



# **Stockton University Master of Social Work (MSW) Program Handbook**

**2025-2026**

*The MSW Program made revisions according to the Council on Social Work Education 2022 Educational Policy and Accreditation Standards, and it is in the process of revising the Stockton Bulletin and other university publication*

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## **Introduction**

Welcome to Stockton University's MSW Program! Stockton's Master of Social Work (MSW) program prepares social workers for specialized practice with marginalized populations using a social justice lens. Graduates from this program receive a Master's in Social Work (MSW) degree and are prepared to assume professional positions in social service 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 marginalized populations using a social justice lens in areas of social work practice such as advocacy, aging, child welfare, families and children, healthcare, substance use, or behavioral healthcare. For those who choose to pursue an elective track 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 Chair.

- **Marissa Levy, Ph.D.; Dean, School of Social and Behavioral Sciences**  
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[Marissa.Levy@stockton.edu](mailto:Marissa.Levy@stockton.edu)
- **Robin Hernandez-Mekonnen, Ph.D., MSW; MSW Program Chair**  
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- **Maya A. Lewis, Ph.D., MSW; BSSW Program Chair**  
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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. It has remained accredited since 2012, and in 2024 was reaffirmed through 2032.

## Faculty

- **Robert J. Barney, 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 competence, HIV/AIDS, research practice, human rights, disasters.
- **Guia Calicdan-Apostle, Associate Professor of Social Work**  
*DSW (University of Pennsylvania), MSSW (Asian Social Institute, Philippines), BSSW (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.
- **Zan Haggerty, Assistant Professor of Social Work**  
*DSW (Rutgers University) LCSW* Anti-oppressive clinical practice, identity affirming mental and medical health, group-based program development, emerging adult mental health, and chronic suicidality.
- **Robin Hernandez-Mekonnen, 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, abolition, childhood adversity, child well-being, and mixed- methods research.
- **Loretta Mooney, Associate Professor of Social Work**  
*Ph.D. (Widener University), MSW (University of Maryland at Baltimore), BSW (LaSalle*

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*University*) Suicidology, mental health management and recovery, civil commitment and coercive practices, support for psychological pain.

- **Simone Snyder, Teaching Specialist**

*DSW, MSW (Rutgers University), BA, (New York University)* Power-Based Violence, Birth and Reproductive Justice, Obstetric Violence, Maternal Health Disparities, Radical Social Work, Diversity, Oppression and Anti-Racism, Social Justice and Human Rights, Interpersonal Violence and Social Change, Birth and Reproductive Justice, Community Organizing.

- **Ian Zapcic, Assistant Professor of Social Work**

*Ph.D. (The Ohio State University), MSW (Rutgers University), BA (Ramapo College)*  
Internet technologies and social work, macro-level social work and policy practice, relationship and dating violence, online identity development.

### **Professor Emerita**

- **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.

### **Professional Staff**

- **Jeffrey A. Feldman, Coordinator of Social Work (MSW) Practicum Education**  
*MSW (Rutgers University), B.S., (University of New Hampshire).* Diverse populations, methods of practicum education, policy and legislation, advocacy, social work ethics.
- **Dawn Konrady Fanslau, Director, Child Welfare Education Institute**  
*EdD (Drexel University), MSW (Stockton University), MBA (The Richard Stockton College of New Jersey), MA (La Salle University), BS (Susquehanna University)*  
Social work with children and families, impacting social and child welfare system reform via training, continuing education, professional development
- **Lori Tomaro, Assistant Coordinator of Social Work (MSW) Practicum 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

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

### **The Social Work Profession**

Social work is a profession concerned with conditions that oppress 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 Behaviors**

#### **Mission**

The mission of Stockton's MSW program is to educate students who are prepared for specialized practice with marginalized populations using a social justice lens. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, socioeconomic status, 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 prepared to work with marginalized, vulnerable, and oppressed individuals, families, groups, organizations, and communities using diversity-focused, anti-racist and anti-oppression pedagogies. Students learn how systems of oppression and domination in society, racism, poverty, policy, and law create and exacerbate inequalities across the life course. The Program aims to underscore the importance of cultural variation and cultural humility in engaging, assessing, intervening and evaluating practice interventions. Students become advocates for change in the areas of social, economic, racial, and environmental justice.

The Program builds upon a strong foundation of generalist social work practice behaviors, values, knowledge, and skills. Students are expected to understand and be able to apply an ecological systems theory (person-in-environment), with a special focus on the theory of intersectionality of diverse factors (i.e., socioeconomic status, race, ethnicity, culture, sexual and gender identity, age, religion, and disability status). Other theories include, but are not limited to, critical race theory, queer theory, feminist theory, and trauma theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other societal forces that block people's ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that will

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strengthen their ability to work effectively with diverse and marginalized 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 specialized practice with diverse client systems using a social justice lens and with an understanding of the historical/cultural/political contexts that lead to and exacerbate systems of oppression, discrimination, and domination.

**GOAL 2.** To provide comprehensive content about generalist social work practice using diversity-focused, anti-racist and anti-oppression pedagogies.

**GOAL 3.** To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to the culturally specific needs of individuals, families, groups, organizations, and communities.

**GOAL 4.** To prepare graduates to be lifelong advocates for social change.

**GOAL 5.** 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 6.** To prepare graduates to use self-reflection and self-awareness in their practice, paying particular attention to differences in bias, privilege, and power.

**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 Behaviors\***

#### **Generalist Competencies and Behaviors**

##### ***Competency G1: Demonstrate Ethical and Professional Behavior***

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to

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those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values (values/GB1). Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior (cognitive and behavioral processes/GB2). Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice (skills/GB4). Social workers understand digital technology and the ethical use of technology in social work practice (knowledge/GB3). Social workers:

- G1, B1 - Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- G1, B2 - Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- G1, B3 - Use technology ethically and appropriately to facilitate practice outcomes; and
- G1, B4 - Use supervision and consultation to guide professional judgment and behavior

***Competency G2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice***

Social workers understand that every person regardless of position in society has fundamental human rights (values/GB5). Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response (knowledge/GB5). Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all (cognitive and affective processes/GB6). Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected (skill/GB6).

Social workers:

- G2, B5 - Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- G2, B6 - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

***Competency G3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.***

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research (knowledge/GB7). Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.

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Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion (values/GB7). The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power (cognitive and affective processes/GB8). Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression (skill/GB8).

Social workers:

- G3, B7 - Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- G3, B8 - Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

***Competency G4: Engage in Practice-Informed Research and Research-Informed Practice.***

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge (knowledge/GB9). Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective (cognitive and affective processes/GB10). Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods (skills/GB9). Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources (values/GB10). Social workers:

- G4, B9 - Apply research findings to inform and improve practice, policy, and programs.
- G4, B10 - Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

***Competency G5: Engage in Policy Practice.***

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services (knowledge/GB11). Social

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workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy (cognitive and affective processes/GB11). Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses (values/GB12). Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings (skills/GB12).

Social workers:

- G5, B11 - Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- G5, B12 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

***Competency G6: 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships (values/GB14). Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities (knowledge/GB13). Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies (cognitive and affective processes/GB14). Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (skills/GB14).

Social workers:

- G6, B13 - Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- G6, B14 - Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

***Competency G7: 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 (knowledge/GB15). Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities (skills/GB15). Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan (values/16). Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making (cognitive and affective processes/GB16).

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Social workers:

- G7, B15 - Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- G7, B16 - Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

***Competency G8: 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 (knowledge/GB17). Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities (values/cognitive and affective processes/GB17). Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings (skills/GB18).

Social workers:

- G8, B17 - Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- G8, B18 - Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

***Competency G9: 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 (values/GB19). Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness (cognitive and affective processes/GB20). Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes (knowledge/GB19). Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness (skills/GB20).

Social workers:

- G9, B19 - Select and use culturally responsive methods for evaluation of outcomes; and
- G9, B20 - Critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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## Specialization Competencies and Practice Behaviors

### ***Competency S1: Demonstrate Ethical and Professional Behavior***

Social workers understand the value base of the profession and apply its ethical standards, as well as a social justice lens, when considering relevant practices, policies, laws, and regulations that may impact marginalized individuals, families, groups, organizations, and communities (knowledge/values/SB1). Social workers understand frameworks of ethical decision making and apply principles of critical thinking and a social justice lens to those frameworks in practice, research, and policy arenas that may impact marginalized populations (cognitive and affective processes/SB2). Social workers understand the physical, mental, and emotional impact of practice with marginalized populations and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers recognize the importance of professional relationships, both with other professionals and in the form of inter-professional teams, acknowledge that not all professions regularly apply principles of social justice in their work, and actively strive to bring a social justice lens to interdisciplinary work with marginalized populations (knowledge/values/skills/SB3). Social workers understand digital technology, the ethical use of technology in social work practice, and how issues of accessibility and availability of technology may impact marginalized populations (skills/SB4). Social workers:

- S1, B1 - Use supervision and consultation to explore how issues of professional ethics, values, and social justice inform practice, research, and policy decisions when working with marginalized populations.
- S1, B2 - Apply ethical guidelines and a social justice lens to complex ethical dilemmas involving marginalized populations to arrive at ethically informed, socially just decisions.
- S1, B3 - Bring issues of social justice to the forefront when engaged in interdisciplinary work with marginalized populations.
- S1, B4 - Assess how the incorporation of technology can both create and remove barriers to the accessibility, availability, and outcomes of client services

### ***Competency S2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice***

Social workers recognize that every individual, irrespective of their social standing in the development and promotion of a just society, is entitled to fundamental human rights (knowledge/SB5). Social workers analyze the interconnected and enduring injustices throughout history that have contributed to colonization, oppression, and racism, including the role and response of the social work profession (cognitive and affective processes/SB5). Social workers value and are committed to promoting and protecting the human rights of individuals, families, groups, organizations, and communities, advocating for policies and practices that advance social, racial, economic, and environmental justice (values/SB6). Social workers strive to create a more equitable society by addressing systemic inequalities and supporting the power inherent within marginalized communities (skills/SB6). Social workers:

- S2, B5 - 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

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- S2, B6 - Social workers apply principles of social, racial, economic and environmental justice within client systems to create or identify mechanisms for change that address systemic inequalities.

### ***Competency S3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice***

Social workers use a social justice lens to understand how racism and oppression shape human experience and impact client systems, policy and research (knowledge/SB7). Social workers are able to describe the profound influence of White supremacy, privilege, and oppression within the framework of an anti-racist pedagogy, as they actively develop their understanding, awareness, and competencies through the lens of social justice (cognitive/affective processes/SB7). Social workers value and embrace diversity and how intersectionality influences human experiences and the formation of identity (values/SB8). The dimensions of diversity encompass the intersectionality of various factors, including but not limited to social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. Social workers acknowledge that oppression, poverty, marginalization, and alienation, as well as privilege and power, impact a person's intersectionality and life experiences. Social workers assess the societal and historical origins of social and racial injustices, along with the various forms and mechanisms of oppression and discrimination. Social workers practice cultural humility and acknowledge how societal structures and values can foster privilege and power that contribute to systemic oppression (skills/SB8). Social workers:

- S3, B7 - Identify, develop, and employ anti-racist and anti-oppressive practices when working with client systems.
- S3, B8 - demonstrate cultural humility by incorporating positionality to improve client practice systems.

### ***Competency S4: Engage in Practice-Informed Research and Research-Informed Practice***

Social workers use research to inform their practice decision making and use critical thinking to ensure that multiple knowledge sources inform research and evaluation decisions, with special consideration for vulnerable populations using a social justice lens (cognitive and affective behaviors/SB9). Social workers know how to develop appropriate research questions and hypotheses, And the importance of research in evaluating practice among marginalized clients (knowledge/SB9). Social workers understand the value of social justice, the importance of evidence specific to marginalized populations, and the importance of conducting and sharing research with marginalized groups (values/SB10). Social workers:

- S4, B9 - Critically evaluate current research to inform decisions pertaining to practice, policy, and programs for marginalized groups.
- S4, B10 - Use qualitative and quantitative research design, methods, and analysis, and they interpret data derived from these methods, understanding how positionality can influence interpretations

### ***Competency S5: Engage in Policy Practice***

Social workers use a social justice lens and policy analysis framework, and empirical evidence to analyze social policies that impact or marginalize vulnerable populations by creating systematic disparities (cognitive and affective processes/ SB11). Social workers recognize the historical, social, racial, cultural,

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economic, organizational, environmental, structural, systemic, and global influences that affect social policy, and work to critique and dismantle these influences with evidence-based policy making (knowledge/values SB11). Social workers engage with policy advocacy through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities (skills/SB12). Social workers:

- SB11- Social workers work to dismantle the oppressive, historical, social, racial, cultural, economic, organizational, environmental, and global systems that marginalize clients, by actively engaging in and advocating for anti-racist and anti-oppressive policies to effect change in those settings.
- SB12 - Social workers engage in evidence-based policy formulation and analysis and advocate to help implement policy change with marginalized client systems.

***Competency S6: Engage with Individuals, Families, Groups, Organizations, and Communities***

Social workers recognize the value of language and communication across diverse client groups and use that to understand human behavior in the social environment (value/SB13). Social workers also recognize the relevance of theories of human behavior and the social environment, with a particular focus on the impact of racism, oppression and marginalization on client systems (knowledge/SB13). Social workers critically evaluate and apply language, communication, and theories of human behavior and the social environment with a social justice and anti-racist lens to facilitate engagement with marginalized client systems (skill/SB14). Social workers recognize how their own values, beliefs, and privilege 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 (cognitive and affective processes/SB14). Social workers:

- S6, B13 - Apply understanding of human behavior in the social environment using a social justice lens to engage with marginalized and oppressed client systems
- S6, B14 - Adopt a stance of “not knowing” with client systems in order to understand the impact of social injustice, racism, discrimination, and oppression on client systems and collaboratively develop culturally appropriate approaches to engage diverse client systems

***Competency S7: Assess Individuals, Families, Groups, Organizations, and Communities***

Social workers understand how culture and life experiences shape the experiences, strengths and challenges of marginalized and oppressed client systems (knowledge/SB15). Social workers value the role that culture and intersectionality play in shaping the development of goals and outcomes for marginalized client systems (values/SB16). Social workers understand the complex ways in which positionality should be accounted for during the assessment process, to include self-reflection of their own power, privilege, values and beliefs (cognitive and affective processes/SB17). Social workers also understand that part of the assessment process is understanding the historical/cultural/political contexts that lead to and exacerbate systems of oppression, discrimination, and domination. Social workers recognize these contexts and use critical thinking to ensure that theory, evidence-based practice and the client’s culture and intersectionality are incorporated and applied to a comprehensive assessment model (skills/SB17). Social workers:

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- S7, B15 - Use knowledge of assessment models and the clients' culture and intersectionality to develop assessment models for use with marginalized and diverse populations.
- S7, B16 - Join client systems using a collaborative assessment process to develop self-determined goals and outcomes
- S7, B17 - Apply specialized theoretical perspectives which focus on the impact of social injustice, marginalization and oppression in assessing client systems

***Competency S8: Intervene with Individuals, Families, Groups, Organizations, and Communities***

Social Workers understand the importance of evidence-informed interventions when working with marginalized, vulnerable, and oppressed client systems (knowledge/SB18). Social workers apply methods of identifying, analyzing and implementing evidence-informed interventions that take into consideration culture and intersectionality while working with marginalized populations (cognitive and affective processes/SB18). Social workers utilize their knowledge and understanding of human behavior and the social environment in conjunction with a social justice lens when intervening with marginalized client systems. (skills/SB219). Social Workers value the role that clients play in the selection and implementation of self-determined interventions (values/SB19). Additionally, Social Workers value interprofessional collaboration and participate in interdisciplinary teams as necessary to meet the goals of marginalized and oppressed client systems. Social Workers:

- S8, B18 - Apply theories and perspectives with a social justice lens to inform interventions with marginalized and oppressed populations.
- S8, B19 - Critically choose and implement evidence-informed interventions that account for positionality and reflect client self-determination when working with marginalized, vulnerable and oppressed client systems.

***Competency S9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***

Social Workers understand the complexities involved in the evaluation of social work practice with marginalized, vulnerable, and oppressed client systems (knowledge/SB20). Social Workers recognize that due to the intersectionality of social, political, and cultural identities among diverse client systems, and the marginalization they often face, it is important to evaluate evidence-based practice using an anti-racist and social justice lens to ensure anti-oppressive practice. (values/SB20). Social workers understand the multiple knowledge sources that contribute to the design of research and evaluation tools and use critical thinking skills to help apply this understanding to evaluate studies of social work interventions (cognitive and affective processes/SB20). Social workers use research methods that reflect anti-racist and anti-oppressive practices when evaluating work with marginalized populations (skills/SB21). Social Workers:

- S9, B20 - Using critical thinking and a social justice lens, apply anti-racist and anti-oppressive research methodologies and theories of human behavior in the social environment to evaluate practice interventions with marginalized client systems.
- S9, B21 - Generate or apply research findings to improve the effectiveness of anti-racist and anti-oppressive practices with marginalized client systems

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### **Admissions Policies**

- All admission policies are in the [Stockton Bulletin](#).
- Non-matriculated students may only take a maximum of 3 classes, all of which must be electives offered in the MSW program.
- Any request for admission deferral must be approved by the chair of the admissions committee and the MSW program chair.
- Students may be admitted with conditional admissions due to GPA lower than 3.0 as part time students.

### **Credit for Life Experience**

The MSW Program does not grant academic credit for life experience or previous work experience.

### **Graduate Assistantships**

Graduate assistantships are available each semester. A graduate assistantship requires approximately 3 hours of service per week with a faculty or staff for each awarded credit hour 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 Chair 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 are matriculated, and who hold a minimum cumulative GPA of 3.5 in MSW courses (if continuing students), 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 program chair no later than October 31 for spring semesters and March 31 for fall semesters. Students will typically be notified of the program's decision by early December for spring and late April for fall.

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

### **Educational Approaches**

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

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## **Program Curriculum, Plans of Study, and Graduation Requirements**

### **MSW Degree Program**

Stockton's MSW Program offers one program option for earning the MSW degree. This program offers multiple study plans and completion timelines, including a 60-credit Generalist study plan, completed on either a two-year full-time basis, or a three-year part-time basis, and a 30-credit Advanced Standing status Specialist study plan, completed on either a one-year full-time basis, or a two-year part-time basis.

Students admitted as full-time students are expected to complete their degree on a full-time basis. Students admitted as part-time students are expected to complete their degree on a part-time basis. An adjustment to matriculation status (from full-time to part-time or vice versa) may be requested by meeting with the student's preceptorial advisor to review course trajectories and impact on degree completion timeline. Once a student has confirmed their requested changes with their preceptor and mapped their future course schedule, they will submit a written request to the MSW Program Chair.

The Advanced Standing admission option is only available to applicants who have earned a bachelor's degree in the most recent 10 years from an undergraduate social work program accredited by the Council on Social Work Education, and who have a cumulative GPA of at least 3.0.

### **Generalist Study Plans**

#### **Two-Year Full-Time Generalist Study Plan**

This study plan is offered to qualified applicants who have completed an undergraduate degree with a major other than social work. It is designed for students who are prepared to make a full-time commitment to graduate studies and practicum education. It is also open to candidates who have an undergraduate degree in social work but do not qualify for Advanced Standing status or those who prefer completing a master's degree program in two years. To graduate, students enrolled in the two-year full-time Generalist study plan must have completed a minimum of 60 credits in the prescribed curriculum and maintained at least a 3.00 overall grade point average (GPA).

Stockton's two-year full-time Generalist study plan consists of both generalist practice and specialized practice courses. In the generalist practice 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 Anti-Racism, Diversity, Equity, and Inclusion (ADEI). 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 Practicum experience, applying social work knowledge, values, cognitive and affective processes, and skills in an agency setting with client systems.

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In the specialized practice MSW courses, students take specialization study courses and electives. At this level, the expectation is that students develop specialized competencies and greater specialized knowledge, particularly in the area of the program's area of the MSW-program's area of specialized practice (educate students who are prepared for specialized practice with marginalized populations using a social justice lens. ). Advanced competency is also expected in elective areas. Students explore many different approaches to developing cultural humility and learn to appreciate the challenge of understanding intersectionality, including the complexities of culture and an individuals' positionality, to ensure that social work practitioners are prepared to serve in a capacity that are socially and culturally responsive. "Through their actual Practicum education experiences and through case examples introduced in the classroom, students are challenged to develop an understanding of marginalized populations through a social justice lens and use relevant theories, perspectives, and creativity to develop effective, culturally responsive interventions. Finally, students are free to choose three elective courses. Students may choose to combine their electives to complete an elective area of focus in clinical social work. If students desire to take an elective outside the MSW program, they must obtain prior approval from their Advisor/Preceptor. No more than one elective course may be taken outside of the MSW program.

### **Generalist Year-30 credits**

#### **Year 1: Fall**

SOWK 5101 Human Behavior and the Social Environment  
SOWK 5130 Social Welfare Policy  
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work  
SOWK 5601 Generalist Social Work Practice I  
SOWK 5901 Generalist Practicum Education I

#### **Specialized Practice Year- 30 credits**

#### **Year 2: Fall**

SOWK 5250 Cultural Competence and Cultural Humility  
SOWK 5240 Social Work Research II  
SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I  
SOWK 5903 Specialized Practicum Education I  
Elective\*

#### **Year 1: Spring**

SOWK 5102 Human Behavior and the Social Environment II  
SOWK 5120 Social Organizations and Environments  
SOWK 5140 Social Work Research I  
SOWK 5602 Generalist Social Work Practice II  
SOWK 5902 Generalist Practicum Education II

#### **Year 2: Spring**

SOWK 5230 Social Justice: Policy and Advocacy  
Elective\*  
SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II  
SOWK 5904 Specialized Practicum Education II  
Elective\*

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### **Three-Year Part Time Generalist Study Plan**

Those students wanting to complete the generalist study plan on a part-time basis will take 60 credit hours over the course of 3 years, rather than two. This plan is optimal for students who are working and/or have additional commitments outside of their graduate studies. Students will take 2-3 courses a semester and begin their practicum education in their second year.. Because of course sequencing and the limited number of available seats, students who are admitted under a part-time study plan are expected to complete the MSW program on a part-time basis.

<b>Year 1: Fall</b>	<b>Year 1: Spring</b>	<b>Year 1: Summer</b>
SOWK 5101 Human Behavior and the Social Environment I	SOWK 5102 Human Behavior and the Social Environment II	
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice	SOWK 5140 Social Work Research I	1 or 2 Electives*
<b>Year 2: Fall</b>	<b>Year 2: Spring</b>	<b>Year 3: Summer</b>
SOWK 5130 Social Welfare Policy	SOWK 5120 Social Organizations and Environments	
SOWK 5601 Generalist Social Work Practice I	SOWK 5602 Generalist Social Work Practice II	1 or 2 Electives*
SOWK 5901 Generalist Practicum Education I (200 hours)	SOWK 5902 Generalist Practicum Education II (200 hours)	
<b>Year 3: Fall</b>	<b>Year 3: Spring</b>	<b>Year 3: Summer</b>
SOWK 5240 Social Work Research II	SOWK 5230 Social Justice: Policy and Advocacy	SOWK 5250 Cultural Competence and Cultural Humility
SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I	SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II	And/Or

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SOWK 5903 Specialized  
Practicum Education I  
(250 hours)

SOWK 5904 Specialized  
Practicum Education II  
(250 hours)

Elective\*

**\*ELECTIVE OPTIONS: MSW Students must take a total of 3 electives. It is permissible to take one elective outside the MSW program with approval. Electives will be offered every semester, but for part-time students it is recommended that the electives be taken over the summers in order to complete the degree in three years.**

### **Advanced Standing Status Specialization Study Plans**

The Advanced Standing admission status is only available to applicants who have earned a bachelor's degree in the most recent 10 years from an undergraduate social work program accredited by the Council on Social Work Education and who have a cumulative GPA of at least 3.0.

### **One Year Full Time Advanced Standing Specialization Status Study Plan**

In the Advanced Standing Specialization status study plan, students complete just the specialization practice courses, including electives. This plan is for students who are able to commit to full-time coursework and practicum education. Students admitted with Advanced Standing status must attend an Advanced Standing orientation prior to beginning the MSW program. In order to graduate, students admitted with Advanced Standing status must have completed a minimum of 30 credits in the prescribed curriculum and maintained at least a 3.00 overall grade point average (GPA).

#### **Year 1: Fall**

SOWK 5250 Cultural Competence and  
Cultural Humility  
SOWK 5240 Social Work Research II  
SOWK 5603 Specialized Social Work  
Practice with Diverse Individuals,  
Families, and Communities I  
SOWK 5903 Specialized Practicum  
Education I  
Elective\*

#### **Year 1: Spring**

SOWK 5230 Social Justice: Policy and  
Advocacy  
Elective\*  
SOWK 5604 Specialized Social Work  
Practice with Diverse Individuals,  
Families, and Communities II  
SOWK 5904 Specialized Practicum  
Education II  
Elective\*

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## **Two-Year Part Time Advanced Standing Specialization Status Study Plan**

Students admitted with Advanced Standing status who wish to complete their studies on a part-time basis will take 30 credit hours over the course of two years, instead of one year. This plan is optimal for students who have earned a BSW, and have other commitments, such as employment, outside of their graduate studies. Because of course sequencing, students who are admitted to the part-time Advanced Standing status study plan are expected to complete the MSW program on a part-time basis.

### **Year 1: Fall**

SOWK 5250 Cultural Competence and Cultural Humility  
SOWK 5240 Social Work Research II

### **Year 1: Spring**

SOWK 5230 Social Justice: Policy and Advocacy  
Elective

### **Summer**

1 or 2  
Electives\*

### **Year 2: Fall**

SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I  
SOWK 5903 Specialized Practicum Education I (250 hours)

### **Year 2: Spring**

SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II  
SOWK 5904 Specialized Practicum Education II (250 hours)

### **Summer**

1 or 2  
Electives

**\*ELECTIVE OPTIONS:** MSW Students must take a total of **three** electives. It is permissible to take one elective outside the MSW program with approval. Electives will be offered every semester, but for part-time students it is recommended that two electives be taken over the summers to complete the degree in two years. Students can decide to take one or two electives for their first summer. If a student chooses to take one elective their first summer, they will need to take an additional elective their second summer.

## **Course Descriptions: Generalist Practice 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,

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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. This course is part of the generalist practice year curriculum

### **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 HBSE course 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. This course is part of the generalist practice curriculum.

### **SOWK 5120: Social Organizations and Environments Practice**

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 will 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. This course is part of the generalist practice curriculum.

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### **SOWK 5130: Social Welfare Policy I**

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. This course is part of the generalist practice curriculum.

### **SOWK 5140: Social Work Research I**

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) How can research be applied to practice, and how can practice help inform research? 10) How important might research be to vulnerable and diverse populations? This course is part of the generalist practice curriculum.

### **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

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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. This course is part of the generalist practice curriculum.

### **SOWK 5601: Generalist Social Work Practice I**

This course, the first half of two required sequential courses in the generalist practice curriculum, focuses on direct practice with individuals, families, and groups. It provides basic knowledge and skills as a foundation for the specialized practice curriculum completed in subsequent years of study. 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: Generalist Practicum Education I and a prerequisite for SOWK 5602: Foundation Social Work Practice II and SOWK 5902: Generalist Practicum Education II. This course is part of the generalist practice curriculum.

### **SOWK 5602: Generalist Social Work Practice II**

This is the second half of two required sequential courses in the generalist practice curriculum focusing on direct practice with organizations, communities, and social policy as a change arena. It provides basic knowledge and skills as a foundation for the specialized curriculum in subsequent years of the MSW program. Using a 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

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evidence-based practice models. This course is a co-requisite with SOWK 5902: Generalist Practicum Education II. SOWK 5601: Foundation Social Work Practice I and SOWK 5901: Generalist Practicum Education I are prerequisites for this course. This course is part of the generalist practice curriculum.

### **SOWK 5901: Generalist Practicum Education I**

Generalist Practicum Education I aims to help students build competencies in generalist practice and enhance their development as social work professionals through the integration of classroom knowledge with applied experiences in a Practicum setting. Students are required to successfully complete 200 hours of a supervised practicum experience while simultaneously participating in 6 bi-weekly Practicum seminars. The bi-weekly seminars are conducted for 1.5 hours each. The practicum 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 Practicum education supervision, and the adoption of evaluation techniques as part of their practice style. The Practicum seminar provides a forum for students to discuss Practicum education 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 Practicum education, developing a professional self, acquiring skills necessary for practice, applying professional values and ethics, recognizing the impact of diversity and multiculturalism issues in the Practicum setting, and facilitating ongoing assessment and evaluation of student Practicum education performance in a supportive environment.

During the practicum experience, learning activities supporting desired MSW Program Generalist Practice Competencies will be developed by the Practicum instructor, student, and Practicum Education coordinators 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 practicum education experience.

Student preparation and participation are essential for achievement of the competencies for this course. Generalist Practicum Education 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: Generalist Practicum Education II. This course is part of the generalist practice curriculum.

### **SOWK 5902: Generalist Practicum Education II**

Generalist Practicum Education II aims to help students build competencies in generalist practice and enhance their development as social work professionals through the integration of classroom knowledge with applied experiences in Practicum education. Students are required to successfully complete 200 hours of a supervised practicum experience while simultaneously participating in 6 bi-weekly Practicum seminars. The bi-weekly seminars are conducted for 1.5 hours each. The practicum education 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 Practicum education supervision, and the adoption of evaluation techniques as part of their practice style.

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The Practicum seminar provides a forum for students to discuss Practicum education 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 Practicum 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 the Practicum setting, and facilitating ongoing assessment and evaluation of student practicum education performance in a supportive environment.

During the practicum experience, learning activities supporting desired MSW Program Generalist Practice Competencies will be developed by the Practicum instructor, student, and Practicum coordinators 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 practicum experience. Student preparation and participation are essential for the achievement of the competencies for this course. Generalist Practicum Education 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: Specialized Practicum Education I. This course is part of the generalist practice curriculum.

### **Course Descriptions: Specialized Practice Courses**

#### **SOWK 5230: Social Justice Policy and Advocacy**

The purpose of this course is to teach students skills related to policy practice with diverse individuals, families, groups, organizations, and communities. 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 diverse 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-solving 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 will develop the student's capacity to analyze past and current policies and programs and their outcomes for diverse 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. This course is part of the

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specialized practice curriculum.

### **SOWK 5240: Social Work Research II**

The course is designed to provide MSW students with an advanced understanding of social work research with diverse individuals, families, groups, organizations and communities. 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 diverse 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. This course is part of the specialized practice curriculum.

### **SOWK 5250: Cultural Competence and Cultural Humility**

This course raises consciousness about the complexities involved in working with diverse individuals, families, groups, organizations, 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.

The Council on Social Work Education requires that programs teach students about diversity, intersectionality, and oppression. Students are expected to approach clients with cultural humility, as a learner, and to challenge their own personal biases when working with clients. Students are expected to take an active role in advocating for social and cultural justice with their clients, at the agency, community, and policy level. Social workers need to engage in evidence informed practice that is culturally informed. Finally, social workers are expected to engage, assess, intervene with, and evaluate practice with diverse clients. This course addresses these standards at an advanced level in the clinical helping relationship. This course is part of the specialized practice curriculum.

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### **SOWK 5603: Specialized Social Work Practice with Diverse Individuals, Families, and Communities I**

The focus of this advanced course is on working with diverse individuals, families, and communities, particularly those who are at-risk due to histories of social injustice. 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). This course is a co-requisite with SOWK 5903: Specialized Practicum Education I and a prerequisite for SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II and SOWK 5904: Specialized Practicum Education II. This course is part of the specialized practice curriculum.

### **SOWK 5604: Specialized Social Work Practice with Diverse Individuals, Families, and Communities II**

This course represents both a continuation of specialized clinical practice knowledge and skills as well as a culmination of students' educational experience in specialized 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, families, organizations, and communities. The course is also designed to draw on all previous courses and engage students in integrating and applying all previous course and Practicum education 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 specialized practice curriculum. The course will be delivered in both a lecture and seminar format, with the expectation that students will participate actively in all phases of the course.

This specialized 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 diverse groups, families, organizations and communities. Students will gain specialized social work practice skills, particularly those 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 with diverse client systems. 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 throughout their experience in the MSW program

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and apply them to an issue of their choice, producing a summative work, a portfolio.

The course is divided into six units: Introduction to the Course and Group Portfolio Project, Advanced Social Work Practice with Diverse Groups, Advanced Social Work Practice with Diverse Families, Advanced Social Work Practice with Diverse Organizations, Advanced Social Work Practice with Diverse Communities and Self-Directed, Autonomous Professional Practice. Lifelong Learning. Each unit explores advanced knowledge and practice skills as applied to work with diverse systems of all sizes. This course is part of the specialized practice curriculum. This course is a co-requisite with SOWK 5904: Specialized Practicum Education II. Pre-requisites for this course are SOWK 5903: Specialized Practicum Education I and SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I.

### **SOWK 5903: Specialized Practicum Education I**

Specialized Practicum Education I aims to help students continue their development as social work professionals through the integration of classroom knowledge with applied experiences in a Practicum education setting. Students are required to successfully complete 250 hours of supervised practicum education experience while simultaneously participating in 6 bi-weekly Practicum seminars. The bi-weekly seminars are conducted for 1.5 hours each and count towards the required 250 practicum education hours for the semester. Practicum education experience provides rich opportunities for students to engage in specialized practice with diverse clients. Opportunities are provided to further integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of Practicum education supervision, and the adoption of evaluation techniques as part of their practice style. The Practicum seminar provides a forum for students to discuss practicum education 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 Practicum education, developing a professional self, acquiring skills necessary for specialized practice among diverse clients, 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 practicum education performance in a supportive environment.

During the practicum education experience, learning activities supporting desired MSW Program Specialized Practice Competencies and Behaviors will be developed by the practicum instructor, student, and practicum 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 practicum education experience. Student preparation and participation are essential for the achievement of the learning objectives for this course.

Specialized Practicum Education 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: Specialized Social Work Practice with Diverse Individuals, Families and Communities II and SOWK 5904: Specialized Practicum Education II . This course is part of the

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specialized practice curriculum.

### **SOWK 5904: Specialized Practicum Education II**

Specialized Practicum Education II aims to help students continue their development as social work professionals through the integration of classroom knowledge with applied experiences in a Practicum education setting. Students are required to successfully complete 250 hours of a supervised practicum education experience while simultaneously participating in 6 bi-weekly practicum seminars. The bi-weekly seminars are conducted for 1.5 hours each and count toward the required 250 practicum education hours for the semester. The practicum experience provides rich opportunities for students to engage in specialized practice with diverse clients.

Opportunities are provided to further integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of practicum supervision, and the adoption of evaluation techniques as part of their practice style. The practicum seminar provides a forum for students to discuss practicum 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 practicum education, developing a professional self, acquiring skills necessary for specialized practice with diverse clients, 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 practicum education performance in a supportive environment.

During the practicum education experience, learning activities supporting desired MSW Program Specialized Practice Competencies and Behaviors will be developed by the practicum instructor, student, and practicum 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 practicum education experience. Student preparation and participation are essential for achievement of the learning competencies and behaviors for this course. Specialized Practicum Education II must be taken concurrently with SOWK 5604: Specialized Social Work Practice with Diverse Individuals, Families and Communities II. This course is part of the specialized practice curriculum. Pre-requisites for this course are SOWK 5903: Specialized Practicum Education I and SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I.

### **Course Descriptions: Electives within the MSW 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.

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### **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 specialized 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, Strength's 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 describing 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

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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 Code of 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 lifestyle 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 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 MSW program's area of specialized practice 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 integrate 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.

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### **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 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 generalist 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.

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### **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 5573: Core Components and Intervention Skills for Trauma-Informed Practice**

This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, intervention objectives, and the practice elements needed to facilitate the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases to exemplify a range of different clients a clinician might encounter.

### **SOWK 5575: Forensic Interviewing of Children**

This course is a multi-disciplinary study that focuses on child interviewing methods, supported by research, which enables 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.

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## **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 (MSW Alliance) 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, practicum education 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. 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.

If a student has a grievance with faculty, peers or administration, the procedure is the following in accordance with the NASW Code of Ethics: 1. Address the grievance with the specific faculty member, peer or administration, if not resolved then, 2. Speak to the Chair, if not resolved then, 3. Speak to the Assistant Dean of SOBL. If additional support is needed, students can reach out to their preceptor.

## **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 at the practicum site/agency. 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 focused 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 will always treat each other with respect 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

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prepared for active participation. This means completing required readings before classes, submitting 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 as per instructor approval or for other instructor approved 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 email their instructor prior to class. 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 aids 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) 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

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advisor/preceptor and to meet with them 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 hold office hours and are available to meet with students during these hours by appointment at the faculty member's office or via video conferencing. The program encourages such meetings to enhance students' academic and professional development.

### **MSW Student Mentoring Program**

Students in the MSW program with a Cumulative GPA below 3.0 (on academic probation) will be offered a mentor. Students will meet with their mentor during each academic semester to create and discuss a student success plan. Students are responsible for scheduling and meeting with their mentor monthly during their first semester to assess their progress on their student success plan. They are also expected to attend mentoring program sessions regularly during their first semester in the program. Attendance will be extended during subsequent semesters if the student's Graduate GPA falls below 3.25.

### **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 Program Chair. A student on Academic Probation is expected to meet with their 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 3.0 after completing an additional single three credit hour course, the student is permitted to send a letter of appeal to the MSW Program Chair. This appeal must be submitted within one week of the posting of final grades, and before the student is formally

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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 Chair 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 admitted with Advanced Standing status must also maintain a cumulative 3.0 GPA in MSW courses and electives to be in good academic standing and to graduate.

Students admitted with Advanced Standing status 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. Students with Advanced Standing status pursuing a full-time plan of study who fail to raise their GPA to 3.0 during their second semester in the program are subject to dismissal from the program. Part-time students will need to raise their GPA to at least 3.0 within 15 credits, or with remaining courses up to graduation.

### **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, 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 Chair, and their preceptor. The Program Chair will present it to the program for approval. 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 session), graduate program 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 the practicum education experience (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 practicum education course has been satisfactorily completed. The practicum education courses are co-requisites with the respective Practice courses, and both will need to be repeated in tandem.

### ***Examples of Remedial Plan Content***

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Examples of Remedial Plan content include, but are not limited to, commitments to visiting the writing lab, turning 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 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. Any use of Artificial Intelligence (AI) is unacceptable without the explicit permission of the instructor for specified educational purposes.

### **Other Grounds for Dismissal**

In addition to the minimum 3.0 GPA academic requirement for students to remain enrolled in the program, the MSW Program has Professional Program Standards that students must meet.

### **Professional Performance Policies for ALL MSW Students:**

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 the practicum education setting. Since it is possible for a student to have difficulty relating with one particular professor or practicum 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 Professional Standing Committee (PSC) makes final determinations and implements disciplinary action involving professional improvement plans, program suspension or program termination. Notice of final determinations will be sent to the student, MSW program, Registrar, Associate Dean and Dean of Social and Behavioral Sciences.

Behaviors that may result in a student being considered for professional termination or other disciplinary

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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, practicum education site/agency staff, practicum instructors, or practicum education site/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, practicum education site/agency, 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 the practicum education site/agency
- 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 practicum education tasks, assignments, documentation, and/or agency settings)

### **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 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 Professional Standing Committee (PSC) by any member of the social work program, by a practicum 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

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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.

### **Professional Standing Committee Composition and Operation**

Every two years, the Social Work Program Faculty and Professional Staff will select a Professional Standing Committee (PSC) for a term of two years. The Committee itself will select the Committee chair. The Program Chairs may not be members 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 they are considered to have a conflict of interest, as determined by the Program Chairs. The PSC 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 Chair who shall bring the issue to the full Program.

The Professional Standing Committee is a system for early detection of problems in academic or professional performance. The 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, their 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 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 Professional Standing Committee.

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**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 Chair, and, if recommended by the MSW Program Chair, 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. If the matter involves a student's Practicum Placement, steps that are outlined in the Student Practicum Handbook will first be taken in attempt to mitigate the circumstances. However, some issues are so egregious that referral to PSC will be required.
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

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honor the request.

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, Associate Dean and 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 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](mailto: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 of matriculation, not including time spent on school-approved leave of absence.

A Maintenance of Matriculation or Leave of Absence Form must be completed each fall or spring term for which the student is not enrolled.

### **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

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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

Practicum education courses in the MSW program (the practicum placement in an agency/site and the in-classroom practicum component), 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

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student's official transcript but will not be factored into calculation of the student's GPA.

The Social Work (MSW) Practicum Education Coordinator or Assistant Coordinator has final responsibility to assign a P (Pass) or NC (No Credit) grade for the practicum education experience at the agency/site, in consultation with the practicum agency instructor. The instructor of the Practicum Seminar assigns the P/NC grade for the in-classroom learning component (See MSW Practicum Education 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 Generalist Social Work Practice I in order to take Generalist Social Work Practice II and must pass Generalist Practicum Education I in order to take Generalist Practicum Education II. All generalist courses must be taken and passed for students to move to specialized courses. Likewise, the courses: Cultural Competence and Cultural Humility, Social Work Research II, Specialized Social Work Practice with Diverse Individuals, Families, and Communities I must be passed for students to take Social Justice: Policy and Advocacy, and Specialized Social Work Practice with Diverse Individuals, Families, and Communities II.

If a student does not pass a course, they may retake the course for a grade replacement. The initial grade will be replaced by the second grade. While the failed grade appears on the transcript, it is not computed in the overall GPA. A student who is admitted to a Generalist study plan may retake a maximum of two (different) courses for a single grade replacement. A student admitted with **Advanced Standing Specialization status may only retake one course for grade replacement.**

### **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.

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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 Chair. If a satisfactory resolution cannot be reached with the MSW Program Chair, 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**

Policy: In order for a student to request an incomplete, students will need to have completed 50% of the coursework with a C or better.

When a student requests an incomplete with a due date that falls into the next semester, it will be referred to the student's preceptor and MSW Program Chair for review.

### **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, practicum education experience, 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 support from an MSW program faculty member
  - b. A letter of support from the MSW practicum education coordinator/assistant coordinator or their practicum instructor/supervisor
  - c. Evidence of research, scholarly publication, or presentation
  - d. Evidence of community service

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### **Phi Alpha Honor Society**

The Phi Alpha Honor Society is internationally recognized and social work's largest honor society. MSW students admitted to a Generalist study plan must have completed 9 semester hours of required social work graduate courses or have completed 37.5% of the required coursework toward the graduate degree and rank in the top 35% of the class to be eligible for Phi Alpha. Students with Advanced Standing status must have completed 9 semester hours of required social work graduate courses or at least 37.5% of the total hours/credits required for the graduate degree, whichever is later achieved, and rank in the top 35% of their class. Stockton University MSW students who are eligible for Phi Alpha Honor Society will receive an invitation from Stockton University's Phi Alpha Chapter. Students who become members are expected to pay \$30 lifetime dues.

### **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 Masters Level License (LSW in NJ) and Clinical Level License (LCSW in NJ).

### **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.

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(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 in New Jersey, you need to apply through the NJ Board of Social Work Examiners <https://www.njconsumeraffairs.gov/sw>

In New Jersey, 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 practicum education experience. 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 <https://dspace.njstatelib.org/server/api/core/bitstreams/fbdac7bd-4da1-42a0-bcbc-1df8a7965be4/content> )

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

- Generalist Social Work Practice I
- Specialized Social Work Practice with Diverse Individuals, Families and Communities I
- Specialized Social Work Practice with Diverse Individuals, Families and Communities II
- Clinical Social Work in Health Settings
- Clinical Gerontological Social Work Practice
- Cognitive Behavioral Therapy
- Forensic Interviewing of Children
- Psychopathology Using a Competency-Based Assessment Model
- Psychopathology, Psychopharmacology, and Cultural Neuroscience
- Substance Abuse: Treatment and Recovery
- Suicide Assessment and Intervention
- Trauma-Informed Social Work Practice
- Core Components and Intervention Skills for Trauma-Informed Practice.

Once you have obtained your license, you will need to earn Continuing Education (CE) 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 (for more information see: <https://www.aswb.org/regulation/laws-and-regulations-database/>).

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## **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 Chair or your advisor/preceptor.

### **APPENDIX:**

#### **Curriculum Worksheet**

#### **MASTER OF SOCIAL WORK(MSW)**

Name: \_\_\_\_\_ Z #: \_\_\_\_\_ Preceptor: \_\_\_\_\_

Matriculation Date: \_\_\_\_\_ Telephone: \_\_\_\_\_ Cell: \_\_\_\_\_

<b>GENERALIST PRACTICE REQUIRED COURSES (30 REQUIRED CREDITS)</b>			
<b>Semester 1</b>	<b>CREDIT S</b>	<b>Semester 2</b>	<b>CREDIT S</b>
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 Practice	3
SOWK 5601 Generalist Social Work Practice I	3	SOWK 5602 Generalist Social Work Practice II	3
SOWK 5901 Generalist Practicum Education I	3	SOWK 5902 Generalist Practicum Education II	3

<b>SPECIALIZED PRACTICE REQUIRED COURSES (21 REQUIRED CREDITS PLUS 9 ELECTIVE CREDITS). ADVANCED STANDING STATUS STUDENTS COMPLETE ONLY SPECIALIZED PRACTICE COURSEWORK</b>			
<b>Semester 3</b>	<b>CREDIT S</b>	<b>Semester 4</b>	<b>CREDIT S</b>
SOWK 5250 Cultural Competence and Cultural Humility	3	SOWK 5230 Social Justice: Policy and Advocacy	3
SOWK 5240 Social Work Research II	3	Elective	3

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SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I	3	SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II	3
SOWK 5903 Specialized Practicum Education I	3	SOWK 5904 Specialized Practicum Education II	3
Elective	3	Elective	3

### **Elective Courses**

SOWK 5512 Clinical Social Work Practice with Groups

SOWK 5515 Clinical Social Work in Health Settings

SOWK 5528 Psychopathology Using a Competency Based Assessment Model

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 5570 Trauma-Informed Social Work Practice

SOWK 5573 Core Components and Intervention Skills for Trauma-Informed Practice

SOWK 5575 Forensic Interviewing of Children

SOWK 5590 Empowering Groups and Communities for Social Change

*Students who complete three of the available Clinical Electives (choosing from SOWK 5512, 5515, 5528, 5530, 5532, 5535, 5538, 5540, 5562, 5570, or 5575) will complete an Elective Track in Clinical Social Work, in addition to the Program's Specialization in Working with Diverse Individuals, Families, and Communities. Students should note that the regular curriculum courses include additional content relating to clinical social work.*

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