the student and faculty liaison during the practicum to evaluate (midpoint

and final evaluations) the student's experiences, assess progress, and identify learning goals (see Field Instructor's Midpoint and Final Evaluation of Student). A midpoint evaluation is held to identify whether a student is meeting expectations for achievement of the nine required competencies. If a student is below a 3 in any competencies at midpoint, the student, field instructor, and the faculty/field liaison will develop a plan to improve the student's skill development in these areas for the remainder of the field placement. At the time of the final evaluation, students are expected to demonstrate an ability to practice a significant majority of behaviors composing each of the nine competencies as designated by ratings of 3 or above on the field evaluation. If the student fails to complete an action plan satisfactorily and continues to receive below a "3" on their behaviors associated with the competencies, then the student will be reviewed by the Department in a Student Review regarding their social work program status. It is acceptable during the first half of the semester to have behaviors with associated competencies that cannot be evaluated. By the end of the semester, all behaviors must be evaluated.

Evaluations are a mutual process between student and field instructor with the provision for joint signing. If the student is not in agreement with the final written evaluation by the field instructor, the student may write an addendum to indicate that the student is not in agreement.

Undergraduate Application Process Steps

Junior Field Experiences I and II

- In April, informational meetings are held with prospective undergraduate junior students – both Nazareth sophomores and interested transfer students – to acquaint them with the required placement process and paperwork and the expectations of the Social Work Department work for the prospective junior entering the junior field experience.
- After these informational meetings, students submit required paperwork (Résumé and Personal Statement, [Field Placement Application, Release of Information form, and Field Placement Policy and Training Agreement](#)) and meet with the director of field education prior to their departure from campus for the summer vacation. Transfer students who are admitted to the University during the summer months submit their paperwork and are interviewed at this time.
- The director of field education begins to form a tentative list of student placements, reviewing the requests of the student and matching that with the needs and services of a field placement agency.
- Prospective field placement agencies and field instructors are then contacted to determine their interest in and willingness to interview a student for a junior-year field experience. If they agree, the prospective student's résumé, personal statement, and cover letter are then sent to the agency.
- Before students return to campus in the fall as juniors, or shortly thereafter, they are contacted and informed of the proposed field agency and field instructor whom they are instructed to contact to discuss the possibility of a field placement and arrange an interview.
- After completion of these interviews, the prospective student and field placement agency informs the other of acceptance (or not) of this agency as a field placement site. The director of field education is also informed of the decision. Confirmation emails are sent to the student and the field placement agency (field instructor).

Criteria for Students Entering Senior Practicum

- Successful completion of junior-year field experiences, totaling a minimum of 144 hours in a practice setting.
- Successful completion of all required social work courses with a grade of C or higher. Exceptions must be approved by the Department.

- Completion of all remaining required courses for the social work major, including SWK 050, Mandated Reporter Training with the exception of SWK 452 (Senior Integrative Seminar), taken concurrently with the SWK 484 (Senior Practicum).
- A cumulative social work GPA of 2.5-2.9.
- Demonstration of academic integrity. Absence of cheating, plagiarism, and any other activities which are designed to deceive an instructor in the evaluation of the level of the student's academic achievement.
- Adherence to the Department's Standards. Demonstrated commitment – through attitudes, feelings, and behavior seen in the classroom setting and field/practicum experiences – to professionalism as well as the mission, values and ethics of the social work profession as delineated by CSWE and NASW (see CSWE Competencies and NASW Code of Ethics).

Senior Practicum Application Process

- In late January, informational meetings are held with junior students to acquaint them with the required placement process and paperwork and the expectations of the Social Work Department for the prospective senior entering the Senior Field Practicum.
- After these informational meetings, students submit the required paperwork (Résumé and Personal Statement, [Field Placement Application, Release of Information form, and Field Placement Policy and Training Agreement](#)) by early February. At this time, students also meet with the director of field education. Discussion focuses on specific agencies and/or client populations at which they prefer to be placed, as well as learning needs and learning style.
- The director of field education begins to form a tentative list of student placements. The needs, strengths, and interests of the student are matched with the needs and services of a field placement agency.
- Prospective field placement agencies and field instructors are contacted to determine their interest in and willingness to interview a student for a senior practicum. If they agree, the prospective student's résumé, personal statement, and a cover letter are then sent to the agency.
- Students are given the name of the proposed field agency and field instructor whom they are instructed to contact for an appointment to discuss the possibility of a field placement. [A list of questions](#) is given to them, and the field instructor, to help in facilitating this meeting.
- After completion of these contacts and interviews, the student and field placement agency informs the other of acceptance (or not) of this agency as a field placement site. An interview outcome form for this purpose is provided for [the field instructor](#) and [student](#). The director of field education is also informed of the decision, contacts the agency, and writes a confirming email to the agency and student.
- On the student's return to campus in January for the spring semester, and immediately prior to the start of their block senior practicum (part-time senior students enrolled in SWK 484A participate in an orientation to the field in early September), orientation to the field is held, covering:
 - Internal Placement Tracking (IPT)
 - responsibilities of the Social Work Department, field agency, field instructor, and student
 - learning contracts with explanation of the 9 competencies
 - role of faculty liaison/three-way meetings
 - evaluation of student's performance with explanation of expectations for students to meet a significant majority of behaviors associated with each of the nine competencies with a rating of 3 or above.
 - student's evaluation of field instructor and agency
 - evaluation of faculty liaison by field instructor
 - overview of senior seminar and assignments
 - small group discussion – possible issues or problems arising during senior practicum
 - open question-and-answer session
 - establishment of a collaborative learning environment.

- HIPAA expectations and requirements
- As part of orientation, students receive training in suicide assessment/intervention. Additionally, within SWK 452 & SWK 383, all students take an on-line course in Child Abuse and Neglect Mandated Reporter training.

Undergraduate Field Schedule

In order to maintain the continuity of linkage between the undergraduate senior integrative seminars and field experiences, senior field placements are usually not spread over two semesters. The senior practicum is completed as a block placement in the spring semester. An exception to this policy is made for agency needs and/or part-time students who must spread their senior field placements over fall and spring semesters to meet the required 420 hours. See related information in this document.

Students follow the Nazareth academic calendar, unless they make other arrangements with the faculty liaison/Social Work Department prior to entering field placement. Such arrangements must be incorporated into the Student Learning Contract. An example of this would be for students placed in a school setting who would need to begin their placements in early January to complete the required minimum of 420 hours. Students normally begin their field placements the second week in January and continue through the end of April. Field placements should be completed on the calendar date (or as otherwise) specified by the Social Work Department. If the student continues at the agency in a volunteer capacity, this is not to be viewed as an extension of the field placement.

Undergraduate: Part-Time Senior Field Practicum Policy

Field Instruction/Practicum (SWK 484) is a supervised placement in a setting appropriate to the student's knowledge and skills in social work practice. This six credit hour practicum totals a minimum of 420 hours and is ordinarily completed in the spring semester of the senior year. Students unable to complete all 420 practicum hours associated with SWK 484 in the spring semester may, with approval of the BSW Program Director and Field Director, complete SWK 484*A1 (2 credit hours) in the fall semester of senior year, and SWK 484*B1 (4 credit hours) in the spring semester of senior year. Students may request the two semester approach when: A) The field agency requires the placement be carried out in fall & spring OR B) The student is working in the human services field, continues to work, and has worked full time in the human services field for the year prior to the placement start date. This two-semester approach requires the student work with BSW faculty to:

- register for SWK 484*A (2 credit hours) in the fall semester and SWK 484*B (4 credit hours) in the spring semester of the senior year.
- acknowledge responsibility for determining how this two-part course will impact total credits of registration, billing, and financial aid.
- meet with a designated faculty member periodically during the fall semester, at dates and times set by the faculty member, and complete requirements associated with the senior field practicum as identified by the faculty member and field instructor.
- complete field practicum hours and responsibilities during the fall and spring semesters as identified in the SWK 484 learning contract. The student must complete a minimum of 10 to 12 hours per week during the fall semester, increasing hours per week during the spring semester, culminating in a total of 420 hours.
- receive an (S) grade in SWK 484*A1 in December at the close of the fall semester. For the fall semester, if field evaluation ratings are below 3.0, the student may be asked to participate in a Student Review. If the average evaluation item score is greater than a 3.0 but one or more of the competencies was scored below a 3.0, a remedial plan MUST be developed for each of those competencies. At the end of the spring semester, competencies in the practicum courses will be reviewed in their entirety (SWK 484*A1 and SWK 484*B1), and the same grade will be assigned to both courses, reflecting the student's status at the end of the practicum. If the student does not receive a satisfactory grade (S) in the practicum courses, the student must repeat either SWK 484

or SWK 484*A1 & SWK 484*B1 (the entire 420 field practicum hours) in order to fill this major requirement.

- register for SWK 452 (Senior Seminar, 4 credits) in the spring semester.

MSW Program Field Education

Graduate Field/Practicum Requirements

According to Accreditation Standard 3.3 (Field Education), the MSW Program's field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice. The program identifies the relevant system level(s) for each area of specialized practice. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level. In the 60-credit program, field instruction involves one generalist field placement (400 hours) and one advanced field placement (500 hours). In the 36-credit program, field instruction involves one advanced field placement (500 hours) focusing on advanced integrative practice. The generalist and advanced level field placements provide students with opportunities to integrate social work knowledge, values, and skills in the application of professional practice at progressive levels.

Graduate Generalist Level Field Practicum

Students enrolled in the 60-credit MSW Program will complete a generalist field placement. The generalist year field practicum requires 400 clock hours. Most commonly this practicum extends over two semesters, the final fall and spring of the generalist curriculum, for fifteen weeks each semester, or 400 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 504: Generalist Practicum and Seminar I (fall semester) and SWK 505: Generalist Practicum Seminar II (spring semester). The student is registered for, and continues with, the same instructor and section of field and seminar for both semesters.

In the generalist year field practicum, the application of generalist knowledge and skills is emphasized through the integration of the problem-solving process. Ecological, systems, and strengths-based empowerment models of practice are utilized. Generalist year field education objectives serve as the reference points for students and field instructors as they collaborate together to develop the students' learning contracts. The generalist year field education objectives provide clear practice and evaluation goals for the field practicum. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contracts and field education outcome objectives. At the conclusion of the field practicum, students complete an agency and field instructor evaluation. Students are required to earn a minimum average of 3.0 Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points). Students are required to earn a letter grade of "S" or "Satisfactory" to continue in the social work curriculum.

Graduate Advanced Level Field Practicum

Students enrolled in the 36-credit and 60-credit MSW Program levels will complete an advanced year field placement. The advanced year field practicum requires 500 clock hours. Most commonly this practicum extends over two semesters, the final fall and spring of the advanced curriculum, for 15 weeks

each semester, or 500 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 608: Advanced Practicum and Seminar I (fall semester) and SWK 609: Advanced Practicum Seminar II (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters. Students are required to earn a minimum average of 3.0 Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points). Students are required to earn a letter grade of "S" or "Satisfactory" to continue in the social work curriculum.

The integrated practice model in the advanced curriculum of the MSW Program builds on the generalist perspective. Expected competencies are: the ability to synthesize and apply a broad range of knowledge, the ability to practice with a high degree of autonomy and skill, and the ability to refine and advance the quality of professional practice and that of the larger social work profession. The outcome objectives of preparing practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical assure coherence between the generalist curriculum and the advanced curriculum, the latter of which promotes advanced integrative practice. Within the advanced curriculum, students' course work and field practicum experiences provide knowledge and skill development focusing on interdisciplinary team leadership and conflict resolution. Field education objectives in the advanced placement provide the basis for students and field instructors as they work together to develop learning contracts. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contract with field education outcome objectives. The field outcome objectives further provide clear practice and evaluation goals by providing the framework for the field practicum evaluation, promoting advanced integrative practice. In addition, at the conclusion of field practicum, students complete an agency evaluation. They are asked to rank opportunities provided in the field practicum in terms of how well these opportunities meet the required field practicum objectives.

MSW Field Education Goals

It is expected that the graduate field practicum will provide students with:

- Practice opportunities that enhance student learning by integration of previous classroom experiences and direct application of social work knowledge and skills within a community-based practice setting.
- Opportunities for collaborative learning and practice through a variety of professional interdisciplinary settings that offer direct experiences at the micro, mezzo, and macro levels of practice.
- A learning environment that allows student development and maturity within the framework of professional values and ethics.
- An experiential setting that allows students to explore their professional utilization of self to promote change.
- An environment for practice that enhances the value of diversity and social justice.
- On-site supervision by an experienced MSW field instructor who is a licensed social work practitioner in New York State.
- Opportunities for student exploration of the professional context of practice including: social welfare policies and programs, agency structure and policies for operation, utilization of current research, and advocacy for populations-at-risk.
- Opportunities for application of evaluation methods to practice and/or program effectiveness.

Graduate Field Application Process

Field Placement Assignment

The Nazareth University MSW Director of Field Education, upon review of the student's [field application](#), has the responsibility to negotiate field practicum opportunities for each student. Within the established procedures, the MSW Field Director, in consultation with the student, will arrange for agency placement. Under no circumstances will students negotiate their own practicum placement.

The Nazareth University MSW Field Director uses Moodle for the online Field Placement Application process. The Field Application Moodle "course" includes:

- Information about completing the field application process
- Preview of the application form itself (including the Student Agreement)
- Link for the online application
- Sample resume and cover letter
- Information about Traineeships and Fellowships available
- Employment Based Field Education Policy and Application
- Videos and information to prepare students for the Preplacement Interview
- Student Response Form after Preplacement Interview
- Dropboxes for all required documents

Field Placement Planning

For both the generalist and advanced year field placements, assignment is made by the program's field office. Students eligible for field practicum may have a phone, Zoom, or in-person consultation with the Director of Field Education to discuss possible field placement opportunities. These consultations occur after the completion of the online application and submission of required documents in the dropboxes provided. Field placement assignments will be made by the field office by taking into consideration the student's field of practice interests, previous work experiences, and educational plan. Generalist level placements are structured to provide generalist level practice experiences and advanced level placements are structured to provide advanced level practice experiences promoting advanced integrative practice.

The Process for Field Assignments

- Students complete an online application, and submit a resume and cover letter, into the dropboxes provided on Moodle or directly to the MSW Field Director.
- A phone, Zoom, or in-person consultation will be scheduled with the Field Education Office.
- Following this consultation, the field office will select an appropriate site to send the student's resume and cover letter.
- If the agency agrees to interview the student for a field placement, the student will be notified and will set up the interview.
- Following the interview, the student notifies the Director of Field of the decision/outcome.
- After the interview, the agency notifies the student and/or the field office of the decision.
- In the event that the student is not accepted for the internship, the Director of Field Education or designee will discuss the reasons for the decision with the agency. There are times that agencies choose between several field candidates. There are other times when agencies determine a student is not a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The field education office will discuss the reason for the agency decision with the student, and as necessary, assist students to identify potential barriers impeding field placement assignment
- Students may decline a field placement offer only for compelling reasons and should discuss these reasons with the Director of Field Education in advance.

- A Generalist level student typically interviews at one agency setting at time.
- Students turned down by an agency will be allowed to interview at another agency; however if the student is declined by two agencies, a student review will be scheduled.
- It is the responsibility of the field office to make the final pairing based on student educational plans, agency ability to provide a quality field practicum, and program needs.

Field Learning Contract

At the beginning of the placement, the student must develop a learning contract with input, discussion and review with the field instructor. The learning contract is to be submitted via IPT to the faculty liaison as defined in the field seminar course syllabus. The learning contract is designed to facilitate the contracting process. It provides a framework for ensuring that all field learning is in relationship to the nine core competencies and corresponding behaviors by identifying specific field practicum activities or tasks that will provide the student with the opportunity to demonstrate the behaviors and achieve competence in each core competency domain. The learning contract is directly linked to the evaluation process and ensures that all students are given the opportunity to fully actualize the educational opportunities required. The document is designed to be relatively fluid over the course of the field placement, and should be amended and re-submitted to the faculty liaison when substantive changes are made. The faculty liaison reviews, comments (recommends changes), and approves the learning contract. The final spring semester learning contract is submitted to the field office by the faculty liaison for submission to the student's field file.

The learning contract includes the following components

- Determining appropriate learning activities and assignments.
- Link learning activities and assignments to specific competencies and behaviors.
- Clarify specific performance expectations that may be relevant (refer to field evaluation for performance criteria developed by program).

Grading

A minimum of 3.0 rating or higher on each competency is considered passing for work for the MSW field practicum/field seminar courses. Students receiving 3.0 points or higher on each competency on the field evaluation are given a letter grade of "S" in field seminar/practicum courses. The S letter grade represents a Satisfactory Grade. Satisfactory letter grades are used to measure student achievement in specified designated courses such as internship. Students earning below 3.0 on each competency on the field evaluation are given a letter grade of "U" in field seminar/practicum courses. U letter grades represent an "Unsatisfactory" grade. Credit hours are earned for satisfactory work but such grades are not included in the grade point average.

The faculty liaison is formally responsible for determining the student's grade in consultation with the field instructor. It is expected that generally there will be consistency between the field performance and the seminar performance. To the degree that there is discrepancy in these areas, the faculty liaison/seminar instructor makes the final decision regarding the student's grade as outlined in the field practicum/field seminar syllabus.

A student who receives an unsatisfactory or "U" grade in a field practicum/seminar course will require an automatic Student Review and cannot progress in the field placement.

In rare circumstances, a student may be given a grade of "In Process" (IP). This is usually done when a student's field hours are being extended as part of their learning agreement. The "IP" grade must convert to an "S" satisfactory grade within six weeks of the end of semester grading cycle and prior to the beginning of the next semester. The grade of "IP" cannot be used as a substitution for a failing grade (U

grade). A student cannot progress in the field placement experience (including from SWK 504 to SWK 505 or SWK 608 to SWK 609) unless the grade of “IP” is resolved.

A grade of “I” for incomplete work will be arranged through the student and faculty liaison. This grade is given only in extenuating circumstances such as family or personal emergencies that have occurred late in the semester and preclude course completion. Consistent with [University policy on incomplete grades](#), students are eligible for an incomplete grade only if they have completed a major portion of the course work requirements.. A student cannot progress in the field practicum experience and linked courses (including from SWK 504 to SWK 505 or SWK 608 to SWK 609) unless the grade of “I” is resolved by the beginning of the next semester.

Graduate Field Schedule

The graduate field schedule typically follows a fall and spring semester sequencing.

Department-Wide BSW and MSW Program Field Education Policies

Field Instructor Requirements

Every effort is made to place the student with a field instructor who has a social work degree and promotes the generalist perspective. In rare situations, however, where agencies offer educational experiences that provide the student with a generalist experience but cannot offer the professional social work supervision, the Social Work Department will arrange for supervision for the senior student. A “Task Supervision” model is used in settings in which the day to day supervisor does not meet field instructor requirements when there is a qualified agency-based field instructor available to provide weekly formal supervision in collaboration with and in oversight of the day to day task supervision received by the student.

Additionally, there are occasions in which a quality field learning experience is identified in a setting that does not have a social work trained field instructor but can provide a quality day to day “task supervision” and meets all other field requirements. In order to consider these sites for placement approval, a new model of providing field instruction supervision was developed. The model for these settings is an “Itinerant Field Instructor.” The itinerant field instructor is a social worker who meets all field instructor requirements but is not employed by the field agency. They hold an MSW degree from a CSWE accredited program, with at least two years post MSW degree practice experience, and have a record of successful field instruction supervision. The selected itinerant field instructors receive an adjunct faculty contract from Nazareth University to provide weekly field instruction to specific students placed in these settings to ensure students receive a social work perspective.

In settings in which a faculty member or itinerant field model is in use, the field agency must be in agreement to this arrangement and have a qualified day to day task supervisor willing to collaborate with the faculty member or itinerant field instructor and faculty liaison to ensure continuity of competency-based learning. The field faculty liaison works closely with faculty members and itinerant field instructor and task supervisor to ensure appropriate progression of the student’s learning contract to assure opportunities for students to demonstrate the generalist competencies.

Student Availability for Field Hours

All students should expect that field placements require daytime availability. Although some courses are held in the evenings to accommodate working professionals and other needs, students should recognize that daytime field placements may be required. In the MSW Program, field sites typically require students to complete their field hours during the normal business hours of the agency (typically 8-5,

Monday-Friday) when LMSW or LCSW field instructors are available, and client appointments and staff meetings are scheduled.

Field Hour Exception for an Extended Semester

The expectations and exception process is detailed in the Field Hour section of this document. A typical exception request is to extend the semester by a few weeks to complete the required number of hours. Students would use the Field Hour Exception Request form to request an extended semester, or some other request related to the general expectations.

- Requirements for Approval: In order for an Extended Semester Field Placement Exception to be granted by the Office Field Education when the placement is confirmed, the agency field instructor must be in agreement that the practicum extended semester provides continuity and quality field learning opportunities congruent with core competencies and behaviors. The plan, with dates and field hours clearly listed, must be approved by both field instructor and Faculty Liaison. If approved, the exception plan and associated updates are added to IPT.
- Grading: Students approved for an Extended Semester Field Placement Exception receive an “In Process” grade (IP) at the end of the traditional semester. The IP grade is converted to a final grade by the faculty liaison (Field Seminar Professor) upon the student’s completion of the required field hours and field practicum evaluation. All IP grades must be converted to a final grade at a satisfactory level (see field grading) before the student begins the second semester of field practicum. Please note: The IP grade does not remain on the student’s transcript and is replaced by the final semester grade.

Interruption of Field Placement

Under certain circumstances, a given field placement experience may need to be interrupted and changed (i.e., due to environmental or situational factors). In this event, in order to ensure that the student receives an adequate orientation to the new field practicum context, the equivalent of an additional two weeks of field internship with the new placement agency will be required. Students may apply for an extended semester field placement exception in order to support their successful completion of the field practicum.

Termination

A student may be removed from field placement at the request of the field agency/field instructor, the student, and/or the faculty liaison/Social Work Department. This decision is typically a mutual one, involving all three parties (as noted above). An agency reserves the right to dismiss at any time any student whose condition or conduct jeopardizes the safety and well-being of the clients of the agency. Unless unusual circumstances occur, such dismissal should not occur without prior consultation with the Social Work Department. The Social Work Department has the responsibility for termination of a student's field experience. Reasons for such removal may include but are not limited to:

- physical or emotional challenges which impair the student’s professional functioning;
- incompetence of the student;
- irresponsibility of the student;
- unsuitability of the field instructor and/or field placement agency for the student;
- violation of the NASW Code of Ethics.

Employment as Practicum Site

The Social Work Department permits field placements in an organization in which the student is employed, adhering to the guidelines established in the 2022 CSWE EPAS (3.3.7, p. 23). According to these guidelines, the following criteria must be met: “student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional

competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6.”

Requests to use employment as a practicum site are reviewed on a case by case basis. Students must submit a proposal to the Director of Field; the proposal must clearly and thoroughly explain how the following criteria are met:

- student roles and responsibilities are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);
- field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and

In the proposal, the student must also state that the student will immediately report change(s) to the field liaison and Director of Field such as responsibility changes and/or becoming unemployed in an organization where field education has co-occurred with employment. The student acknowledges in writing that the student must then work with the Director of Field regarding completion of practicum hours, field forms, and to secure a new placement.

If the proposal is accepted, it will be shared with the field liaison to ensure compliance throughout the field placement.

Students are not allowed to accept or pursue employment in the same agency in which they are in a field practicum during the period of the field placement without the expressed permission of the Field Education Director. Students must notify the Field Education Director before pursuing or accepting such employment.

Safety Guidelines and Risk Reduction Strategies

The Social Work Department provides [safety training](#) to students prior to practicum entry. The Department expects that the field instructor will also discuss the safety policies of the agency regarding home visiting, safety protocols within the agency, any policies regarding emergency situations, and guidelines on how to de-escalate a potentially agitated and/or violent client. Students are expected to abide by the standards and policies of the field placement agency regarding personal safety in the agency, on home visits, and in the community. Students should feel free to discuss any safety concerns with both the field placement agency and the Social Work Department. Students always need to inform the field instructor and/or faculty liaison of any threatening situations. Remember, it is not possible to eliminate risks, but strategies can be employed to reduce threats to personal safety. Safety responsibilities and components also include:

- The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: how to conduct oneself when in the field, how to interact with potentially dangerous individuals, unsafe locations to avoid, and other generally accepted actions to be followed in specific situations. The agency will insure that students are appropriately partnered with agency staff for home visits in the community or client appointments which may present risk.
- The agency allows the student sufficient exposure to and participation in agency training and in-service opportunities to ensure the student is knowledgeable of policies and safety issues.
- The agency provides staff for regular and timely individualized supervision where additional issues can be addressed regarding safety concerns in client situations in which the student has direct involvement.

- Insurance covering professional liability is part of the agency affiliation agreement. Both the agency and Nazareth University provide each other with proof of professional liability insurance in order to enter into actual field placements for any students.

Each student should complete a safety checklist with their field instructor. The student is asked to review the completed checklist in field seminar to ensure that the student has solid knowledge of the agency's safety plan and is looking out for the student's safety as a number one priority. The safety checklist includes the following:

- fire drills and escape routes
- active shooter plan
- aggressive client plan
- trainings for de-escalation or restraining as appropriate
- if home visits, home visit policies and procedures (e.g., pairing up, communication with agency)
- agency protocol for signing out for home visits and reporting back
- parking plans and safety (eg, walk to car after dark with on site security)
- hazardous materials handling and exposure policy
- infectious diseases protocols
- how to avoid bed bugs and similar pests/rodents on home visits or off site
- agency policy regarding being alone in the building with a client
- 911/211 protocol for the agency

Safety in field placement settings, in the community, and on home visits is the starting topic for all field seminars. Prior to the first class, students are asked to read literature around the topic of safety to prepare for the discussion. Students also watch videos about workplace violence. This leads to a class discussion on safety in the first seminar meeting including safety in the practice setting generally as well as in home visitation, in the office and in other aspects of the workplace. Safety is brought up in the field seminar throughout each semester. Students are asked to share their experiences and their concerns on a regular basis as they develop into social work practitioners. Students are reminded that safety cannot be taken for granted no matter how much experience a social worker has. Continual awareness of settings, spaces, client behaviors, neighborhoods, and client history are to be considered and taken seriously. If a student is involved in a safety-related incident in the agency, the faculty liaison includes this experience in the discussion during the site visit, unless it is critical to discuss immediately with the student and the field instructor. The agency process for debriefing after a safety-related incident is discussed.

Late Submission of Field Information Documents

Finding a right match for students in the field setting is a thoughtful and time-consuming process. Impacting the field planning process is the volume of students from other BSW and MSW Programs in the Rochester area that also need field placements. Therefore, it is imperative that field documents are submitted and associated steps are completed on or before each deadline.

Any student who submits field information documents after deadlines communicated by the respective Director of Field will not have a field placement and therefore cannot be enrolled in relevant courses (e.g., undergraduate and graduate courses requiring a linked field practicum). The exception is for those students who are admitted to the University after field planning deadlines.

After a deadline has passed, in order to be able to participate in these courses, the student must submit the field forms and must petition the respective Program Director and Director of Field Education before the beginning of the semester; this process requires an explanation of why the required forms and steps were

not completed on time. The Program Director and Director of Field Education will advise the student if they can continue in the program and/or practice courses.

It is imperative that the student contacts the prospective field instructor within one week of receiving pre-placement communication from the Director of Field Education. The student must arrange for an interview as soon as possible (even if the interview is scheduled for weeks later, when the student returns to campus). Because of the volume of social work and similar programs searching for field placements, students should not anticipate that an agency will hold a possible placement for them indefinitely. The student is responsible to contact the Director of Field Education after the interview so that the field placement arrangements can be finalized.

Field Education Responsibilities

Nazareth University Social Work Department

- The selection of an agency field instructor will be by joint agreement of the agency, the University and the Department. The field instructor is expected to possess a BSW or MSW degree from an accredited program in social work. In the rare situation where the field instructor does not have these social work degrees, the Social Work Department will arrange for MSW supervision.
- Selection and screening of social work faculty to be used as field liaisons with agency. Field liaisons monitor the student's placement, plan for learning, and performance evaluation.
- Selection and screening of social work students to be placed in the agency; the Department holds responsibility for sending to the agency the student's resume and other placement papers as well as provision of training in Child Abuse and Neglect Mandated Reporting and HIPPA Compliance.
- Development and instruction of the integrative seminars to be offered concurrently with the experience in the field. Coordination of site visits for all students in field, details of which vary by year and level of placement.
- Planning for at least two annual workshops for agency field instructors and social work faculty on current issues in social work practice, field instruction, social work education, and curriculum in the programs.
- Determination of satisfactory/unsatisfactory grade for all students.
- Termination of a student's field practicum when either the student or the agency is in violation of their respective responsibilities and contracted agreement.
- Determination of length of field practicum or required number of hours to be completed by the student and suggested vacation days according to the Nazareth University calendar.

Field Instruction Agency

- A description of the tasks, responsibilities, and experiences planned for the student in the agency and the community. Appropriate tasks vary with the program and level of the student.
- Identification of an agency field instructor prior to accepting a student for a social work field placement. The field instructor's training and experience must meet requirements of the Social Work Department.
- Provision of a minimum of one hour formal weekly field supervision.
- Provision of workspace and other necessary supports, e.g., equipment and supplies, for the student in field placement.
- Agency support of attendance by agency field instructor and/or other designated agency staff at agency/Department meetings, workshops, and seminars planned by the Social Work Department.
- Interviewing interested student(s) in the agency as a potential field student. Reporting back to the student and the Social Work Department regarding acceptance, or not, of the student.

- Agency support of other educational and professional development resources in the agency, such as staff meetings, in-service trainings/seminars/conferences.
- Completion of all University affiliation and agency agreements and related documents.

Agency Field Instructor

- Preparation of agency staff for student's arrival.
- Provision personally, or in conjunction with other agency staff/resource persons, of an orientation to the setting, staff, and community.
- Provision of weekly formal supervision for the student in keeping with the needs of the student; helping the student monitor progress toward fulfillment of their learning contract; establishing roles and assignments to meet the CSWE competencies and associated behaviors.
- Joint responsibility with the student for writing a learning contract, stating the tasks and responsibilities of the student in the agency as well as times for supervision, plans for monitoring student's performance, and stated learning goals of the student.
- Selection of the workload for the student so that it is attuned to the setting, taking into consideration factors including but not limited to the student's capacities, culture, interests, past experiences, learning style, and goals of the Department. Student responsibilities and activities should insure the student's exposure to the agency, client systems, and the community.
- Helping the student integrate a liberal arts foundation with social work knowledge, values, and skills.
- Contacting the faculty liaison if and when there are problems in the student's adjustment or performance or if the agency is unable to meet expectations of the Social Work Department. No student should receive any unsatisfactory final ratings or be terminated from practicum without first contacting and sharing concerns with the faculty liaison and the Director of Field.
- Attending at least two meetings with the faculty liaison and student at appropriate intervals in relation to the student's professional development, progress in meeting goals and competencies of learning contract, and performance evaluation. In some situations (e.g., undergraduate juniors), one meeting is held each semester.
- Evaluation of student's learning and performance with a final written evaluation to be posted to IPT (Internal Placement Tracking) for the Social Work Department at the end of each semester. Evaluations are a mutual process between the field instructor and student. In the interest of standardization, the required Department form should be completed; the field instructor and/or the student may also add an addendum. Evaluation forms are co-signed by student, field instructor, and faculty liaison.
- Attending at least one workshop or seminar during the academic year offered by the Social Work Department.
- Monitoring and signage of student's field hours on IPT for this purpose.
- Periodically completing an evaluation of the Faculty Liaison and the Field Education process.

Student in Field Instruction

- Act professionally and responsibly in all activities undertaken in the agency, acknowledging confidentiality and loyalty to the agency, staff, and clients. Adhere to and reflect social work values and the NASW Code of Ethics and HIPPA confidentiality guidelines.
- Complete assigned tasks and responsibilities on time and in a professional manner.
- Act as a representative of the agency and the social work profession through behavior and appearance appropriate to the setting.
- Accept and abide by agency policies and regulations. Do not openly criticize agency policy and personnel unless the meaning of the policy is understood and discussed responsibly with agency personnel and the faculty liaison.

- Be open-minded about new experiences; be creative and use initiative in problem-solving and performance while in the agency. Attempt to gain experience in working with all types and sizes of client systems. Integrate research and theory into practice.
- Participate fully in activities planned for students, including professional development, meetings, conferences, seminars, training sessions, and orientations.
- Assume an active and responsible role in planning the learning experiences and specific responsibilities in the field placement with the field instructor and faculty liaison. Complete the learning contract for the field placement with the field instructor and faculty liaison.
- Keep the faculty liaison informed of field learning experiences through open communication and assignments (such as reflection and journal), which should also respect confidentiality of clients, agency, and field instructors.
- Contact field instructor if problems within the setting arise which need clarification and response and cannot wait until the next scheduled supervision conference. When the field instructor is unavailable, the student should contact the faculty liaison or other designated agency staff in the absence of the field instructor.
- Cooperate with other students in the placement and with the entire staff of the agency.
- The student is expected to report to the agency every placement day and follow agency guidelines regarding starting and leaving times. If for some valid reason a student is unable to report to the agency, the student must notify the agency, field instructor and the faculty liaison as soon as possible. The student is expected to make up any time missed for illness, inclement weather, and the like. The student is expected to keep track of field hours on the Department forms in IPT.
- The student is entitled to the regular vacation and holiday leave granted by the University. Exceptions include the student completing a field placement in a school setting; the student abides by the holiday schedule of the school setting.
- Assume responsibility for evaluative conferences and preparation of the student evaluation form. This is a learning opportunity and a mutual process with the field instructor.
- Assume responsibility for preparation for weekly supervision meetings, bringing relevant case materials, questions, and issues for discussion. Developing and using supervision agendas can help in this preparation and provide a record of learning for the field experience.
- Complete evaluations of self, the field experience, and field instructor. The student is expected to actively participate in the process of growing professional self-awareness and effective use of self in practice.

Faculty Liaison

- Explains linkages between the University, the Department, the agency, and the student – between the agency and the student, between the student and the Social Work Department, and between the agency and the University. Provision of interpretation of policies and expectations among and between these parties.
- Acts as mediator in resolution of problems/conflicts between student and field instructor and/or other agency staff, and between students. In consultation with the field instructor, student, and Director of Field Education, determine whether a student needs to be reassigned to another field practicum and agency. The final decision for termination of a student from a placement lies with the Social Work Department.
- Acts as monitor of the student's learning experience to ensure the student is working and progressing on individualized learning needs and goals and the CSWE competencies, as well as the objectives of the field experience.
- Provision of consistent contact with the field instructor and student through a visit to the agency at least one time each semester as well as contact via email, phone and potentially Zoom during the experience. Participates in a final evaluation meeting with the student and field instructor to assess the student's professional development and performance. Assigns the student grade for the

field practicum as satisfactory or unsatisfactory. Completes a written description of field visits through IPT (Internal Placement Tracking).

- Offers evaluation of the field agency and field instructor, strengths and weaknesses as a field instruction setting, and makes recommendations for continued use of the agency and field instructor.
- Assists students with the integration of classroom learning with field learning.
- Works in collaboration with the “Itinerant MSW Field Instructor” if one is assigned for the agency, especially as it relates to construction of the student’s Learning Contract and Final Field Evaluation.
- Ensures completion of all learning contracts, timesheets, and evaluation forms.

Director of Field Education

- Identify and dialogue with agencies willing to offer field placements.
- Distribute and collect field placement information forms from potential placement agencies. Maintain a current listing of available placement opportunities that will provide students with a more detailed view of agencies' expectations and likely role and responsibilities.
- Distribute and collect from students necessary forms including the completed field placement preference forms, resume/vita forms, and signed policy agreement forms. Offer informational and orientation meetings regarding field placement planning and responsibilities as students.
- Follow up with personal contact, face to face, phone, email and/or Zoom, and review the student information provided in returned forms.
- Match students and agencies, referring students for interviews to finalize placements; complete all required correspondence to students and agencies.
- After securing placements, notify field instructors to locate placement forms in IPT, including learning contracts, evaluation forms, timesheet.
- Each semester, compile a field placement roster listing each student, placement agency, type of service, field instructor, faculty liaisons and corresponding contact information (addresses, email, and phone numbers).
- Update and revise as needed the field instruction manual and other related documents.
- Plan and implement each academic year at least one professional development offering (e.g., workshop/educational program) for field instructors.
- Organize the annual student and field instructor recognition reception.
- In conjunction with the faculty liaisons, participate in orientations and other meetings/informational sessions offered by the Department.
- Collaborate and meet, on an as-needed basis, with the seminar instructors/faculty liaisons and field instructors or other agency personnel.
- Facilitate sessions on field education topics for interested field instructors.
- Select (in consultation with social work faculty) and arrange for speakers for various events including but not limited to training and orientation sessions.
- Periodically facilitate evaluation of faculty liaisons by the field instructors.

Criteria for Selection

Selection Process for Practicum Sites

The field experience should maximize development of the social work professional and practice skills. The selection of appropriate sites is based on the desire to have excellent educational practice opportunities available for student learning. Agencies and organizations contribute substantial resources to student education through the provision of teaching and the creation of learning situations that foster integration of knowledge and skill development. The agency/organization needs to be able to provide distinct learning opportunities and activities that are consistent with the goals, values, and missions of

the programs, University, and profession. The agency must be able to provide a qualified field instructor and experiences that align with each program's learning outcomes across student levels.

To be considered as a field instruction site, the setting must have:

- a commitment to excellence in the provision of services to its client systems and practice settings.
- a commitment to undergraduate and graduate social work education and the professional development of students.
- recognition of the value of the agency-based experience for students and educational activities are developed within a supportive (learning) environment.
- a willingness to offer the student a significant and supervised practice experience at the micro, mezzo, and macro levels of intervention for the student's required number of field practicum hours, as required by the Department. Learning opportunities are designed to expand student participation within various systems and at different system levels.
- the ability to offer students a minimum of one hour weekly of formal and purposeful supervision and opportunities to participate in appropriate auxiliary functions within the agency such as workshops, staffings, in-service training. The student's regular and timely individualized supervision, ideally takes place with an experienced MSW licensed as an LMSW or LCSW in the State of New York.
- the ability to offer, in some form, an orientation to the student addressing the purpose and function of the agency as well as support for the student's maximum exposure to and participation in agency training and in-service opportunities.
- the ability to provide an appropriate work space and other supports (such as equipment and supplies) necessary for carrying out assigned responsibilities.
- a willingness to comply with the policies of the Social Work Department and engage in a "partnership" approach to learning with the student and Social Work Department's faculty liaison.
- the desire to participate regularly in communication and evaluation processes.
- a willingness to share with the Department up-to-date information on agency services, policies, and student placement procedures and opportunities.
- the ability to provide the necessary measures to protect the safety of the student. At a minimum this should include communicating information such as: where not to go, how to conduct oneself when in the field, how to interact with potentially dangerous individuals, and other generally accepted precautions and actions to be followed in specific situations.
- integration of values and ethics of the profession, demonstrated through agency structure and functions. A commitment to competent and ethical practice should exist, guided by the NASW Code of Ethics with no involvement in any legal suit or disputes involving unethical and unprofessional practices or violations of clients' rights.

Selection of Field Instructors

The field instructor is seen as a valued contributor to the educational accomplishments of the student. The student - field instructor relationship provides a unique opportunity in the learning process. Because the learning environment has shifted from the classroom to the field, the learning process also shifts to an interactional action-based process. The field instructor becomes pivotal in guiding students' skill development and refinement. Field instructors are expected to have:

- an attitude toward professional social work education that fosters a positive relationship for agency-based learning.
- a commitment to the missions and goals of the BSW and MSW Programs as well as the competencies developed by the Council on Social Work Education.
- a commitment to the values and standards of the social work profession and practice guided by the NASW Code of Ethics.
- a willingness to abide by the field policies designed by the Social Work Department.

- a willingness to design a learning contract based on the strengths and learning needs of the student in addition to the service needs and goals of the agency.
- a willingness to maintain open communication and enter into a three-way partnership with the student and faculty liaison.
- a willingness to attend field instruction orientations, workshops, seminars organized by the Department and the ability to attend at least one orientation offered to field instructors.
- a willingness to complete all paperwork required by the Department and University.
- a willingness to be involved in three-way meetings with the student and faculty liaison throughout the student's placement.
- the capacity to act as a positive role model for the student and assist the student in analyzing the use of self, application of social work knowledge, development of practice skills, knowledge of community resources, and to enhance the student's professional growth and personal self-development.
- the ability to offer students a minimum of one hour weekly of formal and purposeful supervision; support of student participation in professional development opportunities; a willingness to be available to the student beyond the required formal supervision.
- a willingness to provide placement experiences which would enable the student to integrate social work knowledge, skills, and values, cultural humility, justice and all other "classroom learning" with social work practice experience.
- a desire and ability to create a learning environment that recognizes student differences and provides for the student a professional educational setting that enhances individual strengths and challenges development of new skills.
- a desire to participate in a collaborative effort to offer a sound educational experience for the student by providing feedback and input regarding new practice directions and trends.
- a willingness to provide a final written evaluation of the student's learning and performance.
- no sanction levied against them by NASW or any other professional or client advocacy group.
- a BSW or MSW from an accredited social work program with a minimum two years post-degree experience and be licensed to practice social work in NYS. It is recommended that the field instructor have at least one-year experience at the agency site. If the field instructor does not have the BSW or MSW degree, the Social Work Department will arrange for MSW supervision. A degree in social work is not always required for the undergraduate junior student.
- a commitment to engage students in discussions of anti-racism, diversity, equity and inclusion as well as social justice issues and their impact on client(s), field instructor and student.
- an ability to distinguish field practicum learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process of the student.
- be able to recognize and accommodate teaching and learning responsibilities across educational levels (e.g., at a generalist and advanced level of practice).

Reciprocity for Field Instructors

The Social Work Department of Nazareth University typically offers field instructors the following types of opportunities:

- Workshops and orientations planned by the Social Work Department.
- A reception in late April or early May for field instructors of graduating students.
- Significant discounts for CEU workshops.
- Library borrowing privileges.

Insurance Coverage

Liability Insurance

Nazareth University of Rochester maintains both general liability and professional liability insurance with limits of \$1,000,000 per occurrence and \$3,000,000 in the aggregates, with insurers reasonably acceptable to the site.

Health Insurance

Students are responsible for having their own medical insurance during fieldwork as personal medical expenses NOT covered by worker's compensation through their fieldwork site or the University's insurance policies. Students are personally responsible for all of their health care expenses. Neither the University nor any of the fieldwork sites are responsible for any medical expenses that may occur while enrolled in the program.

Students are required to immediately report any injuries insured during a fieldwork placement to the site supervisor and the Director of Fieldwork in the Department of Social Work.

Transportation to Field Placement Sites

It is important for both students and field instructors to know policies related to driving and the field placement. The student shall assume full responsibility for field practicum traveling, parking and associated expenses.

[All field related forms for field placements please click here to go to Internal Placement Tracking \(IPT\)](#)

[Nazareth University Affiliation Agreement with COVID Addendum](#)

[Field Instruction Sites](#)

[NASW Code of Ethics](#)

[Council on Social Work Education](#)