



BOSTON COLLEGE

SCHOOL OF SOCIAL WORK

Academic year 2020-21 tuition and fees:

The School of Social Work typically increases tuition rate by 4 percent annually. This year the tuition rate will remain the same as in AY2019-2020 (\$1,282 per credit). There will be no further reductions to tuition in the academic year 2020-21. Fixed operational costs have increased due to moving our courses to a synchronous and asynchronous online format, faculty training in online course delivery, testing by the Broad Institute for all members of the SSW community who will be on campus, as well as sanitizing efforts and HVAC system upgrades in McGuinn Hall where the School of Social Work Library is located and will continue to operate in the fall.

Additionally, we increased financial aid to our students by 5 percent from \$7.7 million to \$8.2 million.

We will provide you a final update on the status of the \$50 student activity fee as we are in discussions with the university about this fee for the fall semester. Normally, this fee goes directly to the Graduate Student Association as well as to the SSW Student Collective for programming and services for the student body.

Academic year 2020-21 curriculum innovations:

Certificate for Leaders for Equity and Justice in the Workplace (LEJW) — As part of our Equity, Justice, and Inclusion initiative (EJI), we are in the penultimate stages of a new certificate program. *Certificate for Leaders for Equity and Justice in the Workplace* is an innovative course of study designed to take students beyond the traditional rhetoric of diversity into a critical lens of practice focused on equity and justice within organizations. This important and timely certificate will combine the psychosocial skills of traditional social work practice with the emerging field of equity and inclusion in the workplace. The LEJW certificate is open to both

clinical and macro social work students. This certificate will prepare students to practice social work in for profit, nonprofit, and governmental settings.

Black Leadership Initiative — This initiative, which is in the planning stages, will be based on a cohort model with a focus on social work practice with Black communities. It will involve design thinking for social innovation and an emphasis on addressing environmental racism and justice, including new and innovative arenas for social work practice to build durable and thriving communities for our Black families and individuals.

Decolonizing the Curriculum Project — We have begun to work with faculty in the foundation courses to introduce anti-racist actions into the curriculum, pedagogy, and student support, especially concerning our BIPOC students. To decolonize the MSW curriculum, we are addressing specific ways to reduce the emphasis on a western, Anglo-Saxon understanding of the profession.

Learning Communities Project for 2020-21 — To provide a greater opportunity for students to experience the expertise of our faculty and staff, we are working on a design to provide an option for students outside of their regular courses to embed themselves in learning communities that emphasize a specific subject area. It is a cohort-based, interdisciplinary approach to higher education that consists of a group of students, faculty, and staff that meet regularly around common interests or needs. Some learning communities will form around identity and shared experiences such as a Latinx Leadership Initiative learning community, or a Black leaders learning community. Other learning communities will form around common interests such as neuroscience in social work, global social work practice, trauma-informed social work practice, dismantling racism, systems thinking in social work, or social innovation.

Advising Communities Project for 2020-21 — We are designing intentional and deliberate ways to advise and support our part-time students to engage them in the school and ensure their professional growth inside and outside the classroom.

Rethinking the Structure of the EJI Initiative — In the new structure, there will be four working groups: curriculum, training, measurement, and students. Under this new structure, EJI will empower the working group leaders to take up new ideas and advance them. In this model, it is likely that students might form racial affinity groups to discuss and implement actions to dismantle racism, anti-Blackness, white privilege, and white supremacy.

Bias Incident Reporting Mechanisms —The university bias incident reporting mechanism will be included in each course syllabus to ensure that students are aware of the process to report such incidents.

Forum on Racial Justice in America – The School of Social Work is actively engaged in helping shape the activities of this new forum established by Boston College. We will seek to add value to this forum from an equity, justice, and inclusion lens and engage our students, faculty, and staff.

Fall 2020 preparations for teaching:

To provide a high-quality learning experience for students this fall, faculty are engaging in a number of training and consultation opportunities to prepare for their fall classes.

Strategies for preparing for instruction in the fall include 1) The University's Center for Teaching Excellence has prepared a series of workshops to support faculty to prepare for Adaptable Remote Instruction. These workshops incorporate asynchronous and synchronous learning formats and provide skill development in using various software tools (Canvas, Zoom, Panopto, etc.); 2) The School of Social Work has partnered with the CTE to provide training specifically for SSW faculty. This training includes teaching strategies regarding core learning areas, learning environments, and key touchstones, such as flexibility and human-centeredness; 3) The SSW has identified a subset of SSW faculty who are experienced with remote/online teaching to serve as consultants for all SSW faculty who are teaching this fall. Faculty have been encouraged to use this resource along with individualized consultation with the University's CTE; 4) Course Coordinators of multi-sections of required courses are working with groups of faculty assigned to teach these courses. Together the faculty are identifying best pedagogical practices for the delivery of content in their respective content areas.

Library services in fall 2020:

The SSW Library will continue to provide reference and research assistance in person, via email, phone, chat, and Zoom. Library orientation will be done both synchronously and asynchronously. The SSW Library will continue to provide support for Canvas and upload required readings and videos to Canvas.

Student Services:

Student Services will be providing comprehensive support and resources to our students.

- The SSW is in the process of enhancing the advising process to provide more opportunities for student group interaction in Field I, Field III, and Incoming Part-Time students.
- Individual outreach to all international students to provide support, information, and clarity on visa guidelines set forth by the U.S. Immigration and Customs Enforcement. Continued communication and updates with the BC Office of International Students and Scholars to assist SSW students.
- Monthly programming on Trauma-Informed practice (in collaboration with Trauma-Informed Care Initiative); Additional trauma resources on Canvas for all students.
- The Advising Center will be staffed full time by the Director of the Advising Center, Liz Cinquino
The center will offer evening hours on Wednesday and Thursday.
- Monthly Student Support Workshop (SSW) @ SSW
Consistent small group sessions on registration, curriculum plans, school social work licensing workshops, field of practice, etc.

Career Services:

- Cindy Snell, Director of Career Services, will be available to speak individually to you about your career questions and needs.
- Virtual career exploration and job-search-related workshops will be offered throughout the year.
- The [BCSSW jobs database](#) includes part time jobs pre-MSW and post- degree opportunities.
- The **Career Services** page on Social Work Central provides 24/7 access to resources and information from the SSW Career Services Office, including licensure, loan forgiveness, post degree fellowships, and sample resumes.
- [EagleExchange](#) is a BC platform that allows you to search and connect with other BC graduates.

Field Education

- Student outreach to:
 - Connect with all students regarding comfort level with in-person/remote/hybrid field experience.
 - Expand opportunities for students to complete field placements within current human services employment.
 - Flexible schedules – Early start in summer, later start in fall semester, and other requests for modifications.
- Outreach to agency supervisors over the summer to:
 - Assess options for in person, remote, or hybrid field experience/learning.
 - Recommend flexibility within placement – hours, schedules, structure.
 - Engage with students as early as possible this summer to bring into agency.
 - Discuss how the school can support supervision as the year begins, i.e. resources, trainings, and online engagement efforts.
- Virtual/online Field Orientation
 - Developing modules on expectations and requirements.
 - Developing content on COVID-19 workplace precautions.
- Support for learning on Field Ed Canvas site
 - Developing self-study materials and resources for students in field;
 - Content on telehealth service delivery.
 - Content on anti-racism.
 - Content for response to community needs around COVID-19.
 - Content on student self-care.
- Equity, Justice, and Inclusion efforts
 - Review Field Ed processes for equity and inclusiveness.
 - Develop anti-racist position for BIPOC students within placement and expectations for agencies to support anti-racist structures and expectations in the field.
- Trauma Responsive Care efforts in conjunction with the Trauma Integration Initiative
 - Materials available on Canvas site for self-study.

Content to be presented in Weekly Update.

Regular student meetings with faculty and staff for trauma responsive care.

Featured speakers, mutual support, and psychoeducational materials for self-care.

- Advisor support for students

Host monthly field seminars to foster connection and support with peers

First Year students – revise content to respond to COVID-19 and racial justice perspective within social work

Final Year students – offer small group meetings for mutual support.

Increased support to advisors by Field Ed team in the POC system and monthly meetings.