

**Master of Social Work (MSW)
Program Handbook
2020-2021**

Contents

Introduction	6
Stockton University	6
Administration—Contact Information	6
Emergency Closings	6
Accreditation	7
Faculty	7
Professor Emeritus	8
Professional Staff	8
Equal Opportunity and Affirmative Action, Nondiscrimination	9
The Social Work Profession	9
MSW Program Mission, Goals, Competencies, and Practice Behaviors	9
Mission.....	9
Goals	10
Competencies and Practice Behaviors	10
Admissions Policies	18
Graduate Assistantships	18
Educational Approaches	18
Curriculum Plan and Graduation Requirements	18
MSW Degree Options	18
Two-Year Full-Time Traditional Program	19
Three-Year Part Time Traditional Program Option	20
Advanced Standing Full-Time Option	21
Masters Child Welfare Education Program (MCWEP)	21
Course Descriptions: Foundation Year Courses	22
SOWK 5101: Human Behavior and the Social Environment I	22
SOWK 5102: Human Behavior and the Social Environment II	22
SOWK 5120: Social Organizations and Environments.....	22
SOWK 5130: Foundation Social Welfare Policy.....	23
SOWK 5140: Foundation Social Work Research	23
SOWK 5150: Race, Ethnicity, and Diversity: Implications for Social Work Practice	23

SOWK 5601: Foundation Social Work Practice I	24
SOWK 5602: Foundation Social Work Practice II	24
SOWK 5901: Field I	24
SOWK 5902: Field II	25
Course Descriptions: Concentration Year Courses	26
SOWK 5230: Advanced Social Welfare Policy	26
SOWK 5240: Advanced Social Work Research	26
SOWK 5250: Advanced Cultural Competence	26
SOWK 5601: Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	27
SOWK 5604: Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	27
SOWK 5903: Field III	28
SOWK 5904: Field IV	29
Course Descriptions: Electives within the Program	29
SOWK 5512: Clinical Social Work Practice with Groups.....	29
SOWK 5515: Clinical Social Work in Health Settings.....	29
SOWK 5528: Psychopathology Using a Competency Based Assessment Model	30
SOWK 5530: Psychopathology, Psychopharmacology, and Cultural Neuroscience.....	30
SOWK 5532: Suicide Assessment and Intervention.....	30
SOWK 5535: Substance Abuse: Treatment and Recovery	31
SOWK 5538: Cognitive Behavioral Therapy	31
SOWK 5540: Clinical Gerontological Social Work Practice.....	31
SOWK 5550: International Social Work	32
SOWK 5552: Child Migration and U.S. Immigration Policy: Faculty Led Program.....	32
SOWK 5561: Leadership and Management I: Leading and Managing Human Service Organizations	32
SOWK 5562: Leadership and Management II: Supervision and Consultation	33
SOWK 5563: Leadership and Management III: Program Planning, Development, and Funding ..	33
SOWK 5570: Trauma-Informed Social Work Practice.....	34
SOWK 5571: Trauma-Informed Child Welfare Practice	34
SOWK 5572: Child Welfare Leadership and Supervision.....	34
SOWK 5575: Forensic Interviewing of Children	35

SOWK 5590: Empowering Groups and Communities for Social Change.....	35
Electives outside the Program.....	35
Student Rights.....	35
Expectations of the Graduate Program of Social Work	36
Professional Behavior	36
Classroom Conduct	36
Attendance and Participation	36
Students with Special Needs.....	37
Student Health Services.....	37
Advising	37
Registration.....	37
Good Academic Standing, Probation, and Dismissal Procedure	37
Remedial Plan Requirement and Approval Process.....	38
Academic Honesty.....	39
Other Grounds for Dismissal.....	39
Professional Program Standards	39
Procedures for Professional Termination or Other Disciplinary Action (i.e., Probation, Suspension) and Due Process Guarantees.....	40
Professional Performance Review	40
Academic and Professional Standing Committee Composition and Operation.....	41
Possible Outcomes from Academic and Professional Standing Committee Review	41
Program Procedure for Requesting and Conducting Professional Performance Review	41
Procedure for Appeal of Academic and Professional Standing Committee Review Decision.....	42
Confidentiality.....	43
Leave of Absence/Readmission	43
Maintenance of Matriculation	43
Withdrawal from the University	43
Evaluation Procedures	43
Grading System	43
Definition of a Passing Grade in the MSW Program	44
Grade Appeals/Advisory Board on Grades and Standing.....	44
Withdrawals and Incompletes	45

MSW Program Distinction 45
Career Opportunities/Employment Demand..... 46
Certification and Licensure 46
A Final Word 47
APPENDIX: Curriculum Worksheet..... 48

Introduction

Welcome to Stockton University's MSW Program! Graduates from this program receive a Master's in Social Work (MSW) degree and are prepared to assume professional positions in social agencies, institutions, health facilities, and other organizations. With the value base, knowledge and skills they obtain through their studies, they are prepared to work with diverse individuals, families, and communities in fields of social work practice such as aging, child welfare, families and children, healthcare, or behavioral healthcare. For those who choose to pursue an elective specialization in Leadership and Management, Stockton's MSW program prepares graduates for supervisory, entry-level management, and leadership positions. For those who choose to pursue an elective specialization in Clinical Social Work, Stockton's MSW program prepares graduates for direct clinical practice.

We wish you success as you work towards your educational and career goals, and we look forward to getting to know you. In addition to developing a familiarity with the contents of this handbook, you need to consult regularly with your Advisor/Preceptor to assure that you are making satisfactory progress towards your degree.

Stockton University

Stockton University is a coeducational, undergraduate and graduate university of arts, sciences, and professional studies. Stockton is the southernmost and the youngest member in New Jersey's state-wide, state-supported system of higher education. Administratively, there are seven major academic units (Schools): Arts and Humanities (ARHU), Business (BUSN), Education (EDUC), Health Sciences (HLTH), Natural Sciences and Mathematics (NAMS), Social and Behavioral Sciences (SOBL), and General Studies (GENS).

Administration—Contact Information

The MSW Program is one component of Stockton's Social Work Program, which is composed of baccalaureate and master's level programs. The MSW is administratively part of the School of Social and Behavioral Sciences (SOBL) and is headed by an MSW Program Coordinator.

- **Marissa Levy, Ph.D.; Dean, School of Social and Behavioral Sciences**
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- **Robert J. Barney, Ph.D., MSW; MSW Program Coordinator**
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Emergency Closings

In the event of severe weather or other types of emergencies, check the university's web site for

information on class cancellations. Area radio stations may also announce the status of the university. The school identification number is 913, or 2913 for evening classes.

Students can also subscribe to Stockton's Emergency Text-Messaging Notification System. All students can now "opt in" to the University's new emergency text-messaging system, which enables a limited number of campus administrators to send urgent text messages to subscribers' cell phones in the event of an emergency. To subscribe, follow the instructions located on this web page: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=276&pageID=18>

Accreditation

Stockton University's Master of Social Work (MSW) Program is fully accredited by the Council on Social Work Education (CSWE). The Program was initially accredited in 2012, retroactive to 2009. Its accreditation was reaffirmed in 2016 through October 2024.

Faculty

- **Robert J. Barney, MSW Program Coordinator, Associate Professor of Social Work**
Ph.D. (University of Louisville), MSW (University of Kentucky), B.A. (Asbury University)
International social work, family and community development, cultural diversity in HIV/AIDS support, research practice, human trafficking.
- **Guia Calicdan-Apostle, Associate Professor of Social Work**
DSW (University of Pennsylvania), MSW (Asian Social Institute, Philippines), BSW (Philippine Women's University)
Clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control), race, ethnicity and diversity issues.
- **Lisa Cox, Professor of Social Work**
Ph.D., MSW (Virginia Commonwealth University), B.A. (Bridgewater College), LCSW
Clinical social work practice, psychopathology and cultural neuroscience, health care, HIV/AIDS clinical trials research, gerontology, research methods, linkage between social support and adherence.
- **Matthew DeCarlo, Assistant Professor of Social Work**
Ph.D. (Virginia Commonwealth University), MSW (George Mason University), BA (College of William and Mary)
Open education, open access, critical digital pedagogy, self-determination in disability and social welfare policy, and harm reduction approaches to substance use.
- **Jennifer Dunkle, Assistant Professor of Social Work**
Ph.D. (Fordham University), MSW (Monmouth University), B.A. (Marshall University)
Diversity and aging, diversity in higher education, social welfare policy, qualitative research, environmental justice, community health and well-being.

- **Robin Hernandez-Mekonnen, Associate Professor of Social Work**
Ph.D., MSW (University of Pennsylvania), B.A. (University of Wisconsin-Madison)
Social work with children and families, impacting social and child welfare system reform via research and policy, immigration, trauma, childhood adversity, child well-being, and mixed-methods research.
- **Loretta Mooney, Assistant Professor of Social Work**
Ph.D. (Widener University), MSW (University of Maryland at Baltimore), BSW (LaSalle University)
Suicidology, mental health management and recovery, civil commitment and coercive practices, support for psychological pain.
- **Jack B. Lewis, Jr., Assistant Professor of Social Work**
DSW, MSW (University of Pennsylvania), BA (The Johns Hopkins University), LCSW
Social work practice, cultural competence, cultural humility, micro-aggressions, minority mental health.
- **Maya A. Lewis, Associate Professor of Social Work**
Ph.D (University of Maryland, Baltimore), MSW (Washington University), B.A. (Spelman College)
Human behavior, research methods, social work practice, adolescent mental health, minority health, health disparities, cultural competence.

Professor Emeritus

- **Diane S. Falk, Professor Emeritus of Social Work**
Ph.D. (Rutgers University), MSW (University of Pennsylvania), M.A., B.A. (University of Chicago), LCSW
Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work.
- **John W. Searight, Professor Emeritus of Social Work**
MSW (University of Pennsylvania), B.A. (Yale University)
Social work practice, child welfare (protective services).

Professional Staff

- **Joseph Everett, Program Assistant, Child Welfare Education Institute**
MSW, BA (The Richard Stockton College of New Jersey)
Child welfare, criminal justice, homelessness, program development and administration.
- **Dawn M. Konrady, Director, Child Welfare Education Institute**
EdD (Drexel University), MBA (The Richard Stockton College of New Jersey), MA (La Salle University), BS (Susquehanna University)
Bilingual/bicultural studies, Spanish language, information systems, leadership in higher education.
- **Kathleen Siracusa, Coordinator of MSW Field Education**
MSW (Rutgers University), BA (Boston University), LCSW

Children and families, ethics, cultural diversity, hospital social work, hospice care, in home therapy with children, school social work, mental health practice.

- **Lori Tomaro, Assistant Coordinator of MSW Field Education**
MSW (Monmouth University), BSW (The Richard Stockton College of New Jersey)
Child abuse and neglect; impact of infant/childhood relationship traumas and their influence on parenting behaviors; diverse populations; therapeutic services to individuals, couples, and families.

Equal Opportunity and Affirmative Action, Nondiscrimination

Stockton University is an equal opportunity university. It does not discriminate in admissions or access to its programs and activities or in treatment or employment on the basis of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, or nationality.

Stockton University is committed to providing every student with an environment free from discrimination or harassment. Under this policy, discrimination/harassment based upon the following protected categories are prohibited and will not be tolerated: race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.¹

The Social Work Program is fully and enthusiastically committed to all of the above.

The Social Work Profession

Social work is a profession concerned with conditions that limit the social functioning of individuals, groups, and communities. Its purpose is to enhance client systems' social functioning and to help create a more just and supportive society for all people. Social work, an academic and professional discipline with an organized body of values, knowledge, and skills, represents a point of view on the human condition. It is also an applied practice that is both creative and a source of insight into that condition. The problems of people are identified as resulting primarily from environmental and societal failure and not from personal pathology. Thus, social work is committed to promoting social and institutional change in addition to helping people directly in their individual difficulties. In all instances, social work begins, not with people's problems, but with their respective strengths.

MSW Program Mission, Goals, Competencies, and Practice Behaviors

Mission

The mission of Stockton's MSW Program is to educate social workers who are prepared for advanced-level practice with diverse individuals, families, and communities. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere

¹ Stockton University. *Policy Prohibiting Discrimination in the Workplace*. Retrieved on September 3, 2016 from http://intraweb.stockton.edu/eyos/policypro/content/docs/VI-28_021611.pdf

share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

The Program builds upon a strong foundation of generalist social work practice values, knowledge, and skills. Students are expected to understand and be able to apply an ecosystems perspective, the strengths perspective, and empowerment practice theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other social forces that block people's ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that will strengthen their ability to work effectively with diverse populations. They are expected to critically examine these theories, perspectives, and approaches as they become acquainted with research literature and as they develop experience in agency practice.

Continuing the central focus of the undergraduate program, the MSW Program aims to produce graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives.

Goals

GOAL 1. To prepare graduates for advanced practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

GOAL 2. To provide comprehensive content about generalist social work practice.

GOAL 3. To provide content about the social contexts of social work practice.

GOAL 4. To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.

GOAL 5. To prepare graduates to be conscientious lifelong learners.

GOAL 6. To prepare graduates who demonstrate the ability to think critically, write effectively, use quantitative and qualitative research methods, and be comfortable with the use of computer technology.

GOAL 7. To provide service to the broader university community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work Program's capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton University graduates are prepared to be citizens in a democratic, multicultural society.

Competencies and Practice Behaviors **Foundation Practice Competencies and Behaviors**

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels (knowledge/FPB1). Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas (cognitive and affective processes/FPB1). Social workers recognize personal values and the distinction between personal and professional values (values/FPB2). They also understand how their personal experiences and affective reactions influence their professional judgment and behavior (skills/FPB3). Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective (skills/FPB5). Social workers also understand emerging forms of technology and the ethical use of technology in social work practice (knowledge/FPB4). Social workers:

- C1, FPB1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- C1, FPB2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C1, FPB3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- C1, FPB4: use technology ethically and appropriately to facilitate practice outcomes; and
- C1, FPB 5: use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status (knowledge/skill/FPB6). Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (values/FPB7). Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power (cognitive and affective processes/FPB8). Social workers:

- C2, FPB6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- C2, FPB7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C2, FPB8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education (values/FPB9). Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights (knowledge/cognitive and affective processes/FPB9). Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected (skills/FPB10). Social workers:

- C3, FPB 9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- C3, FPB 10: engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice (knowledge/FPB12). Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge (values/FPB11). Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing (cognitive and affective processes/FPB12). They also understand the processes for translating research findings into effective practice (skill/FPB13).

Social workers:

- C4, FPB 11: use practice experience and theory to inform scientific inquiry and research;
- C4, FPB 12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C4, FPB 13: use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels (values/FPB14). Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings (knowledge/FPB15). Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation (cognitive and affective processes/skills/FPB16). Social workers:

- C5, FPB 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- C5, FPB 15: assess how social welfare and economic policies impact the delivery of and access to social services;
- C5, FPB 16: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (knowledge/FPB17). Social workers value the importance of human relationships (values/FPB18). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities (cognitive and affective processes/FPB17). Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness (skills/FPB18). Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies (values/FPB18). Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (values/FPB18). Social workers:

- C6, FPB 17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- C6, FPB 18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (knowledge/FPB19). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities (cognitive and affective processes/FPB20). Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness (skills/FPB21/FPB22). Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process (skills/FPB21/FPB22). Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making (values/FPB21). Social workers:

- C7, FPB 19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- C7, FPB 20: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C7, FPB 21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- C7, FPB 22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (skills/FPB23/FPB27). Social workers are knowledgeable about

evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities (knowledge). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies (cognitive and affective processes/FPB24). Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals (knowledge/skills/FPB23). Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration (values/FPB25/FPB26). Social workers:

- C8, FPB 23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- C8, FPB 24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- C8, FPB 25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- C8, FPB 26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- C8, FPB 27: facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities (knowledge/FPB28). Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness (skills/values/FPB30). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes (cognitive and affective processes/FPB29). Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness (knowledge/FPB31). Social workers:

- C9, FPB 28: select and use appropriate methods for evaluation of outcomes;
- C9, FPB 29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C9, FPB 30: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- C9, FPB 31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Practice Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, that may impact practice with diverse populations at the micro, mezzo, and macro levels (knowledge/values/APB2). Social

workers understand guidelines of ethical decision-making and how to use critical thinking to address complex ethical dilemmas involving diverse clients (cognitive and affective processes/APB2). Social workers recognize the importance of professional relationships, both with other professionals and in the form of inter-professional teams, and the role these individuals play in providing supervision and consultation for work with diverse clients (skills/APB1). Social workers understand emerging forms of technology and the ethical use of technology in social work research, policy, and practice involving diverse clients (knowledge/values/APB3). Social workers:

- C1, Advanced Practice Behavior 1: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.
- C1, Advanced Practice Behavior 2: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions.
- C1, Advanced Practice Behavior 3: Use Technology to promote ethical practice among diverse populations (research/policy/practice)

Competency 2: Engage Diversity and Difference in Practice

Social workers recognize that diversity (which includes but is not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) results in different customs and worldviews (knowledge/APB4). These different customs and worldviews require social workers to engage in critical thinking to ensure appropriate cross-cultural communication with diverse clients (cognitive and affective processes/APB6). Social workers not only understand how diversity and difference shape the human experience but utilize this understanding to help shape their approaches to practice with diverse clients (knowledge/skills/APB6). Social workers:

- C2, Advanced Practice Behavior 4: Demonstrate personal reflection, self-awareness, and self-correction about customs and worldviews in social work practice.
- C2, Advanced Practice Behavior 5: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate, create, or enhance privilege and power.
- C2, Advanced Practice Behavior 6: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that although every person has fundamental human rights, based upon privilege and status many diverse client groups experience violations of these human rights (values/APB7). Social workers understand the specific social, economic and environmental injustices the diverse clients face (knowledge/APB7). Social workers:

- C3, Advanced Practice Behavior 7: Articulate the social, economic and environmental issues that affect diverse individuals, families, and communities.
- C3, Advanced Practice Behavior 8: Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social, economic and environmental justice for diverse individuals, families, and communities.

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

Social workers recognize the importance of using evidence based and evidence informed practices among diverse clients, and how in some cases a lack of evidence exists justifying the use of practices among diverse populations (values/APB10). Social workers:

- C4, Advanced Practice Behavior 9: Use practice experiences to formulate research questions relevant to diverse marginalized populations, and apply research skills to these questions.
- C4, Advanced Practice Behavior 10: Identify and evaluate current advances in evidence-based practice with diverse populations

Competency 5: Engage in Policy Practice

Social workers understand the impact that local, state and federal policy has on the well-being, human rights, and available services for diverse clients (knowledge/APB11). Social workers utilize policy analysis frameworks and principles of evidence-based policy to evaluate the impact that social policies have on diverse clients and agencies (cognitive and affective processes/APB11). Social workers understand the impact that policy has on social practice, and that the shortcomings of social welfare policies can create barriers to ethical practice with diverse clients (values/APB13). Social workers also understand that social welfare policies need to be designed in ways that are culturally competent, respecting the values, norms and behaviors of diverse client groups (values/APB12). Social workers use policy practice skills to advocate for policies that benefit diverse clients (skills/APB12). Social Workers:

- C5, Advanced Practice Behavior 11: Critically analyze and evaluate the impact of social policies on diverse marginalized communities, client systems, workers, and agencies.
- C5, Advanced Practice Behavior 12: Advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families and communities.
- C5, Advanced Practice Behavior 13: Address policies that create barriers to ethical practice especially in relations to issues impacting diverse marginalized populations.

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

Social workers recognize the value of language and communication across diverse client groups (values/APB14). Social workers also recognize the relevance of theories of social behavior and the social environment to diverse clients (knowledge/APB14). Social workers critically evaluate and apply language, communication, and theories of human behavior and the social environment to facilitate engagement with diverse clients, including individuals, families, groups, organizations, and communities (cognitive and affective processes/APB14). Social workers recognize how their own values may inhibit their ability to engage client systems, so they work to adopt a stance of not knowing to discover approaches to engagement that are appropriate to diverse client systems (skills/APB15). Social workers:

- C6, Advanced Practice Behavior 14: Apply understanding of human behavior in the social environment, language, communication, and other needs of diverse individuals, families, groups, organizations and communities in engaging client systems
- C6, Advanced Practice Behavior 15: Adopt a stance of “not knowing” with client systems to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, groups, organizations and communities

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

Social workers understand how culture shapes the experiences, strengths and challenges of diverse individuals, families, groups, organizations and communities (knowledge/APB16). Social workers value the role that cultural priorities play in shaping the development of goals and outcomes for diverse clients (values/APB17). Social workers understand the complex ways in which culture should be accounted for during the assessment process (knowledge/APB17). Social workers recognize that critical

thinking is vital to ensure that theory as well as the client's cultural interpretations and priorities are incorporated and applied to a comprehensive assessment model when working with diverse clients (cognitive and affective processes/skills/APB18). Social workers:

- C7, Advanced Practice Behavior 16: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.
- C7, Advanced Practice Behavior 17: Engage client systems in a collaborative process of developing culturally acceptable goals and outcomes
- C7, Advanced Practice Behavior 18: Apply specialized theoretical perspectives creatively and with minimal direction in assessing diverse individuals, families, groups, organizations and communities.

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

Social workers value the role that clients play in the selection and implementation of interventions that are culturally appropriate (value/APB19). Social workers also value the role that professionals from other agencies and other professions play in this process of intervening with diverse clients (value/APB19). Social workers understand the importance of evidence informed interventions when working with diverse clients, including individuals, families, groups, organizations, and communities (knowledge/APB22). Social workers understand methods for identifying, analyzing and implementing evidence informed interventions specifically among diverse groups (cognitive and affective processes/APB22). Social workers use their knowledge of human behavior and the social environment to intervene with diverse clients (skills/APB21). Social workers are also able to utilize their understanding of biological, psychological, environmental, and social systems to intervene with diverse clients in a culturally competent manner (skills/APB21). Social workers:

- C8, Advanced Practice Behavior 19: Work collaboratively with client systems and other professionals to critically select and implement culturally appropriate interventions
- C8, Advanced Practice Behavior 20: Facilitate transitions and endings that meet the diverse needs of client systems.
- C8, Advanced Practice Behavior 21: Apply knowledge of theory as well as biological, psychological, environmental, and social variables creatively and critically in working with diverse individuals, families, and communities.
- C8, Advanced Practice Behavior 22: Critically choose and implement culturally appropriate interventions to achieve capacities of diverse clients and constituencies.

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

Social workers understand the complexities involved in evaluating social work practice among diverse individuals, families, groups, organizations, and communities (knowledge/APB23). Social workers recognize that due to the culture specific needs of diverse client groups, and the marginalization that they often face, it is important to evaluate just how effective social work practice is among diverse individuals, families, groups, organizations and communities (values/APB23). Social workers understand the multiple knowledge sources that contribute to the design of research and use critical thinking to help apply this understanding to evaluative studies of social work interventions (cognitive and affective processes/APB23). Social workers:

- C9, Advanced Practice Behavior 23: Using critical thinking, apply research methodologies and human behavior in the social environment to evaluate practice interventions with diverse client systems

- C9, Advanced Practice Behavior 24: Apply research findings to improve practice effectiveness with diverse client systems
(All competencies and practice behaviors are new as of 09/01/20)

Admissions Policies

All admission policies are located in the [Stockton Bulletin](#).

Graduate Assistantships

Graduate assistantships are available each semester. A graduate assistantship requires 1.5 hours of service per week for each credit of waived tuition. The tuition waiver is granted for graduate courses in which a student is enrolled during the semester that an assistantship is held.

The MSW Program Coordinator nominates the top Graduate Assistantship applicants, existing students and incoming students, to the Office of Graduate Studies. Nominations are based on merit, skills, and academic achievement, as well as faculty needs.

Only students who have been formally accepted into the MSW program, who hold a minimum cumulative GPA of 3.5 in MSW courses, and who are matriculated, are eligible for graduate assistantships. Interested students need to submit a letter of interest, their resume, and the graduate assistantship application form (this can be found on the graduate school web site) to the graduate director no later than October 31 for spring semesters and March 31 for fall semesters. Students will be notified of the program's decision by early December for spring and late April for the fall.

Preregistration is required before the proceeding term to ensure eligibility for a Distinguished Research Fellowship, Stockton Scholarships and/or a Graduate Assistantship.

Educational Approaches

Social work education, especially practice and field courses, relies heavily on experiential learning. You will learn through reading, lectures, class discussion, guest speakers, and writing assignments—but also through experiential methods, such as role playing and other in-class exercises, and supervised work with client systems in a field setting. You will be spending 400 hours in a supervised field placement in the first year of your MSW experience and 500 hours in your second year.

Curriculum Plan and Graduation Requirements

MSW Degree Options

Stockton's MSW Program offers two main options for earning the MSW degree: 1) 60- credit option, completed on a two year full time basis, or a three year part time basis, and 2) a one-year 30-credit Advanced Standing option, offered on a full- time basis. The Advanced Standing option is only available to applicants who have earned a bachelor's degree in social work from a college or university accredited by the Council on Social Work Education and who have a cumulative GPA of 3.0. In addition, Stockton offers a part-time 60-credit program on a limited basis to traditional

students. Stockton also offers a part time traditional and a part-time Advanced Standing Program. These programs are only open to Supervisors and Casework Supervisors currently employed by the New Jersey Division of Child Protection and Permanency.

Two-Year Full-Time Traditional Program

This program option is offered to qualified applicants who have completed an undergraduate degree with a major other than social work. It is also open to candidates who have an undergraduate degree in social work but do not qualify for Advanced Standing or those who prefer attending a two-year program. In order to graduate, Two-Year full-time Traditional MSW students must have completed a minimum of 60 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

Stockton’s two-year full-time Traditional MSW program consists of foundation and concentration courses. In the foundation MSW courses, students learn about the value base of the social work profession and about ethical decision-making. Students learn to understand the history of social welfare. They develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. Students develop an understanding of research methodology and of how to apply research findings to their practice. They develop an understanding of social work perspectives and theories, including ecological and systems theories, the person-in-environment perspective, the strengths perspective, and the empowerment approach. Students learn to integrate classroom learning with field experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the concentration MSW courses, students take the advanced courses and electives. At this level, the expectation is that they develop advanced competencies and more specialized knowledge, particularly in the area of the program’s concentration (working with diverse individuals, families, and communities). Advanced competency is also expected in elective areas. Students explore many different approaches to developing cultural competence and learn to appreciate the challenge of understanding “the interlocking and complex nature of culture and personal identity,” and ensuring that “social services meet the needs of groups served and are culturally relevant.” (Council on Social Work Education, 2001). Through their actual field experiences and through case examples introduced in the classroom, students are challenged to develop understanding of diverse individuals, families, and communities and use relevant theories, perspectives and creativity to develop effective, culturally competent interventions. Finally, they are free to choose three elective courses, to pursue areas of specialized practice. Students may elect to combine their electives to earn a method specialization in leadership and management. If students desire to take an elective outside the program, they must obtain prior approval from the Advisor/Preceptor. No more than one elective course may be taken outside of the program.

FOUNDATION COURSES (Year 1)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5130: Foundation Social Welfare Policy	3	SOWK 5140: Foundation Social Work Research	3
SOWK 5101: Human Behavior and the Social Environment I	3	SOWK 5101: Human Behavior and the Social Environment II	3

SOWK 5150: Race, Ethnicity and Diversity: Implications for Social Work	3	SOWK 5120: Social Organizations and Environments Practice	3
SOWK 5601: Foundation Social Work	3	SOWK 5602: Foundation Social Work	3
SOWK 5901: Field I	3	SOWK 5902: Field II	3

CONCENTRATION OR ADVANCED COURSES (Year 2)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5250: Advanced Cultural Competence	3	SOWK 5230: Advanced Social Welfare Policy	3
SOWK 5240: Advanced Social Work Research	3	Elective	3
SOWK 5603: Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	3	SOWK 5604: Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	3
Elective	3	Elective	3
SOWK 5903: Field III	3	SOWK 5904: Field IV	3

Three-Year Part Time Traditional Program Option

Beginning in the Fall 2020 semester, the MSW program will be offering an additional part time option. This option will only be made available to those taking the traditional 60 credit program curriculum, but not to those in the advanced standing program. Those students wanting to complete the part time option will take 60 credit hours over the course of 3 years instead of two. The number of part time seats will be limited. Those not admitted to the part time option may still be offered seats in the traditional two-year program.

Year 1: Fall	Year 1: Spring	Year 1: Summer
SOWK 5101 Human Behavior and the Social Environment I	SOWK 5102 Human Behavior and the Social Environment II	SOWK 5130 Social Welfare Policy
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice	SOWK 5140 Social Work Research	Elective*
Year 2: Fall	Year 2: Spring	Year 2: Summer
SOWK 5601 Foundation Social Work Practice I	SOWK 5120 Social Organizations and Environments	Elective
SOWK 5901 Field I (200 hours)	SOWK 5602 Foundation Social Work Practice II	Elective
SOWK 5240 Advanced Social Work Research	SOWK 5902 Field II (200 hours)	
Year 3: Fall	Year 3: Spring	Year 3: Summer
SOWK 5250 Advanced Cultural Competence	SOWK 5604 Advanced Social Work Practice with Diverse Individuals, Families, and	(None)

SOWK 5603 Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	Communities II SOWK 5230 Advanced Social Welfare Policy	
SOWK 5903 Field III (250 hours)	SOWK 5904 Field IV (250 hours)	

Advanced Standing Full-Time Option

Advanced Standing is open to highly qualified individuals who have earned baccalaureate degrees in social work from a social work program accredited by the Council on Social Work Education. In the Advanced Standing Program, students complete the concentration courses of the traditional two-year program, including electives. A three-day Advanced Standing Orientation is also required prior to beginning the program. In order to graduate, Advanced Standing MSW students must have completed a minimum of 30 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5250: Advanced Cultural Competence	3	SOWK 5230: Advanced Social Welfare Policy	3
SOWK 5240: Advanced Social Work Research	3	Elective	3
SOWK 5603: Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	3	SOWK 5604: Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	3
Elective	3	Elective	3
SOWK 5903: Field III	3	SOWK 5904: Field IV	3

Masters Child Welfare Education Program (MCWEP)

Restricted to Current Division of Child Protection and Permanency Supervisors and Casework Supervisors

The Masters Child Welfare Education Program (MCWEP) is a partnership among the New Jersey Department of Children and Families and a consortium of four New Jersey MSW programs—Kean University, Monmouth University, Rutgers University, and Stockton University. Expanding on the Baccalaureate Child Welfare Education Program with Stockton University as the consortium’s Lead Institution, its purpose is to offer current Division of Child Protection and Permanency supervisors the opportunity to strengthen their skills in clinical social work practice and supervision, obtain an advanced credential in social work (MSW), and ultimately to enhance the capacity of the Division to deliver the highest quality services to the vulnerable children and families that it serves.

The Curriculum

Stockton’s MSW Program offers two alternatives to MCWEP participants earning the MSW degree part-

time:

- a three and a half-year 60-credit part-time option, which consists of two Foundation years and two Concentration years, and
- a two-year 30-credit part-time Advanced Standing option. *Students admitted into Advanced Standing are required to complete a three-day summer orientation.*

For further information about this program, consult the [Child Welfare Education Institute](#) website.

Course Descriptions: Foundation Year Courses

SOWK 5101: Human Behavior and the Social Environment I

This course introduces major theories that address the biological, psychological, social, and spiritual aspects of development across the life span, and prepares students to reflect on the influence of these theories on social work practice. This course examines the person-in-environment with a special focus on the intersectionality of diversity issues (i.e. social class, race, ethnicity, culture, gender, sexual orientation, age, religion, and disability status). Biological, psychological, social, and spiritual theories provide the framework to understand the interrelationship between people and their social environments.

Gaining understanding of human behaviors in their environmental contexts, biological, psychological, spiritual, and sociological theories, and concepts that ground social work practice, the student makes conceptual linkages between explanatory theories of the person-in-environment, issues of diversity, and the direction of practice interventions.

SOWK 5102: Human Behavior and the Social Environment II

Both foundation courses of HBSE seek to expand the theoretical base knowledge that helps us understand the spiritual bio-psycho-social forces that influence our behavior. This second required foundation course of HBSE is a continuation of HBSE I. This course focuses on developmental stages across the life span within the contexts of individual, family, groups, and communities. Using a developmental, life-course and social systems approach, this course addresses the person-in-environment with a special focus on the intersectionality of diversity issues (i.e. social class, race, ethnicity culture, gender, sexual orientation, religion, and disability status). Having studied in HBSE I biological, psychological, social, spiritual, and sociological theories that provide a framework to understand the interrelationship between people and their social environments, a major task in this sequence course is to identify and integrate theories and concepts relevant to each phase of the life course, taking into account: 1) factors of diversity, 2) the profession's fundamental interest in promoting social and economic justice, 3) and the direction of practice interventions.

SOWK 5120: Social Organizations and Environments

This course will challenge students to develop an understanding of the complex organizations through which social welfare and social work services are delivered. Using systems theory, students develop a more nuanced perspective on the structure and functioning of complex social service organizations. They will also learn about the social ecology of organizations, including how organizations adapt to changing social environments. They will develop an understanding of how social organizations are established,

how they grow and expand services, how they are supported by their resource environment, and how they respond to potential threats to their viability. They will understand how organizational factors affect practice and how practitioners can contribute to developing more effective social organizations. They will develop an understanding of how effective social organizations can become vital forces in creating more humane conditions in society to the benefit of diverse individuals, families, groups, and communities—and the role that social workers can play in enhancing the effectiveness of the organizations in which they are employed and with which they interact.

SOWK 5130: Foundation Social Welfare Policy

This course will provide a basis for the professional social worker's formulation and analysis of social welfare policy and services with special emphasis on the different impacts these policies have on the poor, people of color, women, children and the aged. A major focus is to familiarize the student with key principles of social policy through an analysis of influential policy positions, while also engaging the student in beginning to influence the policy process.

Students acquire knowledge to analyze and assess social welfare policy from social work perspectives. In addition, students learn about the processes of discrimination and oppression and the interrelations to social welfare policy.

The course covers three main topic areas. The first is the historical context of social policy in the United States. The second is policy analysis. The course will develop the student's capacity to analyze past and current policies and programs; their outcomes for clients; and the role of class, gender, race, and cultural disproportionality in distributing benefits and burdens in society. These skills and understandings enable the student to become knowledgeable critics and formulators of fairer and more equitable social welfare programs. The third focus will be on major policy areas. The focus will be on social justice and how policies influence underserved populations or populations that have received unequal treatment.

SOWK 5140: Foundation Social Work Research

This course will help you think like a researcher and execute your thinking into action. As graduate students you will examine both inductive and deductive methods in social work knowledge building, by appreciating and using quantitative and qualitative research methods and designing research to evaluate practice in small systems and social programs. Discussions surrounding ethical issues and the implications of conducting research with vulnerable and diverse populations will evolve and entail in-depth critical thinking. Ultimately, the course aims to stimulate your thinking about the following questions: 1) What is scientific inquiry? Why do we do research? 2) What are the different methods to carry out research? 3) Why is research important? 4) Why don't we study everybody and only rely on samples? 5) How should we evaluate our own practice? Or social welfare programs? 6) How can we best use quantitative and qualitative approaches? 7) How do we prepare, collect and analyze data using statistical tools? 8) Which ethical guidelines guide our research? 9) Can research be manipulated to satisfy self-serving goals? 10) How important might research be to vulnerable and diverse populations?

SOWK 5150: Race, Ethnicity, and Diversity: Implications for Social Work Practice

This course will provide a foundation for understanding the significance of cultural diversity in social interactions and professional social work practice. The course focuses on the socially defined concept of

“human differences” and how perceptions of those differences affect our values, self-concepts, and personal and professional behaviors. Key concepts of social diversity related to race, ethnicity, gender, religion, socioeconomic class, sexual orientation and physical characteristics will be explored within the context of understanding our multicultural society and its connection to the global community. Students examine the unique social histories, experiences and contributions of diverse groups, and how our attitudes about diversity are manifested in American institutions, social policies and community interactions. Students will be required to address their personal and professional values regarding issues of diversity in order to define a framework for a socially and culturally competent approach to social work practice. Contemporary programming for social service interventions in socially unique racial, ethnic and cultural communities are also examined.

SOWK 5601: Foundation Social Work Practice I

This course, the first half of two required sequential courses in the foundation year, focuses on direct practice with diverse individuals, families, and groups. It provides basic knowledge and skills as a foundation for the advanced curriculum in the second year of the MSW program. The course provides an overview of practice models and evidence-based practice, then presents one practice model (an Interactional Approach to Helping) in depth. Practice content includes engaging, assessing, contracting, elaborating, communicating empathy, addressing resistance, implementing interventions, terminating, and evaluating. Emphasis is given to the facilitative and constraining effects of the biological, psychological, and social environments that provide the context for social work practice. Special attention is given to professional values and ethics, cultural competence, human rights and social justice issues in practice. This course is a co-requisite with SOWK 5901: Field I and a prerequisite for SOWK 5602 Foundation Social Work Practice II and SOWK 5902: Field II.

SOWK 5602: Foundation Social Work Practice II

This is the second half of two required sequential courses in the foundation year focusing on direct practice with organizations, communities, families, and social policy as a change arena. It provides basic knowledge and skills as a foundation for the advanced curriculum in the second year of the MSW program. Using an advanced generalist practice model with attention to ecosystems, strengths-based and empowerment practice perspectives, this course prepares students to work with systems of varied sizes and levels. Core values, concepts, and ethical considerations as they pertain to advanced generalist social work practice are examined.

Practice content includes the following: problem identification, goal setting, data collection, contracting, implementation of intervention plans, differential use of interventive roles, evaluation, and termination. Emphasis is given to facilitative and constraining interactive effects of the biological, psychological, and social environments that provide the context for social work practice. Special attention is given to cultural competence standards, empirical measurement to monitor and evaluate outcomes, awareness of human rights and social justice issues in practice, and evidence-based practice models. This course is a co-requisite with SOWK 5902: Field II. SOWK 5601: Foundation Social Work Practice I and SOWK 5901: Field Placement I are prerequisites for this course.

SOWK 5901: Field I

Field I aims to help students build competencies in advanced generalist practice and enhance their

development as social work professionals through the integration of classroom knowledge with applied experiences in field. Students are required to successfully complete 200 hours of a supervised internship experience while simultaneously participating in 6 bi-weekly field seminars. The bi-weekly seminars are conducted for 1.5 hours each. The internship experience provides rich opportunities for students to integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of field supervision, and the adoption of evaluation techniques as part of their practice style. The field seminar provides a forum for students to discuss field experiences and integrate those experiences with knowledge gained from core courses. Particular attention is given to providing opportunities to troubleshoot pragmatic and procedural aspects of field education, developing a professional self, acquiring skills necessary for advanced generalist practice, applying professional values and ethics, recognizing the impact of diversity and multiculturalism issues in field, and facilitating ongoing assessment and evaluation of student field performance in a supportive environment.

During the internship, learning activities supporting desired MSW Program Competencies are developed by the field instructor, student, and field coordinator as part of the learning contract development process. The learning contract is used as the basis for evaluating student performance and guides the learning path for the internship experience. Student preparation and participation are essential for achievement of the competencies for this course. Field I must be taken concurrently with Social Work 5601: Foundation Social Work Practice I. It is also a prerequisite for SOWK 5602: Foundation Social Work Practice II and SOWK 5902: Field II.

SOWK 5902: Field II

Field II aims to help students build competencies in advanced generalist practice and enhance their development as social work professionals through the integration of classroom knowledge with applied experiences in field. Students are required to successfully complete 200 hours of a supervised internship experience while simultaneously participating in 6 bi-weekly field seminars. The bi-weekly seminars are conducted for 1.5 hours each. The internship experience provides rich opportunities for students to further integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of field supervision, and the adoption of evaluation techniques as part of their practice style. The field seminar provides a forum for students to discuss field experiences and integrate those experiences with knowledge gained from core courses. Particular attention is given to providing opportunities to troubleshoot pragmatic and procedural aspects of field education, developing a professional self, acquiring skills necessary for advanced generalist practice, applying professional values and ethics, ethical decision making techniques to resolve ethical dilemmas, applying skill in cultural competency, and facilitating ongoing assessment and evaluation of student field performance in a supportive environment.

During the internship, learning activities supporting desired MSW Program Competencies are developed by the field instructor, student, and field coordinator as part of the learning contract development process. The learning contract is used as the basis for evaluating student performance and guides the learning path for the internship experience. Student preparation and participation are essential for achievement of the competencies for this course. Field II must be taken concurrently with Social Work 5602: Foundation Social Work Practice II. It is also a prerequisite for SOWK 5603: Advanced Social Work Practice I and SOWK 5903: Field III.

Course Descriptions: Concentration Year Courses

SOWK 5230: Advanced Social Welfare Policy

The purpose of this course is to teach students skills related to policy practice. As such, the course expands and extends knowledge the students obtained in the foundations of social welfare philosophy and history course, Social Work 5130. This course will provide a basis for the professional social worker's formulation and analysis of social welfare policy and services with special emphasis on the different policy practice impacts these policies have on vulnerable populations. A major focus is to familiarize the student with key principles of social policy through an analysis of historically influential policy positions, while also engaging the student in beginning to influence the policy practice process.

The social welfare policies of a society represent and define how that society fundamentally understands and organizes social phenomena and collective human behavior. From these perceptions emerge a social construction of reality, definitions of what constitutes a social problem and society's response—goals, methods, and outcomes—to these problems. It is an exercise in both problem-setting, and policy practice. Frameworks for policy analysis and practice are guided by an emphasis on opportunity, social justice, and the equitable distribution of finite resources.

The course develops the student's capacity to analyze past and current policies and programs and their outcomes for clients, and increase their policy practice skills. These skills and understandings will enable the student to become knowledgeable critics and formulators of fairer and more equitable social welfare programs and policy practice.

SOWK 5240: Advanced Social Work Research

The course is designed to provide MSW students with an advanced understanding of social work research. The course helps students integrate knowledge gained in other social work courses and understand the application of research methods to practice. Critical thinking skills are augmented in order to determine selection, development, and employment of knowledge that fosters the use of best practices, with clients, based on current research. Steps in advanced levels of conducting social work research and variations in these steps through the use of quantitative and qualitative approaches are emphasized. Data analysis is a component of this course. SPSS is utilized and brief tutorials will take place in the Computer lab.

SOWK 5250: Advanced Cultural Competence

This course raises consciousness about the complexities involved in working with diverse individuals, families, groups, and communities. It challenges students to explore the meanings that they ascribe to social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, physical attributes, and disability. It asks students to reflect on issues of worldview/standpoint, power and oppression, and global human rights. It raises students' consciousness about contextual and universal qualities of the human condition, and about the myriad ways in which groups and individuals within groups differ from one another. It helps students to understand the dangers of assuming that individuals are prototypical representatives of identity groups, rather than as agents who have made choices about their own identity. At the same time, it assists students in understanding the powerful impact of culture, personal and group history, and the changing

dynamic forces of oppression on individuals, families, groups, and communities. It prepares students to use inductive and contextual methods of learning about other worldviews in order to engage and perform clinical work with diverse individuals, families, and communities.

SOWK 5601: Advanced Social Work Practice with Diverse Individuals, Families, and Communities I

This advanced practice course is designed to help students strengthen their social work practice knowledge and skills in their work with systems of all sizes. Building on the foundations of social work values, knowledge, and skills, students develop advanced analytic, interventive, and evaluative skills and learn to apply them in highly differentiated and discriminating ways. Students are expected to demonstrate high levels of proficiency and autonomy. They hone their skills as practitioners, while developing the ability to examine critically their own and others' practice. They solidify their identification with the values, purposes, perspectives, knowledge, and skills of the social work profession.

Students develop advanced knowledge of the application of evidence-based practices with diverse client systems of all sizes. They also develop an introductory level ability to use and critically examine the *Diagnostic and Statistical Manual of Mental Disorders, 5th ed. (DSM-5)* exploring their applicability to core social work values, practice principles, and skills, especially as applied to diverse populations (e.g., diverse social classes, races, ethnicities, cultures, genders, sexual orientations, ages, religions, and disability statuses).

SOWK 5604: Advanced Social Work Practice with Diverse Individuals, Families, and Communities II

This course represents both a continuation of advanced clinical practice knowledge and skills as well as a culmination of students' educational experience in advanced level graduate study in social work. It is designed to help students strengthen their clinical social work skills and knowledge in their practice with groups and families. The course is also designed to draw on all previous courses and engage students in integrating and applying all previous course and field practice content. Competent ethical social work practice demands the integration of a wide range of theories, knowledge, skills, and values across multiple systems levels. This course is taken during the final semester of the concentration year curriculum. The course will be delivered in a both lecture and seminar format, with the expectation that students will participate actively in all phases of the course.

This advanced practice course is designed with two purposes in mind: First, to help students strengthen their social work practice knowledge and skills in their work with group and family client systems. Students will gain advanced social work practice skills used in group work and in clinical work with families. They will demonstrate advanced analytic, clinical, interventive, and evaluative skills and high levels of proficiency and autonomy. They will hone their skills as practitioners, while developing the ability to examine critically their own and others' practice. They will solidify their identification with the values, purposes, perspectives, knowledge, and skills of the social work profession. Second, to help students demonstrate that they can integrate the values, knowledge, and skills that they have mastered in the first three and one-half semesters of the MSW program and apply them to an issue of their choice, producing a summative work, a portfolio.

The course will be divided into four units, each exploring advanced knowledge and practice skills as

applied to work with systems of all sizes.

Unit 1: Introduction to Course and Group Portfolio Project

Unit 2: Advanced Social Work Practice with Groups:

In this unit, students will learn about the history, background, theory, ethics, clinical skills, group processes, and evaluation of clinically focused social work groups. At the end of this unit, students will be required to submit a written proposal for a psychoeducational group for a diverse group of their interest. They will also commence their final integrative group portfolio project by engaging in topic identification, topic rationale, and theory, policy and ethic discussion incorporating previous learning across the two years of the MSW Program.

Unit 3: Advanced Social Work Practice with Families

In this unit, students will learn about the evolution, background, theory, ethics, clinical skills, intervention, and diverse family situations in a clinically focused social work practice environment. They will also continue with their final integrative group portfolio project by identifying evidenced-based interventions to be used with their chosen topic. They will use skills used across the two years of the MSW program to detail the interventions used for the chosen topic.

Unit 4: Self-Directed, Autonomous Professional Practice. Lifelong Learning:

In the final unit of the class, students will reflect on their preparation for autonomous practice and think ahead to building, sustaining, and nurturing their professional identity, and instituting self-care. Students will explore the activism and advocacy side of the social work profession as they finalize their group portfolio project by creating an activism/advocacy proposal as the final part of their project. Student groups will present posters their portfolio project during the final class of this unit.

SOWK 5903: Field III

Field III aims to help students continue their development as social work professionals through the integration of classroom knowledge with applied experiences in field. Students are required to successfully complete 250 hours of a supervised internship experience while simultaneously participating in 6 bi-weekly field seminars. The bi-weekly seminars are conducted for 1.5 hours each during the time frame established for the Advance Social Work Practice with Diverse Individuals, Families, and Communities. The internship experience provides rich opportunities for students to further integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of field supervision, and the adoption of evaluation techniques as part of their practice style. The field seminar provides a forum for students to discuss field experiences and integrate those experiences with knowledge gained from core courses. Particular attention is given to providing opportunities to trouble shoot pragmatic and procedural aspects of field education, developing a professional self, acquiring skills necessary for advanced generalist practice, applying professional values and ethics, ethical decision making techniques to resolve ethical dilemmas, applying skill in cultural competency, and facilitating ongoing assessment and evaluation of student field performance in a supportive environment.

During the internship, learning activities supporting desired MSW Concentration Year Program Competencies and Practice Behaviors will be developed by the field instructor, student, and field liaison as part of the learning contract development process. The learning contract is used as the basis for

evaluating student performance and guides the learning path for the internship experience. Student preparation and participation are essential for achievement of the learning objectives for this course. Field III must be taken concurrently with Advanced Social Work Practice with Diverse Individuals, Families, and Communities I. It is also a prerequisite for SOWK 5604: Advanced Social Work Practice II and SOWK 5904: Field IV.

SOWK 5904: Field IV

Field IV aims to help students continue their development as social work professionals through the integration of classroom knowledge with applied experiences in field. Students are required to successfully complete 250 hours of a supervised internship experience while simultaneously participating in 6 bi-weekly field seminars. The bi-weekly seminars are conducted for 1.5 hours each and count toward the required 250 for the semester. The internship experience provides rich opportunities for students to further integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of field supervision, and the adoption of evaluation techniques as part of their practice style. The field seminar provides a forum for students to discuss field experiences and integrate those experiences with knowledge gained from core courses. Particular attention is given to providing opportunities to trouble shoot pragmatic and procedural aspects of field education, developing a professional self, acquiring skills necessary for advanced generalist practice, applying professional values and ethics, ethical decision making techniques to resolve ethical dilemmas, applying skill in cultural competency, and facilitating ongoing assessment and evaluation of student field performance in a supportive environment.

During the internship, learning activities supporting desired MSW Concentration Year Program competencies and practice behaviors will be developed by the field instructor, student, and field liaison as part of the learning contract development process. The learning contract is used as the basis for evaluating student performance and guides the learning path for the internship experience. Student preparation and participation are essential for achievement of the learning competencies and practice behaviors for this course. Field IV must be taken concurrently with SOWK 5604: Advanced Social Work Practice II.

Course Descriptions: Electives within the Program

SOWK 5512: Clinical Social Work Practice with Groups

This course introduces students to social work practice with groups and is designed to provide students with an understanding of the theory and practice of group counseling. In this course, students will gain knowledge of the typologies and modalities relevant to group therapy. Skills relevant to clinical group work will also be explored, including those related to group development, group dynamics, leadership styles, techniques and roles. Ethical and legal issues related to clinical group interventions are discussed. Additionally, this course is designed to help students understand and practice group work within a multi-social-cultural perspective.

SOWK 5515: Clinical Social Work in Health Settings

This course aims to help students to develop knowledge and skill with the full range of social work skills used in health care social work. A model of practice is introduced that suggests that social workers need

to be simultaneously attuned to the psychosocial problems confronting people with major health problems at the same time as they recognize and work to alleviate the structural or systemic roots of many health problems. The model introduced here builds on generalist practice as well as approaches to advanced intervention. Attention will be paid to the special needs of people with health problems, the nature of the health care organizations that render care, and social workers' role as health care professionals. Theories and skills of direct clinical practice are applied at an advanced level for individuals, families, and groups in health care settings. Skills of crisis intervention, case management, and professional practice as part of an interdisciplinary team are addressed.

SOWK 5528: Psychopathology Using a Competency Based Assessment Model

This course is designed to introduce students to the field of Psychopathology using a Competency-based Assessment Model, which incorporates key perspectives and theories inherently embedded in the Social Work profession: Systems Theory, Strengths perspective, Ecological theory, and the Biopsychosocial framework. Since mental illness is riddled with stigma and oppression, it is important for social workers to view a mental disorder using this holistic framework. This course is divided into three sections: Understanding the Competency-based Assessment Model, Knowledge of Diagnostic Assessment and Mental Status Examination and Examining major mental disorders from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). First, students will examine the core theories and perspectives of the Competency-based Assessment Model and its importance in understanding mental illness. In part two of the course, students will develop knowledge and skills on diagnostic interviewing and assessment as well as the mental status examination. After understanding the components of the Competency-based Assessment Model and diagnostic assessments, students will explore major mental disorders listed in the DSM-5. Throughout the course, students will examine ethical and cultural considerations related to the DSM-5 and diagnostic assessments. Specific attention is given to the student's values and beliefs as they relate to mental illness, diagnoses, and the NASW Code of Ethics. Not open to those with credit for SOWK 5530.

SOWK 5530: Psychopathology, Psychopharmacology, and Cultural Neuroscience

This course will examine the origin, development, treatment, and classification of the most prevalent forms of maladaptive or psychopathological behavior. Students will obtain a working knowledge of the DSM-5, including differential diagnosis and describe specific mental conditions using the language of the DSM. Aspects of cultural neuroscience and psychopharmacology will also be explored in an effort to appreciate the emotional, physical, and financial costs and benefits that clients experience when health care providers assess disorders and prescribe treatment/medications. Ethical issues encountered in assessment and intervention with clients who present with psychopathology will also be analyzed. Not open to those with credit for SOWK 5528.

SOWK 5532: Suicide Assessment and Intervention

This course introduces students to the field of suicidology. It is designed to expand the social worker's knowledge, skills and values about working with suicidal clients. Students examine historical and contemporary perspectives on suicide as well as major theories on suicide. This course will review evidence-based suicide assessment and intervention practices with a specific emphasis on the NASW ethics, self-awareness and self-care. Students will also gain an understanding of state and national suicide prevention programs and strategies.

SOWK 5535: Substance Abuse: Treatment and Recovery

This course is focused on learning about alcohol and other drug abuse (AODA) and substance use disorders (SUDs)-serious social and behavioral problems that continue to plague America and many other countries. This will equip students to be aware of, and understand, the variety of prevention, early intervention, treatment and rehabilitation roles available to MSW-level practitioners involved in understanding, reducing and ameliorating problems associated with AODA and SUDs. Throughout the course special emphasis will be placed on achieving AODA and SUD competencies as they relate to social work values and ethics, and diversity.

SOWK 5538: Cognitive Behavioral Therapy

This course explores the basics of cognitive and behavior theories. It covers the methods for assessing, conceptualizing and applying a set of skills or modalities to specific problems of clients with issues of adjustment, anxiety, anger or depressive thinking and other lifestyles challenges, e.g. weight management, stress, medication compliance, issues that are associated with a medical condition, or coping with illness or new diagnosis. Borrowing from a person-centered therapy, CBT will focus on a collaborative client-worker relationship and the client's active participation in decision making about themselves, resulting in the process of their own change (Rosenbaum & Rosen, 1998). Students will also learn how to provide and receive CBT through experiential learning and self-reflexivity while following the CBT process. CBT has been historically Eurocentric, with insignificant consideration to cultural influences that are related to race, ethnicity, disability, religion, social class, sexual orientation and other multidimensional identities. Following the central tenets of the social work program's concentration on diversity and inclusion, this course strengthens its content by recognizing the cultural and environmental complexities of a client's problem. Consequently, this course also acknowledges the potential inaccuracies of such problems due to dysfunctional cognitions. It will integrate ways to empower a client's thinking about "unacceptable environmental conditions, e.g. an abusive relationship, a racist workplace, physical and social barriers to a person who has a disability" (Imawasa & Hays, 2019), conditions that social workers consistently interrogate using the guidelines of the NASW Code of Ethics. Finally, students will learn how to use some cognitive behavioral approaches by acknowledging cultural considerations and nuances with people of multicultural identities and standpoints.

SOWK 5540: Clinical Gerontological Social Work Practice

This course is designed to develop advanced micro and macro practice skills in working with older adults in the health and mental health settings using a strengths-based approach. The clinical gerontological social worker's role as advocate, clinician, consultant, broker, and program developer will be discussed. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Specific attention is devoted to developing strengths-based *clinical* interventions that address depression, anxiety, delirium and dementia in older adults. These interventions address direct treatment issues and macro issues in public education, accessibility to services, and the design of treatment modes sensitive to the special challenges of reaching a client population often invisible to service providers. The course will also cover the service delivery considerations for working with older adults with substance abuse issues. The role of spirituality in older adults' lives and the social worker's role in the indirect and direct challenges of death, dying, and bereavement facing the older adults are covered. Diversity issues

such as gender, race, sexual orientation, and economic status will be covered as they pertain to specific individual and community interventions.

SOWK 5550: International Social Work

This elective course builds upon foundation year MSW coursework by introducing students to the field of international social work and welfare. Students explore contemporary trends in international social work, such as social development, indigenous social work practice, and how clinical social work is used for disasters and traumatic events. Students interact and explore these approaches to practice using case studies and direct interaction with social workers operating in the international arena. Students learn about the most current and relevant social problems faced in the international arena today, with each student being given the opportunity to investigate an international social problem that is of interest to them. Students also learn about the international social welfare system, including its historical development, cross-national differences in social welfare, and the international organizations that offer employment opportunities for social workers.

SOWK 5552: Child Migration and U.S. Immigration Policy: Faculty Led Program

This course will examine the factors leading to the recent increase in Central American children coming to the U.S. border. This course will focus on six main areas: (1) U.S. immigration policy towards children, including law and procedure; (2) current push and pull factors leading to child migration from Central America and to a lesser extent other parts of the world; (3) Indigenous culture and colonialism related conflict; (4) the intersection between immigration policies, refugees, asylum seekers, trauma and social well-being; (5) the challenges of reintegration after deportation, specifically considering family connection, economic inequality and poverty; and (6) best practices in working with children in crisis across cultures. During the international trip, students will have in depth learning experiences about the reasons why children emigrate and the difficulties they face in the United States, and/or after repatriation.

SOWK 5561: Leadership and Management I: Leading and Managing Human Service Organizations

This course is the first of a series of three courses intended to prepare students for leadership and management positions in human service organizations. MSW students who complete all three courses will have completed the requirements for an elective specialization in leadership and management. Together the three courses cover leadership and management, supervision, and program planning and development (including grantsmanship). Students not opting to complete all three courses may enroll in one or two, but they will not be eligible for the elective specialization in leadership and management.

This first course covers the essential components of effective organizational leadership and management. Topics to be covered include leadership; strategic planning; problem solving; managing productivity; creating an ethical, supportive work environment; managing problems with employees; evaluating employees; budgeting and managing organizational finances; leading meetings; managing external relationships; building coalitions; and working with boards of trustees.

Emphasis is on giving students who aspire to management positions a comprehensive overview of the challenges that managers face in their day-to-day work, while providing them with an opportunity to develop leadership and management competencies. Equal emphasis is given to enhancing the skills of

students who already function as managers by providing them with an opportunity to gain a more in-depth perspective on the work they do and discover ways to become more effective in their work.

SOWK 5562: Leadership and Management II: Supervision and Consultation

This course is the second of a series of three courses intended to prepare students for leadership and management positions in human service organizations. MSW students who complete all three courses will have completed the requirements for an elective specialization in leadership and management. Together the three courses will cover leadership and management, supervision, and program planning and development (including grantsmanship). Students not opting to complete all three courses may enroll in one or two, but they will not be eligible for the elective specialization in leadership and management.

This second course is an advanced elective that prepares students for the role of supervisor in human service organizations in clinical and managerial contexts. Theoretical and strategic models of supervision that address educational, administrative, and supportive functions of supervision as well as monitoring and evaluation of worker performance will be examined. A particular emphasis will be placed on competency-based supervision, acquisition of supervisory skill competencies, and self-assessment. Ethics, values, and legal issues related to supervision, conflict resolution, and multicultural competency in supervision will also be discussed. The importance of relationship in supervision and issues posed by differences of gender, age, race, ethnicity, sexual orientation are considered fundamental to the knowledge-base acquired in this course.

Emphasis will be placed on giving students who aspire to management positions a comprehensive overview of the challenges that supervisors/managers face in their day-to-day work, while providing them with an opportunity to develop leadership and management competencies. Equal emphasis will be given to enhancing the skills of students who already function as managers by providing them with an opportunity to gain a more in-depth perspective on the work they do and discover ways to become more effective in their work.

SOWK 5563: Leadership and Management III: Program Planning, Development, and Funding

This course is the third of a series of three courses intended to prepare students for leadership and management positions in human service organizations. MSW students who complete all three courses will have completed the requirements for an elective specialization in leadership and management. Together the three courses will cover leadership and management, supervision, and program planning, and development (including grantsmanship). Students not opting to complete all three courses may enroll in one or two, but they will not be eligible for the elective specialization in leadership and management.

This third course covers the essential components of designing and conducting needs assessments; establishing appropriate mission statements, goals, and objectives; planning, designing, and developing effective programs; designing and using management information systems; budgeting; exploring funding sources; preparing effective grant proposals; and evaluating programs and their impact.

Emphasis will be on giving students who aspire to management positions a comprehensive overview of the challenges that managers face in their day-to-day work, while providing them with an opportunity to

develop leadership and management competencies. Equal emphasis will be given to enhancing the skills of students who already function as managers by providing them with an opportunity to gain a more in-depth perspective on the work they do and discover ways to become more effective in their work.

SOWK 5570: Trauma-Informed Social Work Practice

This course is designed to expand social workers' knowledge, skills, and values about working with persons who have experienced traumatic stress. The course describes traumatic stress and its impact on children, adults, and families, in addition to social workers. The course will cover the impact of traumatic stress from infancy to adulthood, with a focus on neuro-psychological, behavioral, and overall lifelong well-being. The course introduces assessment tools that can help identify those affected by traumatic stress, and provides ways that social workers can manage professional stress. It also teaches how to use this knowledge to support the Core Concepts of Trauma, trauma informed systems of care, and well-being through case analysis and corresponding interventions tailored for those experiencing traumatic stress.

SOWK 5571: Trauma-Informed Child Welfare Practice

A significant number of children in the child welfare system have been exposed to trauma. For child welfare workers, the ability to recognize and be sensitive to the effects of trauma on a child's behavior, development, and relationships is critical. By understanding how trauma impacts children and adopting a trauma-informed child welfare practice, child welfare workers can play a crucial role in mitigating both the short- and long-term effects of trauma.

This course teaches child welfare workers basic knowledge, skills and values about working with children who have experienced traumatic stress within the child welfare system. The course introduces students to traumatic stress and its impact on children, assessment tools that can help identify children affected by traumatic stress, and provides ways that child welfare workers can manage professional stress caused by secondary trauma. It also teaches how to use this knowledge to support children's safety, permanency, and well-being through case analysis and corresponding interventions tailored for them and their biological and resource families. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events, including abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events.

In this course, students are given a general overview of child traumatic stress, trained on the Essential Elements of trauma-informed child welfare practice, and provided practical strategies that child welfare workers can use when they encounter children in the system who have experienced trauma.

SOWK 5572: Child Welfare Leadership and Supervision

This elective course is designed for students who are currently in a child welfare supervisory position. This course focuses on the roles of leadership and strengths-based supervision in retaining child welfare employees and improving outcomes for clients served by the child welfare system. Students develop the skills necessary for effective leadership and supervision. This course examines the history of leadership theories concentrating on Transformational Leadership and its application in the Child Welfare arena. This course also explores the concept of the Child Welfare setting as a learning organization and the implications for leadership. Students gain knowledge

about the context of contemporary supervision and are presented with models of supervision grounded in evidence-based practice. Students come to understand the collaborative and interactional nature of supervision and the managerial components to the supervisory role. This course also promotes understanding of the role of supervision and leadership within the specific environment of public child welfare, which includes the involuntary nature of most child welfare clients, the way in which practice is shaped by Federal and State policies, the tensions between issues of child safety and family preservation, and working collaborators. Finally, students gain an understanding of the role of diversity in Child Welfare supervision and build practical skills for organizational leadership in public child welfare systems.

SOWK 5575: Forensic Interviewing of Children

This course is a multi-disciplinary study that focuses on child interviewing methods, supported by research, which enable interviewers to acquire more reliable and informative reports from young children. Students will consider children's cognitive development and memory processes, learn to use language and sentence structure that correspond to stages of a child's development, and examine legal issues surrounding forensic child interviewing protocols and the admission of child statements into evidence. Class assignments will include language and live interview exercises, which allow students to observe the cause and effect of interview methods studied within the course.

SOWK 5590: Empowering Groups and Communities for Social Change

This course is designed to provide MSW students with an understanding of direct social work practice with diverse groups and communities. The course helps students develop the skills of working with groups and communities experiencing poverty and marginalization. Areas explored include healthy communities, models of community change, community building, the link between community change and professional social work practice, assessing community strengths and challenges/needs, community mapping, planning for change, and taking action to address community challenges in ways that create lasting change. A human rights, empowerment-based perspective is used via course readings, activities, lectures, documentaries, and guest speakers. This course is specifically focused on learning about and developing projects to benefit the Atlantic City community. As such, specific course assignments may change each semester as one semester's projects may build upon the previous semester's work.

Electives outside the Program

Stockton's MSW Program allows students to take a maximum of one graduate course (3 credits) outside the program with the approval of their preceptor.

Student Rights

Social Work students have all the rights enumerated in the *Stockton University Bulletin*. Representatives from the MSW Program are invited to participate in all Social Work Program meetings. By practice, officers or their designees are invited to attend such meetings. Faculty members and student representatives discuss issues related to policy and curriculum changes, course availability, field experiences and alumni concerns. Students also participate in the selection of new faculty members. On-going opportunities to evaluate faculty performance are provided each semester.

through Stockton's student evaluation of teaching process (IDEAS).

An MSW Program member serves as adviser to the MSW Alliance. Other members of the Social Work Program faculty also visit MSW Alliance meetings on occasion. This encourages informal interaction among all those involved in the Social Work Program. Student feedback is a crucial component in the assessment of program effectiveness.

Expectations of the Graduate Program of Social Work

Professional Behavior

Students are responsible for understanding the *NASW Code of Ethics* (available at <http://www.socialworkers.org>) and for conducting themselves in accordance with its core values and principles—in the classroom as well as in the field. Students are also responsible for understanding and abiding by Stockton's *Academic Honesty Policy*, which is fully explained in the *Stockton University Bulletin*.

Stockton's MSW program is focusing on preparing students for work with diverse individuals, families, and communities. This preparation begins in the classroom, where students encounter other students and professors with diverse backgrounds, viewpoints, and perspectives on issues.

It is expected that we treat each other with respect at all times and that we strive to understand and value diversity.

Another aspect of professional behavior is preparation for class. As a professional social worker, you are expected to be prepared for each encounter with a client system and for every meeting you attend. As a student preparing for a professional career, you are expected to come to class prepared for active participation. This means doing required readings before classes, handing in assignments on time, and being attentive in class. It also means assuring that there will be no cell phone interruptions or other disruptions.

Classroom Conduct

Arrive on time. Be prepared. Cell phones or other electronic devices used for communication may only be in the classroom if on "vibrate" function. Computers or other electronic devices are only allowed in the classroom for note-taking or other instructor-specified purposes. Students are encouraged to eat before or after class. Classroom eating is restricted to reasonable drink consumption without excessive noise, at the instructor's discretion. Leaving the classroom at times other than specified by the instructor is restricted to emergencies. Students should not commit to an on-call or equivalent work obligation during class time.

Attendance and Participation

Students are expected to attend, be on time, and actively participate in all scheduled classes. Students who are unable to attend class due to an emergency are expected to call the instructor and leave a voice mail message. Students who miss more than two classes put themselves at risk of substantial grade reduction.

Students with Special Needs

Through compliance with the *Americans with Disabilities Act of 1990* and Section 504 of the *Rehabilitation Act of 1973*, Stockton's Learning Access Program provides assistance to students with disabilities. Every effort will be made to arrange appropriate accommodation based on a student's documented disability. Students in need of special accommodation should contact the [Learning Access Program](#).

Student Health Services

The [Wellness Center](#) offers basic health services to students, access to a nutritionist and health educator, and individual and group counseling.

Advising

Upon admission to the MSW Program students are assigned an advisor/preceptor who is a full time faculty member of the Social Work Program and teaches in the MSW Program. This advisor/preceptor guides students throughout their graduate program and assists them in designing an educational plan. In the plan, students with the advisor/preceptor identify: 1) expected objectives in achieving success in the MSW program, 2) if a method specialization in leadership and management or clinical social work is desired, 3) special interest areas (aging, etc.). Students are encouraged to engage in frank and candid discussions about their experiences in the MSW program, or any other issues they encounter in the program. The advisor/preceptor can also help students to find, if needed, other university or community supportive services. Students are encouraged to get to know their advisor/preceptor and to meet with him or her regularly.

If students have any problems, they should consult their advisor/preceptor. If the advisor/preceptor cannot resolve the problem, he or she will seek additional assistance from the appropriate source on students' behalf. All advisors/preceptors post office hours and are available to meet with students during these hours and/or by appointment at the faculty member's office or at the Carnegie Center on Wednesdays or Saturdays. On Saturdays, there is available space where students can meet with faculty members individually or in small groups—informally or more formally to discuss topics related to their studies or explore career options. The program encourages such meetings to enhance students' academic and professional development.

Registration

All registration of courses is completed online. Registration instructions are posted online well in advance of the registration deadline. Registration materials include a listing of courses available to students in the Graduate Program of Social Work for the semester ahead. The student is required to consult with his/her advisor/preceptor before registering.

Good Academic Standing, Probation, and Dismissal Procedure

A graduate student must maintain a cumulative GPA of 3.0 to remain in good academic standing. A

student whose GPA falls below a cumulative GPA of 3.0 is placed on Academic Probation.

A student with a semester GPA below 3.0 or a cumulative GPA below 3.0 will be placed on academic probation and notified accordingly by the MSW Academic and Professional Standing Faculty Committee. A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a performance improvement plan upon receiving notification of probation status.

Students on Academic Probation in the MSW program must raise their cumulative GPA to a 3.00 by the time they have taken no more than 15 additional credit hours in order to regain good academic standing. "A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the University." Written notice of such dismissal will be provided to the student.

If a student is subject to dismissal from the program but has the potential to raise their cumulative GPA above a 3.0 after completing a single three credit hour course, the student is permitted to send a letter of appeal to the MSW Program Coordinator. This appeal must be submitted within one week of the posting of final grades, and before the student is formally dismissed from the program. If the appeal is successful, the course and the conditions under which the course can be completed will be decided at the discretion of the MSW Program Coordinator in consultation with the MSW Program Faculty. The "single course to raise the GPA to 3.0" option can only be granted once throughout matriculation in the MSW program. Refer to [University Procedure 2019](#) for appealing dismissal from the MSW program for academic and non-academic reasons.

Students pursuing the Advanced Standing option must also maintain a cumulative 3.0 GPA in MSW courses and electives to be in good academic standing and to graduate.

Advanced Standing students whose cumulative GPA falls below 3.0 during their first semester are placed on probation and given one additional semester (limited to a maximum of 15 credits) to raise their GPA to at least 3.0. Advanced Standing students failing to raise their GPA to 3.0 during their second semester in the program are subject to dismissal from the program.

Remedial Plan Requirement and Approval Process

In Stockton's MSW program, students who receive a grade of C- or below in any class are subject to repeat the class and will be required to draft a Remedial Plan to be approved by the program. This Remedial Plan should be in writing and should outline the specific steps that the student will take to improve his/her academic performance and/or raise their grade in any class(es) which need repeating. For students who receive a C- or below in a course, repeat that course, and receive a C- or below on the second attempt, the further consequences will be determined based on the student's cumulative GPA.

While drafting the Remedial Plan, the student should consult the professor who taught the course where the low grade was earned, and the professor will either sign the draft of the Remedial Plan or suggest changes. When the Remedial Plan is finalized, the student and the professor will sign the plan, and the student will give a copy of the signed document to the MSW Program Coordinator and the preceptor. The student will not be able to register for additional classes until this Remedial Plan is in place. If a student has already pre-registered for a course(s) (e.g. summer school), the graduate school has the right to remove the student from the class(es) until the Remedial Plan is approved. It is therefore advised that

the student begin working on the Remedial Plan with their instructor soon after grades are posted.

Students who fail field work (receive a grade of NC) are required to repeat the class and develop a remedial plan as well. Such students may not advance in the Program's core courses until the field course has been satisfactorily completed.

Examples of Remedial Plan Content

Examples of Remedial Plan content include, but are not limited to, commitments to visiting the writing lab, handing in assignments early for review, reducing the number of courses taken in a semester, or reducing the number of hours worked outside of school in a semester. The purpose of drafting the Remedial Plan is for students to reflect on and identify why they experienced so much difficulty with the coursework and think of ways to improve the quality of the work. For example, a student who earned a C- or below may have received that grade due to poor writing skills. That student's Remedial Plan should identify writing as the key problem and propose that future writing assignments will be done in advance and reviewed by a writing tutor. A student whose intense work schedule resulted in poor attendance and late assignments should discuss how he/she plans to prevent these problems from arising in the future.

Academic Honesty

Academic honesty is a very serious issue. All students enrolled in graduate courses at Stockton University are required to follow all University policies including the Academic Honesty Policy specified in the [Stockton University Bulletin](#). The Academic and Professional Standing Committee functions as the Academic Integrity Committee on behalf of the MSW Program. Unless specifically designated otherwise, all work is expected to be the student's own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member.

Other Grounds for Dismissal

In addition to the minimum 3.0 GPA that is required for students to remain enrolled in the program, the MSW Program has additional Professional Program Standards.

Professional Program Standards

In general, students who meet academic standards will have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of graduate studies. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in fieldwork. Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate or take other disciplinary action against a MSW student (i.e., place on probation, suspension) will never be made by only one person. The Academic and Professional Standing Committee (APSC) makes final determinations and implements disciplinary action involving remedial plans, professional improvement plans, program suspension or program termination. Notice of final determinations will be sent to the student, MSW program, Registrar, Dean of Social and Behavioral Sciences, and the Office of the Provost.

Behaviors that may result in a student being considered for professional termination or other disciplinary action (i.e., probation, suspension) include the following:

- Behaviors in violation of the Campus Conduct Code (as found in *the Stockton University Bulletin*)
- Consistent failure to meet generally accepted standards of professional conduct and personal integrity, as described in the [NASW Code of Ethics](#)
- Disruptive behavior towards other students, faculty, University staff, agency staff, field instructors, or agency clients
- Consistent inability to form effective helping relationships (e.g., lack of respect for client self-determination, inability to be non-judgmental, discriminatory behavior, lack of cultural competence and appreciation for social diversity with respect of race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion).
- Lack of minimal self-awareness that consistently interferes with ability to relate to others, especially clients (e.g., uses self-disclosure inappropriately in the classroom, field placement, or the profession; is unable to work toward resolving one's personal issues that may impair performance)
- A pattern of irresponsible behavior, such as excessive tardiness and/or absenteeism in class or in field
- Present or history of past felony convictions that would seriously compromise the ability to work as a social worker (e.g., conviction for sexual abuse of children).
- Substance Abuse
- Behaviors that indicate lack of professional integrity or emotional stability (e.g., lying, cheating, or plagiarizing in program applications or field work)

Procedures for Professional Termination or Other Disciplinary Action (i.e., Probation, Suspension) and Due Process Guarantees

- No student will be considered for professional termination on the basis of race, ethnic origin, gender, sexual orientation, age, or disability status
- All decisions to terminate or take other disciplinary action against a MSW student (i.e., place on probation, suspension) for professional performance will be made by the Academic and Professional Standing Committee.

Professional Performance Review

Students are expected to maintain the standards set forth in the *Stockton University Bulletin*, the *MSW Policies and Procedures Manual*, the National Association of Social Workers *Code of Ethics*, and course syllabi. If a student fails to meet required professional program standards, he/she may be subject to a performance review.

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. The request for a performance review may be made to the attention of the Academic and Professional Standing Committee by any member of the social work program, by a field instructor, instructor, or a group of instructors in a course or courses in which the student is enrolled. (For procedural details see Procedure for Requesting and Conducting a Professional Performance Review below.). A student who engages in any behavior identified as "behavior that may

result in a student being considered for professional termination or other disciplinary action (i.e., probation, suspension)” may be subject to a Professional Performance Review.

Academic and Professional Standing Committee Composition and Operation

Each academic year at the annual Social Work Program Faculty and Professional Staff Retreat, the full program will select an Academic and Professional Standing Committee (APSC) for a term of one year. The Committee itself will select the Committee chair. The MSW Program Coordinator may not be a member or chair of the committee. The committee shall be composed of at least three faculty members.

No regular Committee member may consider a case in which he/she is considered to have a conflict of interest, as determined by the MSW Program Coordinator. The chair will designate an alternate member(s) to consider a case in place of a regular Committee member deemed to have a conflict of interest or to fill the absence of a regular Committee member. If additional alternates are necessary, the Committee chair shall advise the MSW Program Coordinator who shall bring the issue to the full Program.

The Academic and Professional Standing Committee is a Program level system for early detection of problems in academic or professional performance. The Academic and Professional Standing Committee will: 1) review criteria for performance review, 2) make recommendations to the Program for updates or changes to the review process, 3) receive requests for review of student performance, 4) review requests for review of student performance, and 5) make decisions on all reviewed requests. The committee may decide there is no basis for further action or that a specific student contract must be established for a probationary period before determining the need for further action. The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions and re-evaluation of student performance, and consequences for noncompliance. The Committee will work with the student, his/her preceptor, and other relevant persons. In addition, the committee may make a final determination to terminate the student from the program for the following reasons:

- If the student refuses to develop a contract;
- Fails to fulfill the contract;
- If while completing the contract some serious negative behavior, or failing academic performance occurs; and or
- Other egregious behavior is reported to the MSW program. Dismissal or termination can occur any semester, including the last semester of enrollment in the Program.

Possible Outcomes from Academic and Professional Standing Committee Review

Probation: The student is placed on probation and is allowed to continue in the program for a time-limited period to allow for completion of the contract.

Suspension: The student is temporarily removed from the program and required to complete a contract as developed with the Academic and Professional Standing Committee.

Termination: The student is dismissed from the program.

Program Procedure for Requesting and Conducting Professional Performance Review

1. Before filing a request with the Committee, the potential Requester must make all reasonable efforts to resolve the matter with the student(s), including, but not limited to meeting with the student, reviewing the issue(s) with the MSW Program Coordinator, and, if recommended by the MSW Program Coordinator, meeting with a representative from the Office of Care and Community Standards. All such efforts to resolve must be documented in writing by the potential Requester, regardless of whether a request is dealt with the Committee
2. If an eligible person files a request with the Committee, it must be filed with the Committee Chair in writing, dated, and signed by the Requester and must include written documentation of: (1) the specifics of each actual performance incident on which the request is based, including student name(s), date, location, approximate time, and names of persons present; (2) all efforts to resolve prior to filing with the Committee, as required by point 1 above, with written documentation of same; and (3) the Requester's recommended action
3. Barring extenuating circumstances, the Committee shall notify the Requester in writing within two weeks of its decision on whether their request meets Committee requirements for review. A Committee decision requires a majority vote.
4. If a review is granted, the Committee will send written notification to the student(s) and Requester of the decision, including a copy of the Requester's request; a copy of the Policy and Procedure Regarding Academic and Professional Performance; notice to the student that they must submit a written reply to the Requester's filing to the Committee and the Requester within two weeks of receipt of the notice; and a statement a Committee representative will contact both parties within two weeks to schedule a review. Barring extenuating circumstances, the Committee shall make a reasonable effort to schedule a review within two weeks of mailing the notice.
5. Students responding to a Requester filing may have a representative assist them with the process, including being on-site at the Committee review. However, in all cases, the students must speak for themselves and the representative shall have no right to speak to the Committee, other than introducing themselves to the Committee. For purposes of this section a representative may include only one person who may only be a person from the Stockton community (student, faculty, or staff).
6. Committee reviews are opportunities for both the Requester(s) and student(s) to submit their positions orally and in writing for Committee review. The Requester(s) and student(s) each will have a maximum of 15 minutes for their oral presentation. The Committee review does not include cross-examination between the parties; only questions by the Committee members. A Requester(s) or student(s) may ask the Committee chair to consider asking a question to the student(s) or Requester(s), respectively. The Committee chair has full discretion in deciding whether or not to honor the request.
7. All evidence presented by the Requester(s) and student(s) must be presented in writing to the Committee Chair within 7 days prior to the review. No additional evidence will be permitted during the scheduled review.

Barring extenuating circumstances, the Committee shall issue a written decision to the student(s), and requester, copying the MSW program, Registrar, Dean of the School of Social and Behavioral Sciences within two weeks of the review meeting. A committee decision requires a majority vote. The decision will be mailed electronically and to the student's permanent address on record and include: the final decision (i.e., probation subject to contract development and compliance, suspension, or termination), and its effective date. All committee decisions shall be considered final and consented to by the student unless the student exercises his/her appeal rights.

Procedure for Appeal of Academic and Professional Standing Committee Review Decision

Refer to the following statement in [University Procedure 2019 “Student Status – Categories and Criteria”](#)

APPEALING AN ACADEMIC AND/OR A NON-ACADEMIC DISMISSAL

An academic dismissal can be appealed by a [graduate] student to the Office of the Provost via academic.appeals@stockton.edu. The Office of the Provost will hear cases of dismissal based solely on procedural grounds. The Dean of the School of Social & Behavioral Sciences will consider appeals of dismissal based on non-academic grounds. Appeals of non-academic dismissals will be considered based solely on procedural grounds.

Confidentiality

All procedures must be confidential to protect student’s rights to privacy. All parties involved are expected to comply with this requirement.

Leave of Absence/Readmission

All requirements for the MSW degree must be completed within six years.

Maintenance of Matriculation

Once admitted to a degree program, graduate students must either be continuously registered for credit each semester (excluding summer terms) until they complete degree requirements or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a fall or spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the University and be reaccepted in order to continue their graduate work. The Maintenance of Matriculation Fee will be proposed annually by the Provost upon consultation with the Dean of Graduate Studies and is subject to approval by the Board of Trustees in its consideration of student fees.

Withdrawal from the University

MSW students who wish to withdraw from the program are required to inform their advisor/preceptor immediately. Furthermore, students are required to follow the policies and procedures of the *Stockton University Bulletin*.

Evaluation Procedures

Grading System

In accordance with University policy, grades represent the professional judgment of a faculty member on a student’s academic performance in a particular instructional experience.

Instructors will provide periodic evaluation of students’ performance. Mid semester, instructors will

provide written feedback to students who are failing the course or at risk of failing and copies of such evaluation will be sent to the academic advisor/preceptor. However, at the point that an instructor discerns that a student is not meeting course expectations, he/she should discuss it with the student and inform the advisor/preceptor in writing, providing the student with a copy of written notification.

Stockton University permits two systems of grading: letter grading or Pass/No credit (P/NC). In accordance with University policy, letter graded courses will be recorded on the student's official transcripts with the following notations:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	.7
F	0

All fieldwork courses in the MSW program will be graded in Pass/No credit (P/NC) mode. All other courses will be letter graded. Courses graded P (Pass) or NC (No Credit) will be recorded on the student's official transcript, but will not be factored into calculation of the student's GPA.

The fieldwork liaison has final responsibility to assign a P (Pass) or NC (No Credit) grade for the course. (See MSW Field Manual for details).

Definition of a Passing Grade in the MSW Program

A letter grade C or above is a passing grade. Students must pass the first course in a sequence to move to the subsequent course.

The MSW curriculum is designed so that each semester's courses lay the foundation for the next semester's courses. This means that, in the MSW program, a student must pass HBSE I in order to take HBSE II, and must pass Foundation of Social Work Practice I in order to take Foundation of Social Work Practice II, and must pass Fieldwork I in order to take Fieldwork II. All foundation courses must be taken and passed in order for students to move to advanced courses. Likewise, the courses: Advanced Cultural Competence, Advanced Social Research, and Advanced Social Work Practice with Diverse Individuals, Families, and Communities I must be passed in order for students to take Advanced Social Work Welfare Policy and Advanced Social Work Practice with Diverse Individuals, Families, and Communities II.

Grade Appeals/Advisory Board on Grades and Standing

In accordance with University policy:

Grades are not changed unless there is compelling evidence of inequitable treatment, discrimination or procedural irregularity.

Grades represent the professional judgment of faculty in their assigned areas of expertise and, once the final deadline for recording grades has passed, may only be changed when there has been a documented error in grade calculation or in those situations of a successful grade appeal. Grade changes, except those awarded under the appeal system, require the consent of the instructor. Except in the cases where “I” notations are being changed by an instructor within one academic term of their assignment and following the details of the Agreement for Completion of Course Work Authorization, grade changes may only be made by the instructor in the Go.Stockton portal.

The student who appeals a grade must follow protocol as described in the policy on grade appeals. If the dispute remains unresolved after having undergone the stages of review, and the student can provide evidence as required, the student may appeal to the Office of the Provost. If appropriate, the Advisory Board on Grades and Standing, which is composed entirely of faculty, reviews the matter. The Board then makes a recommendation to the Provost, whose decision is final.

In making a grade appeal in the MSW program, student’s first responsibility is to discuss the issue with the faculty member responsible for assigning the grade. If satisfactory resolution cannot be reached with the instructor, the student may discuss the issue with the MSW Program Coordinator. If satisfactory resolution cannot be reached with the MSW Program Coordinator, the student may formally appeal the decision to the Dean of Social and Behavioral Sciences. If the dean is unable to resolve the matter, the student may appeal to the Office of the Provost by submitting a letter and other written materials presenting a strong rationale and compelling evidence that legitimate grounds for a grade appeal exist as described in the first paragraph under Grade Appeals, above. For students in the MSW Program this appeal process must be initiated no later than three months after the date of grade posting for the term in which the grade was originally assigned.

Withdrawals and Incompletes

Please see the [Stockton University Bulletin](#).

MSW Program Distinction

MSW candidates may apply for an MSW degree with Program Distinction following these guidelines:

1. They must have an MSW program GPA of 3.8 at the time of graduation
2. They must submit an application essay of no more than 500 words which justifies the receipt of program distinction. This essay should discuss how the applicant has achieved excellence (which involves going above and beyond what is required in expected coursework) in relation to their academics, internship, research and scholarship, and community service.
3. They must submit supporting documentation for each of the areas discussed in their essay. This may include:
 - a. A letter of nomination from an MSW program faculty member
 - b. A letter of support from the MSW field coordinator or their field supervisor
 - c. Evidence of research, scholarly publication or presentation
 - d. Evidence of community service

Career Opportunities/Employment Demand

There is a high demand for licensed social work professionals throughout the Southern region and the State of New Jersey. The MSW degree leads to licensure, both the LSW and LCSW.

Certification and Licensure

All states now have some form of state licensure or certification for social workers. In New Jersey there are three possibilities: CSW (Certified Social Worker), LSW (Licensed Social Worker), and LCSW (Licensed Clinical Social Worker). All social workers are required to understand the statutes and regulations that regulate social work practice in the state in which they practice. The New Jersey statutes and regulations are available online at: <http://www.njconsumeraffairs.gov/sw/Pages/regulations.aspx>. Social workers should pay particular attention to this section of the New Jersey law:

45:15BB-4. Certification or license required

- a. No person shall engage in the practice of social work as a certified or licensed social worker or present, call or represent himself as a certified or licensed social worker unless certified or licensed under this act.
- b. No person shall assume, represent himself as, or use the title or designation "social worker," "licensed clinical social worker," "licensed social worker," "certified social worker," "medical social worker," "social work technician" or any other title or designation which includes the words "social worker" or "social work," or any of the abbreviations "SW," "LCSW," "LSW," "CSW," "SWT" or similar abbreviations, unless certified or licensed under this act, and unless the title or designation corresponds to the certification or license held by the person pursuant to this act.
- c. No person shall engage in the independent practice of clinical social work for a fee unless the person is licensed under this act as a licensed clinical social worker.
- d. No certified social worker shall practice clinical social work and a licensed social worker may only practice clinical social work under the supervision of a licensed clinical social worker.

(Social Workers' Licensing Act of 1991, L.1991, c.134,s.1).

Once you have obtained your MSW, you are eligible to obtain the LSW providing that you pass the examination for this license. To obtain your LSW, you need to contact the Board of Social Work Examiners (<http://www.njconsumeraffairs.gov/sw/Pages/applications.aspx>).

The LCSW requires 2 years of supervised clinical experience post-MSW (3000 hours under direct supervision, and at least 1920 hours of face-to-face client contact) performed under the supervision of an LCSW who has completed the qualifying supervision course and successful completion of the LCSW examination. Students who wish to obtain the LCSW must complete 12 credits in clinical social work practice courses, exclusive of field work. The current regulations stipulate that these courses may be in any of the following areas:

(1) Diagnosis and assessment in social work practice; (2) Models of psychotherapy or clinical practice (for example, psychodynamic, behavioral, cognitive therapies, task-centered, psychosocial, crisis intervention approaches, etc.); (3) Clinical supervision and consultation; and/or (4) Intervention with special populations (New Jersey Administrative Code, Title 13, Law and Public Safety Chapter 44G, State Board of Social Work Examiners, <http://www.njconsumeraffairs.gov/regulations/Chapter-44G-State-Board-of-Social-Work-Examiners.pdf>)

Courses offered within Stockton's MSW Program that contain such content include the following:

- Foundation Social Work Practice 1
- Foundation Social Work Practice 2
- Advanced Social Work Practice with Diverse Individuals, Families, and Communities I
- Advanced Social Work Practice with Diverse Individuals, Families, and Communities II
- Race, Ethnicity, Diversity: Implications for Social Work Practice
- Advanced Cultural Competence
- Child Welfare Leadership and Supervision
- Clinical Social Work in Health Settings
- Clinical Gerontological Social Work Practice
- Cognitive Behavioral Therapy
- Forensic Interviewing of Children
- Leadership and Management 2: Supervision and Consultation
- Psychopathology, Psychopharmacology, and Cultural Neuroscience
- Substance Abuse: Treatment and Recovery
- Suicide Assessment and Intervention
- Trauma-Informed Social Work Practice
- Trauma-Informed Child Welfare Practice

Once you have obtained your license, you will need to earn Continuing Education credits to maintain your License. It is your responsibility to be aware of continuing education requirements and of any changes in the law or regulations pertaining to the practice of social work in the state where you practice. Each state has its own requirements.

A Final Word

We hope that this handbook answers many of your questions about Stockton's MSW Program. If you have additional questions or concerns, please feel free to contact the Master of Social Work Program Coordinator or your advisor/preceptor.

APPENDIX: Curriculum Worksheet
MASTER OF SOCIAL WORK (MSW)

Name: _____ Z #: _____ Preceptor: _____

Matriculation Date: _____ Telephone: _____ Cell: _____

FOUNDATION REQUIRED COURSES (30 REQUIRED CREDITS)			
Semester 1	CREDITS	Semester 2	CREDITS
SOWK 5101 Human Behavior and the Social Environment I	3	SOWK 5102 Human Behavior and the Social Environment II	3
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice	3	SOWK 5140 Social Work Research	3
SOWK 5130 Social Welfare Policy	3	SOWK 5120 Social Organizations and Environments	3
SOWK 5601 Foundation Social Work Practice I	3	SOWK 5602 Foundation Social Work Practice II	3
SOWK 5901 Field I	3	SOWK 5902 Field II	3

CONCENTRATION REQUIRED COURSES (21 REQUIRED CREDITS PLUS 9 ELECTIVE CREDITS)			
ADVANCED STANDING STUDENTS COMPLETE ONLY CONCENTRATION COURSEWORK			
Semester 3	CREDITS	Semester 4	CREDITS
SOWK 5250 Advanced Cultural Competence	3	SOWK 5230 Advanced Social Welfare Policy	3
SOWK 5240 Advanced Social Work Research	3	Elective	3
SOWK 5603 Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	3	SOWK 5604 Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	3
SOWK 5903 Field III	3	SOWK 5904 Field IV	3
Elective	3	Elective	3

Elective Courses

- SOWK 5512 Clinical Social Work Practice With Groups
- SOWK 5515 Clinical Social Work in Health Settings
- SOWK 5530 Psychopathology, Psychopharmacology, and Cultural Neuroscience
- SOWK 5532 Suicide Assessment and Intervention
- SOWK 5535 Substance Abuse: Treatment and Recovery
- SOWK 5538 Cognitive Behavioral Therapy
- SOWK 5540 Clinical Gerontological Social Work Practice
- SOWK 5550 International Social Work
- SOWK 5552 Child Migration and U.S. Immigration Policy: Faculty Led Program
- SOWK 5561 Leadership and Management 1: Leading and Managing Human Service Organizations
- SOWK 5562 Leadership and Management 2: Supervision and Consultation
- SOWK 5563 Leadership and Management 3: Program Planning, Development, and Funding
- SOWK 5570 Trauma-Informed Social Work Practice
- SOWK 5571 Trauma-Informed Child Welfare Practice (MCWEP students only)
- SOWK 5572 Leadership and Supervision in Child Welfare (MCWEP students only)

SOWK 5575 Forensic Interviewing of Children

SOWK 5590 Empowering Groups and Communities for Social Change

Students who complete SOWK 5561, 5562, and 5563 will have earned an Elective Specialization in Leadership and Management in addition to the Program's Concentration in Working with Diverse Individuals, Families, and Communities.

Students who complete three of the available Clinical Electives (choosing from SOWK 5512, 5515, 5530, 5532, 5535, 5538, 5540, 5562, 5570, or 5575) will earn an Elective Specialization in Clinical Social Work, in addition to the Program's Concentration in Working with Diverse Individuals, Families, and Communities. Students should note that the regular curriculum courses include additional content relating to clinical social work.