

**Master of Social Work (MSW)
Program Handbook
2018-2019**

Contents

Introduction	6
Stockton University	6
Administration—Contact Information	6
Emergency Closings	6
Accreditation	7
Faculty	7
Professor Emeritus	8
Professional Staff	8
Equal Opportunity and Affirmative Action, Nondiscrimination	8
The Social Work Profession	9
MSW Program Mission, Goals, Competencies, and Practice Behaviors	9
Mission.....	9
Goals	10
Competencies and Practice Behaviors	10
Admissions Policies	18
Graduate Assistantships	18
Educational Approaches	19
Curriculum Plan and Graduation Requirements	19
MSW Degree Options	19
Two-Year 60-Credit Option	19
Advanced Standing Option	20
Masters Child Welfare Education Program (MCWEP)	21
Course Descriptions: Foundation Year Courses	21
Foundation Social Welfare Policy.....	21
Human Behavior and the Social Environment I	22
Human Behavior and the Social Environment II	22
Social Organizations and Environments.....	22
Foundation Social Work Practice I	23
Foundation Social Work Practice II	23
Foundation Social Work Research	24

Race, Ethnicity, and Diversity: Implications for Social Work Practice	24
Field I.....	24
Field II.....	25
Course Descriptions: Concentration Year Courses.....	25
Advanced Cultural Competence	25
Advanced Social Welfare Policy	26
Advanced Social Work Practice with Diverse Individuals, Families, and Communities 1.....	26
Advanced Social Work Research.....	26
Advanced Social Work Practice with Diverse Individuals, Families, and Communities 2.....	27
Field III, IV	27
Electives within the Program	27
Child Welfare Leadership and Supervision	27
Clinical Gerontological Social Work Practice.....	28
Clinical Social Work in Health Settings.....	28
Empowering Groups and Communities for Social Change	28
Forensic Interviewing of Children.....	29
International Social Work	29
Leadership and Management I: Leading and Managing Human Service Organizations.....	29
Leadership and Management II: Supervision and Consultation	30
Leadership and Management III: Program Planning, Development, and Funding.....	30
Psychopathology, Psychopharmacology, and Cultural Neuroscience.....	30
Substance Abuse: Treatment and Recovery.....	31
Trauma-Informed Social Work Practice	31
Trauma-Informed Child Welfare Practice.....	31
Electives outside the Program.....	32
Student Rights.....	32
Expectations of the Graduate Program of Social Work	32
Professional Behavior	32
Classroom Conduct	32
Attendance and Participation	33
Students with Special Needs.....	33
Student Health Services.....	33

Advising	33
Registration.....	34
Good Academic Standing, Probation, and Dismissal Procedure	34
Remedial Plan Requirement and Approval Process.....	34
Academic Honesty.....	35
Other Grounds for Dismissal.....	35
Professional Program Standards	35
Procedures for Professional Termination or Other Disciplinary Action (i.e., Probation, Suspension) and Due Process Guarantees.....	36
Professional Performance Review	36
Academic and Professional Standing Committee Composition and Operation.....	37
Possible Outcomes from Academic and Professional Standing Committee Review	37
Detailed Procedure for Requesting and Conducting Professional Performance Review.....	38
Procedure for Appeal of Academic and Professional Standing Committee Review Decision.....	39
First Level of Appeal.....	39
Appeal Process.....	39
Deliberations.....	40
Notification	40
Second Level of Appeal	40
Third Level of Appeal	40
Confidentiality.....	41
Leave of Absence/Readmission	41
Maintenance of Matriculation	41
Withdrawal from the University	41
Evaluation Procedures	41
Grading System	41
Definition of a Passing Grade in the MSW Program	42
Grade Appeals/Advisory Board on Grades and Standing.....	43
Withdrawals and Incompletes	43
Career Opportunities/Employment Demand.....	43
Certification and Licensure	43
A Final Word	45

APPENDIX: Curriculum Worksheet 46



Introduction

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

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 Director.

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

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

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

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

Accreditation

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

Faculty

- **Robert J. Barney, MSW Program Director, Associate Professor of Social Work**
Ph.D. (University of Louisville), MSW (University of Kentucky), B.A. (Asbury University)
International social work, family and community development, cultural diversity in HIV/AIDS support, research practice.
- **Tracie Barberi-Matthews, Visiting Instructor of Social Work**
MSW (Fordham University), BSW (Georgian Court University), LCSW
Clinical social work, integrative therapies for clinical practice (Reiki, music, art, pet, etc.), oncology care, leadership and management, veterinary social work
- **Guia Calicdan-Apostle, Associate Professor of Social Work**
DSW (University of Pennsylvania), MSW (Asian Social Institute, Philippines), BSW (Philippine Women's University)
Spirituality and mental health, school social work, international social work, racism, immigration and cultural diversity issues, public health advocacy (tobacco control).
- **Lisa Cox, Professor of Social Work**
Ph.D., MSW (Virginia Commonwealth University), B.A. (Bridgewater College), LCSW
Clinical social work practice, cultural neuroscience, health care, HIV/AIDS, gerontology, research methods, spirituality.
- **Jennifer Dunkle, Assistant Professor of Social Work**
Ph.D. (Fordham University), MSW (Monmouth University), B.A. (Marshall University).
Culturally competent aging services, environmental justice, qualitative research, and oral history.
- **Diane S. Falk, Professor 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.

- **Robin Hernandez-Mekonnen, Assistant 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 and child well-being.
- **Jack B. Lewis, Jr., Assistant Professor of Social Work**
DSW, MSW (University of Pennsylvania), BA (The Johns Hopkins University), LCSW
Social work practice cultural competence, cultural humility, micro-aggressions, minority mental health.
- **Maya A. Lewis, Associate Professor of Social Work**
Ph.D (University of Maryland, Baltimore), MSW (Washington University), B.A. (Spelman College)
Human behavior, research methods, social work practice, adolescent mental health, minority health, health disparities, cultural competence.

Professor Emeritus

- **John W. Searight, Professor Emeritus of Social Work**
MSW (University of Pennsylvania), B.A. (Yale University)
Social work practice, child welfare (protective services).

Professional Staff

- **Joseph Everett, Program Assistant, Child Welfare Education Institute**
MSW, BA (The Richard Stockton College of New Jersey)
Child welfare, criminal justice, homelessness, program development and administration.
- **Dawn M. Konrady, Director, Child Welfare Education Institute**
EdD (Drexel University), MBA (The Richard Stockton College of New Jersey), MA (La Salle University), BS (Susquehanna University)
Bilingual/bicultural studies, Spanish language, information systems, leadership in higher education.
- **Kathleen Siracusa, Coordinator of MSW Field Education**
MSW (Rutgers University), BA (Boston University), LCSW
Children and families, ethics, cultural diversity, hospital social work, hospice care, in home therapy with children, school social work, mental health practice.
- **Lori Tomaro, Assistant Coordinator of MSW Field Education**
MSW (Monmouth University), BSW (The Richard Stockton College of New Jersey)
Child abuse and neglect; impact of infant/childhood relationship traumas and their influence on parenting behaviors; diverse populations; therapeutic services to individuals, couples, and families.

Equal Opportunity and Affirmative Action, Nondiscrimination

Stockton University is an equal opportunity university. It does not discriminate in admissions or access

to its programs and activities or in treatment or employment on the basis of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, or nationality.

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

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

The Social Work Profession

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

MSW Program Mission, Goals, Competencies, and Practice Behaviors

Mission

The mission of Stockton's MSW Program is to educate social workers who are prepared for advanced-level practice with diverse individuals, families, and communities. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

The Program builds upon a strong foundation of generalist social work practice values, knowledge, and skills. Students are expected to understand and be able to apply an ecosystems perspective, the strengths perspective, and empowerment practice theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other social forces that block

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

people's ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that will strengthen their ability to work effectively with diverse populations. They are expected to critically examine these theories, perspectives, and approaches as they become acquainted with research literature and as they develop experience in agency practice.

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

Goals

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

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

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

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

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

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

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

Competencies and Practice Behaviors

Competency 1: Identify as a social worker and conduct self accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- **C1, FPB 1:** Advocate for client access to the services of social work
- **C1, FPB 2:** Practice personal reflection and self-correction to assure continual professional

development

- C1, FPB 3: Attend to professional roles and boundaries
- C1, FPB 4: Demonstrate professional demeanor in behavior, appearance, and communication
- C1, FPB 5: Engage in career-long learning
- C1, FPB 6: Use supervision and consultation

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will advocate for diverse, marginalized groups; demonstrate comfort in working with individuals, families, and communities with very different customs and worldviews from their own; and demonstrate the ability to work more autonomously with diverse client systems, using supervision as appropriate. At the completion of the Advanced level, students are expected to:

- C1, APB 1: Advocate for increased access to social services, especially for marginalized groups
- C1, APB 2: Demonstrate personal reflection, self-awareness, self-correction, and comfort about different customs and worldviews in social work practice.
- C1, APB 3: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.

Competency 2: Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. At the Foundation level, students are expected to:

Foundation Practice Behaviors

- C2, FPB 7: Recognize and manage personal values in a way that allows professional values to guide practice
- C2, FPB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- C2, FPB 9: Tolerate ambiguity in resolving ethical conflicts
- C2, FPB 10: Apply strategies of ethical reasoning to arrive at principled decisions

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply ethical guidelines in more complex cross-cultural situations, and they will apply ethical principles and advocacy skills to address barriers to ethical practice in a variety of situations involving diverse client systems. At the completion of the Advanced

level, students are expected to:

- C2, APB 4: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions.
- C2, APB 5: Address barriers to ethical practice in human service policies, programs, and organizations, especially in relation to issues of diversity.

Competency 3: Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C3, FPB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- C3, FPB 12: Analyze models of assessment, prevention, intervention, and evaluation
- C3, FPB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate the ability to use knowledge of research and practice principles as well as critical thinking skills in evaluating models of practice with diverse client systems. They will also demonstrate the ability to adapt communication styles to meet the needs of diverse client systems. At the completion of the Advanced level, students are expected to:

- C3, APB 6: Use current research and practice wisdom critically to evaluate and implement models of assessment, prevention, intervention, and evaluation appropriate for practice with diverse individuals, families, and communities.
- C3, APB 7: Demonstrate culturally sensitive oral and written communication with individuals, families, groups, organizations, communities and colleagues.

Competency 4: Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C4, FPB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- C4, FPB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- C4, FPB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences
- C4, FPB 17: View themselves as learners and engage those with whom they work as informants.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to recognize privilege and power differentials and use that knowledge to deepen knowledge of and empathy with the experiences of oppressed and marginalized individuals, families, and communities. They will integrate this knowledge and empathy into their practice with diverse client systems. At the completion of the Advanced level, students are expected to:

- C4, APB 8: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate or create or enhance privilege and power.
- C4, APB 9: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities.

Competency 5: Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C5, FPB 18: Understand the forms and mechanisms of oppression and discrimination
- C5, FPB 19: Advocate for human rights and social and economic justice
- C5, FPB 20: Engage in practices that advance social and economic justice

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of

diverse individuals, families, and communities. They will demonstrate an enhanced ability to articulate the effects of oppression and discrimination on diverse client systems and to advocate for social policies that advance human rights, social and economic justice. At the completion of the Advanced level, students are expected to:

- C5, APB 10: Articulate the forms and mechanism of oppression and discrimination that affect diverse individuals, families, and communities
- C5, APB 11: Advocate for and work towards change in social policies when those policies fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities
- C5, APB 12: Advocate for and work towards change in organizations and service delivery systems when they fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities

Competency 6: Engage in research-informed practice and practice-informed research

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C6, FPB 21: Use practical experience to inform scientific inquiry
- C6, FPB 22: Use research evidence to inform practice

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to use their practice experience with diverse client systems to identify relevant research questions, as well as to evaluate the extent to which evidence-based practices are relevant for diverse client systems. At the completion of the Advanced level, students are expected to:

- C6, APB 13: Use practice experiences to formulate research questions relevant to diverse populations, and apply research skills to these questions
- C6, APB 14: Identify and evaluate current advances in evidence-based practice with diverse populations.

Competency 7: Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or

achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological social, cultural, psychological, and spiritual development. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C7, FPB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- C7, FPB 24: Critique and apply knowledge to understand person and environment

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of the multiple factors that influence human behavior across the range of human diversities, and they will choose theoretical perspectives that are most suited to meet the needs of diverse client systems. At the completion of the Advanced level, students are expected to:

- C7, APB 15: Apply specialized theoretical perspectives creatively and with minimal direction in working with diverse individuals, families, and communities.
- C7, APB 16: Apply knowledge of biological, psychological, environmental, and social variables creatively and with minimal direction in working with diverse individuals, families, and communities.

Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C8, FPB 25: Analyze, formulate, and advocate for policies that advance social well-being
- C8, FPB 26: Collaborate with colleagues and clients for effective policy action

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply critical thinking skills to evaluate how a variety of social policies affect diverse client systems, and they will apply knowledge of diverse cultural groups in advocating for social policies that advance human well-being. At the completion of the Advanced level, students are expected to:

- C8, APB 17: Critically analyze and evaluate the impact of social policies on diverse communities, client systems, workers, and agencies.
- C8, APB 18: Critically analyze, evaluate, and advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families, and communities.

Competency 9: Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C9, FPB 27: Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- C9, FPB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will monitor how service delivery systems affect diverse client systems and advocate for changes as needed. At the completion of the Advanced level, students are expected to:

- C9, APB 19: Continuously attend to the changing context in which social services are provided, paying particular attention to how effectively the needs of diverse populations are being addressed, providing leadership and advocating for changes as necessary.

Competency 10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors: 10(a) Engagement

- C10 (a), FPB 29: Substantively and affectively prepare for action with individuals, families,

- groups, organizations, and communities
- C10 (a), FPB 30: Use empathy and other interpersonal skills
- C10 (a), FPB 31: Develop a mutually agreed-on focus of work and desired outcomes

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors:10 (a) Engagement

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their engagement skills. At the completion of the Advanced level, students are expected to:

- C10 (a), APB 20: Apply knowledge of how diverse client systems seek help
- C10 (a), APB 21: Apply understanding of language, communication, and other needs of diverse individuals, families, and communities in engaging client systems
- C10 (a), APB 22: Adopt a stance of “not knowing” with client systems in order to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, and communities

Foundation Practice Behaviors 10(b) Assessment

At the completion of the Foundation level, students are expected to:

- C10 (b), FPB 32: Collect, organize, and interpret client data
- C10 (b), FPB 33: Assess client strengths and limitations
- C10 (b), FPB 34: Develop mutually agreed-on intervention goals and objectives
- C10 (b), FPB 35: Select appropriate intervention strategies

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (b) Assessment

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their assessment skills. At the completion of the Advanced level, students are expected to:

- C10 (b), APB 23: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.
- C10 (b), APB 24: Empower client systems to engage in a collaborative process of developing culturally acceptable goals and outcomes.

Foundation Practice Behaviors: 10(c) Intervention

At the completion of the Foundation level, students are expected to:

- C10 (c), FPB 36: Initiate actions to achieve organizational goals
- C10 (c), FPB 37: Implement prevention interventions that enhance client capacities
- C10 (c), FPB 38: Help clients resolve problems
- C10 (c), FPB 39: Negotiate, mediate, and advocate for clients
- C10 (c), FPB 40: Facilitate transitions and endings

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (c) Intervention

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their intervention skills. At the completion of the Advanced level, students are expected to:

- C10 (c), APB 25: Work collaboratively with client systems to design and implement culturally appropriate interventions
- C10 (c), APB 26: Facilitate transitions and endings that meet the cultural needs of client systems

Foundation Practice Behaviors: 10(d) Evaluation

At the completion of the Foundation level, students are expected to:

- C10 (d), FPB 41: Critically analyze, monitor and evaluate interventions

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (d) Evaluation

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their evaluation skills. At the completion of the Advanced level, students are expected to:

- C10 (d), APB 27: Using critical thinking, apply research methodologies to evaluate practice interventions with diverse individuals, families, and communities.

Admissions Policies

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

Graduate Assistantships

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

The MSW Program Director nominates the top Graduate Assistantship applicants, existing students

and incoming students, to the Office of Graduate Studies. Nominations are based on merit, skills, and academic achievement, as well as faculty needs.

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

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

Educational Approaches

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

Curriculum Plan and Graduation Requirements

MSW Degree Options

Stockton's MSW Program offers two main alternatives to earning the MSW degree: 1) a two-year 60-credit option, and 2) a one-year 30-credit Advanced Standing option. Both options are offered on a full-time basis. The Advanced Standing option is only available to applicants who have earned a bachelor degree in social work from a college or university accredited by the Council on Social Work Education and who have a cumulative GPA of 3.0. Students admitted into Advanced Standing are required to complete a three-day summer orientation. In addition, Stockton offers a part-time 60-credit program and a part-time Advanced Standing Program. These programs are only open to Supervisors and Casework Supervisors currently employed by the New Jersey Division of Child Protection and Permanency.

Two-Year 60-Credit Option

You are required by the University to complete a minimum of 60 credits. In order to graduate, you must have completed a minimum of 60 credits in the prescribed curriculum and maintained an overall 3.0 grade point average (GPA).

Stockton's MSW Program's two-year 60-credit option consists of a foundation year and a concentration or advanced year. In the foundation MSW courses, you learn about the value base of the social work profession and about ethical decision-making. You learn to understand the history of social welfare. You develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. You develop an understanding of research methodology and of how to apply research findings to your practice. You 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. You learn to integrate classroom learning with field experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the concentration or advanced year, you take the advanced courses and electives. At this level, the expectation is that you develop advanced competencies and more specialized knowledge, particularly in the area of the program's concentration (working with diverse individuals, families, and communities) but also in elective areas. You explore many different approaches to developing cultural competence. Through your actual field experiences and through case examples introduced in the classroom, you are challenged to develop understanding of diverse individuals, families, and communities and use relevant theories and perspectives and creativity to develop effective, culturally competent interventions. Finally, you are free to choose three elective courses, to pursue areas of specialized practice. You may elect to combine your electives to earn a method specialization in leadership and management, or in clinical social work. If you desire to take an elective outside the program (one is permitted), you must obtain prior approval from the Advisor/Preceptor.

FOUNDATION YEAR (Year 1)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
Foundation Social Welfare Policy	3	Foundation Social Work Research	3
Human Behavior and the Social Environment I	3	Human Behavior and the Social Environment II	3
Social Organizations and Environments	3	Race, Ethnicity and Diversity: Implications for Social Work Practice	3
Foundation Social Work Practice I	3	Foundation Social Work Practice II	3
Field I	3	Field II	3

CONCENTRATION OR ADVANCED YEAR (Year 2)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
Advanced Cultural Competence	3	Advanced Social Welfare Policy	3
Advanced Social Work Research	3	Elective	3
Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	3	Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	3
Elective	3	Elective	3
Field III	3	Field IV	3

Advanced Standing Option

Stockton's MSW Program Advanced Standing option consists of advanced-level courses. Students are required to complete 30 credits in concentration courses during two consecutive semesters, fall and spring. Additionally, the Advanced Standing option requires completion of a three-day summer orientation before beginning concentration courses.

CONCENTRATION OR ADVANCED YEAR (Advanced Standing Option)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
Advanced Cultural Competence	3	Advanced Social Welfare Policy	3
Advanced Social Work Research	3	Elective	3
Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	3	Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	3
Elective	3	Elective	3
Field III	3	Field IV	3

Masters Child Welfare Education Program (MCWEP)

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

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

The Curriculum

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

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

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

Course Descriptions: Foundation Year Courses

Foundation Social Welfare Policy

This course provides 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 is on major policy areas, especially those related to social justice and how policies influence underserved populations or populations that have received unequal treatment.

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 diversity issues (i.e. social class, race, ethnicity, culture, gender, sexual orientation, age, religion, and disability status). Biological, psychological, social, and spiritual theories provide the framework to understand the interrelationship between people and their social environments.

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

Human Behavior and the Social Environment II

Both foundation courses of HBSE seek to expand the theoretical base knowledge that helps us understand the spiritual bio-psycho-social forces that influence our behavior. This second required foundation course of HBSE is a continuation of HBSE I. This course focuses on developmental stages across the life span within the contexts of individual, family, groups, and communities. Using a developmental, life-course and social systems approach, this course addresses the person-in-environment with a special focus on 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) issues of diversity, 2) the profession's fundamental interest in promoting social and economic justice, 3) and the direction of practice interventions.

Social Organizations and Environments

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

environments. They 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 understand how organizational factors affect practice and how practitioners can contribute to developing more effective social organizations. They 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.

Foundation Social Work Practice I

This is the first half of two required sequential courses in the foundation year focusing on direct practice with diverse individuals, families, and groups. It provides basic knowledge and skills as a foundation for the advanced curriculum in the second year of the MSW program. Using an advanced generalist practice model with attention to ecosystems, strengths-based and empowerment practice perspectives, this course prepares students to work with systems of varied sizes and levels. Core values, concepts, and ethical considerations as they pertain to advanced generalist social work practice are examined. Practice content includes the following: problem identification, goal setting, data collection, contracting, implementation of intervention plans, differential use of interventive roles, evaluation, and termination. Emphasis is given to facilitative and constraining interactive effects of the biological, psychological, and social environments that provide the context for social work practice. Special attention is given to cultural competence standards, empirical measurement to monitor and evaluate outcomes, awareness of human rights and social justice issues in practice, and evidence-based practice models. This course is a co-requisite with SOWK 5901: Field I and a prerequisite for SOWK 5602 Foundation Social Work Practice II and SOWK 5902: Field II.

Foundation Social Work Practice II

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

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

Foundation Social Work Research

This course combines research methods and statistics from an ecological perspective. Using quantitative and qualitative research methods, research designs for evaluation of practice in small systems and social program levels are examined. Understanding ethical issues, implication of research with vulnerable populations, and social and economic justice is central. Inferential statistics and qualitative data analysis are an intrinsic part of the course and are discussed in relation to statistical analysis of data.

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

This course provides a foundation for understanding the significance of cultural diversity in social interactions and professional social work practice. The course focuses on the socially defined concept of “human differences” and how perceptions of those differences affect our values, self-concepts, and personal and professional behaviors. Key concepts of social diversity related to race, ethnicity, gender, religion, socioeconomic class, sexual orientation and physical characteristics are 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 are 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.

Field I

Field I aims to help students build competencies in advanced generalist practice and enhance their development as social work professionals through the integration of classroom knowledge with applied experiences in field. Students are required to successfully complete 200 hours of a supervised internship experience while simultaneously participating in 6 bi-weekly field seminars. The bi-weekly seminars are conducted for 3 hours each. The internship experience provides rich opportunities for students to integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of field supervision, and the adoption of evaluation techniques as part of their practice style. The field seminar provides a forum for students to discuss field experiences and integrate those experiences with knowledge gained from core courses. Particular attention is given to providing opportunities to trouble shoot pragmatic and procedural aspects of field education, developing a professional self, acquiring skills necessary for advanced generalist practice, applying professional values and ethics, recognizing the impact of diversity and multiculturalism issues in field, and facilitating ongoing assessment and evaluation of student field performance in a supportive environment.

During the internship, learning activities supporting desired MSW Program Competencies are developed by the field instructor, student, and field coordinator as part of the learning contract development process. The learning contract is used as the basis for evaluating student performance and guides the learning path for the internship experience. Student preparation and participation are essential for achievement of the

competencies for this course. Field I must be taken concurrently with Social Work 5601: Foundation Social Work Practice I. It is also a prerequisite for SOWK 5602: Foundation Social Work Practice II and SOWK 5902: Field II.

Field II

Field II aims to help students build competencies in advanced generalist practice and enhance their development as social work professionals through the integration of classroom knowledge with applied experiences in field. Students are required to successfully complete 200 hours of a supervised internship experience while simultaneously participating in 6 bi-weekly field seminars. The bi-weekly seminars are conducted for 3 hours. The internship experience provides rich opportunities for students to further integrate theory with practice, assess their development of practice skills and socialization to the profession through self-reflection, appropriate use of field supervision, and the adoption of evaluation techniques as part of their practice style. The field seminar provides a forum for students to discuss field experiences and integrate those experiences with knowledge gained from core courses. Particular attention is given to providing opportunities to trouble shoot pragmatic and procedural aspects of field education, developing a professional self, acquiring skills necessary for advanced generalist practice, applying professional values and ethics, ethical decision making techniques to resolve ethical dilemmas, applying skill in cultural competency, and facilitating ongoing assessment and evaluation of student field performance in a supportive environment.

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

Course Descriptions: Concentration Year Courses

Advanced Cultural Competence

This course raises consciousness about the complexities involved in working with diverse individuals, families, groups, and communities. It challenges students to explore the meanings that they ascribe to social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability. It asks students to reflect on issues of worldview/standpoint, power and oppression, and global human rights. It raises students' consciousness about 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 forces of oppression on individuals, families, groups, and communities. It prepares students to use inductive methods of learning about other worldviews in order to engage and perform clinical work with diverse individuals, families, and communities.

Advanced Social Welfare Policy

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

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

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

Advanced Social Work Practice with Diverse Individuals, Families, and Communities 1

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

Students develop advanced knowledge of the application of evidence-based practices with diverse client systems of all sizes. They also develop an introductory level ability to use and critically examine the *Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV-TR)* and the new DSM-V, 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).

Advanced Social Work Research

The course is designed to provide MSW students with an advanced understanding of social work research. The course helps students integrate knowledge gained in other social work courses and understand the application of research methods to practice. Critical thinking skills are augmented in order to determine selection, development, and employment of knowledge that fosters the use of best practices, with clients, based on current research. Steps in advanced levels of conducting social work research

and variations in these steps through the use of quantitative and qualitative approaches are emphasized. Data analysis is a component of this course. SPSS is utilized and brief tutorials will take place in the Computer lab.

Advanced Social Work Practice with Diverse Individuals, Families, and Communities 2

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

This advanced practice course is designed with two purposes in mind: First, to help students strengthen their social work practice knowledge and skills in their work with systems of all sizes. As students reflect on their field experiences, they demonstrate advanced analytic, interventive, and evaluative skills and 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. Second, to help students demonstrate that they are able to integrate the values, knowledge, and skills that they have mastered in the first three and one-half semesters of the MSW program and apply them to an issue of their choice, producing a summative work, a portfolio. The course is divided into three units, each exploring advanced knowledge and practice skills as applied to work with systems of all sizes.

Unit 1: Introduction to Course and Portfolio Project

Unit 2: Review of Theories and Practice Principles Applicable to Advanced Social Work Practice with Diverse Individuals, Families, and Communities:

In this unit, students commence their final integrative portfolio project by engaging in a systematic review of previous learning across the two years of the MSW Program.

Unit 3: Self-Directed, Autonomous Professional Practice. Lifelong Learning:

In the final session of the class, students reflect on their preparation for autonomous practice and think ahead to building, sustaining, and nurturing their professional identity.

Field III, IV

This course is a 500-hour field experience in a human services organization. Field placements are arranged for students by the Director of Field.

Electives within the Program

Child Welfare Leadership and Supervision

This elective course is designed for students who are currently in a child welfare supervisory position. This course focuses on the roles of leadership and strengths-based supervision in retaining child welfare employees and improving outcomes for clients served by the child welfare system. Students

develop the skills necessary for effective leadership and supervision. This course examines the history of leadership theories concentrating on Transformational Leadership and its application in the Child Welfare arena. This course also explores the concept of the Child Welfare setting as a learning organization and the implications for leadership. Students gain knowledge about the context of contemporary supervision and are presented with models of supervision grounded in evidence-based practice. Students come to understand the collaborative and interactional nature of supervision and the managerial components to the supervisory role. This course also promotes understanding of the role of supervision and leadership within the specific environment of public child welfare, which includes the involuntary nature of most child welfare clients, the way in which practice is shaped by Federal and State policies, the tensions between issues of child safety and family preservation, and working collaborators. Finally, students gain an understanding of the role of diversity in Child Welfare supervision and build practical skills for organizational leadership in public child welfare systems.

Clinical Gerontological Social Work Practice

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

Clinical Social Work in Health Settings

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

Empowering Groups and Communities for Social Change

This course is designed to provide MSW students with an understanding of direct social work practice with diverse groups and communities. The course helps students develop the skills of working with

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

Forensic Interviewing of Children

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

International Social Work

This elective course builds upon foundation year MSW coursework by introducing students to the field of international social work and welfare. Students explore contemporary trends in international social work, such as social development and indigenous social work practice. 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.

Leadership and Management I: Leading and Managing Human Service Organizations

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

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

Emphasis is on giving students who aspire to management positions a comprehensive overview of the

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

Leadership and Management II: Supervision and Consultation

This course is the second of a series of three courses intended to prepare students for leadership and management positions in human service organizations.

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

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

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

This course is the third of a series of three courses intended to prepare students for leadership and management positions in human service organizations.

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

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

Psychopathology, Psychopharmacology, and Cultural Neuroscience

This course will examine the origin, development, treatment, and classification of the most prevalent forms of maladaptive or psychopathological behavior. Students will obtain a working knowledge of the DSM-5, including differential diagnosis and describe specific mental conditions using the language of the

DSM. Aspects of cultural neuroscience and psychopharmacology will also be explored in an effort to appreciate the emotional, physical, and financial costs and benefits that clients experience when health care providers assess disorders and prescribe treatment/medications. Ethical issues encountered in assessment and intervention with clients who present with psychopathology will also be analyzed.

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.

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.

Trauma-Informed Child Welfare Practice

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

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

In this course, students are given a general overview of child traumatic stress, trained on the Essential Elements of trauma-informed child welfare practice, and provided practical strategies that child welfare

workers can use when they encounter children in the system who have experienced trauma.

Electives outside the Program

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

Student Rights

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

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

Expectations of the Graduate Program of Social Work

Professional Behavior

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

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

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

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

Classroom Conduct

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

Attendance and Participation

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

Students with Special Needs

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

Student Health Services

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

Advising

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

If students have any problems, they should consult their advisor/preceptor. If the advisor/preceptor cannot resolve the problem, he or she will seek additional assistance from the appropriate source on students’ behalf. All advisors/preceptors post office hours and are available to meet with students during these hours and/or by appointment at the faculty member’s office or at the Carnegie Center on Wednesdays or Saturdays. On Saturdays, there is available space where students can meet with faculty

members individually or in small groups—informally or more formally to discuss topics related to their studies or explore career options. The program encourages such meetings to enhance students' academic and professional development.

Registration

All registration of courses is completed on line. 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

According to the [Stockton University Bulletin](#):

A graduate student must maintain a cumulative GPA of 3.0 to remain in good academic standing. A student whose GPA falls below a cumulative GPA of 3.0 is placed on Academic Probation.

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

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

If there is a procedural error in terminating a student from the Graduate Social Work Program for academic reasons, the student may appeal in writing to the Dean of the School of Social and Behavioral Sciences with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.

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

Advanced Standing students whose cumulative GPA falls below 3.0 during their first semester are placed on probation and given one additional semester (limited to a maximum of 15 credits) to raise their GPA to at least 3.0. Advanced Standing students failing to raise their GPA to 3.0 during their second semester in the program will not be able to graduate and are subject to dismissal from the program.

Remedial Plan Requirement and Approval Process

In Stockton's MSW program, students who receive a grade of C- or below in any class are subject to repeat the class and will be required to draft a Remedial Plan to be approved by the program. This Remedial Plan should be in writing and should outline the specific steps that the student will take to improve his/her

academic performance and/or raise their grade in any class(es) which need repeating. For students who receive a C- or below in a course, repeat that course, and receive a C- or below on the second attempt, the further consequences will be determined based on the student's cumulative GPA.

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

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

Examples of Remedial Plan Content

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

Academic Honesty

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

Other Grounds for Dismissal

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

Professional Program Standards

In general, students who meet academic standards will have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready

to meet the emotional challenges of graduate studies. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in fieldwork. Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate or take other disciplinary action against a MSW student (i.e., place on probation, suspension) will never be made by only one person but will be the decision of the Academic and Professional Standing Committee.

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

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

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

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

Professional Performance Review

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

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

Academic and Professional Standing Committee Composition and Operation

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

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

The Academic and Professional Standing Committee is a Program level system for early detection of problems in academic or professional performance. The Academic and Professional Standing Committee will: 1) review criteria for performance review, 2) make recommendations to the Program for updates or changes to the review process, 3) receive requests for review of student performance, 4) review requests for review of student performance, and 5) make decisions on all reviewed requests. The committee may decide there is no basis for further action or that a specific student contract must be established for a probationary period before determining the need for further action. The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions and re-evaluation of student performance, and consequences for noncompliance. The Committee will work with the student, his/her preceptor, and other relevant persons. In addition, the committee reserves the power to terminate the student from the program under any of the following circumstances: if the student refuses to develop a contract, fails to fulfill the contract, or if while completing the contract some serious negative behavior, or failing academic performance occurs. Discontinuation can occur any semester, including the last semester of enrollment in the Program.

Possible Outcomes from Academic and Professional Standing Committee Review

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

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

Termination: The student is dismissed from the program.

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

appeals rights.

Procedure for Appeal of Academic and Professional Standing Committee Review Decision

The student may appeal the decision of the Academic and Professional Standing Committee in the following order:

1. MSW Program Appeals Committee
2. Dean of School of Social and Behavioral Sciences
3. Provost

First Level of Appeal

If the student disagrees with the decision of the Academic and Professional Standing Committee, the student may request an appeal. The student must submit a substantive written statement for requesting an appeal by the MSW Program Appeals Committee to the Academic and Professional Standing Committee Chair and the MSW Program Director. The written request must be submitted within two weeks of the receipt date of the Committee's review decision notice. If this deadline is not met, the student is ineligible to appeal.

The first level of appeal is to appeal the Committee's decision to the MSW Program Appeals Committee. Upon receipt of the appeal notice from the student, the MSW Program Director will appoint an appeal committee from all eligible program members and a chair, but in no case may the review panel be less than two members. Eligible persons are full-time faculty and field coordinators. The following persons are ineligible: the MSW Program Director, Academic and Professional Standing Committee members, and any other program members the MSW Director deems to have a conflict of interest.

Appeal Process

Barring extenuating circumstances, the chair of the appeal committee shall set a date for the hearing within two weeks. After a hearing date has been set, the Committee Chair shall give at least one week notice to committee members, the requester(s), student(s), and preceptor about date, time, and place for the hearing as well as the issues which will be considered by the committee. The hearing notification will be sent via certified mail. All committee members, the student(s), and requester(s) must be present at this appeal hearing. The preceptor may attend the appeal hearing. The student may be accompanied by a person from the Stockton community (student, faculty, or staff).

The appeal committee review is an opportunity for both the Requester(s) and student(s) to submit their positions orally and in writing for Committee review. Its purpose is to review whether the Academic and Professional Standing Committee procedure followed the requirements of the policy and procedure and to review the substantive decision. The Requester(s) and student(s) each will have a maximum of 5 minutes for their oral presentation. The Requester(s) and student(s) written presentations from the Committee review will be the basis of their written presentation to the appeal committee. Requester(s) and student(s) may submit any new written documentation to the appeal committee within 3 days of the appeal committee meeting. The appeal 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 appeal committee chair to consider asking a question to the student(s) or Requester(s), respectively. The

committee chair has full discretion in deciding whether or not to honor the request. The student must leave the room at the time of deliberations.

Deliberations

Only the committee members and the student's preceptor (if in attendance) will be present in the room for the vote. The preceptor will not vote. The Appeals Committee recommendation to the MSW Director will be by majority vote. The committee's charge is to

1. Consider all factors in the present and past performance of the student
2. Decide to support the decision of the Academic and Professional Standing Committee
3. Decide to overturn the decision of the Academic and Professional Standing Committee with an alternative plan to resolve the performance problems.

The Appeals Committee shall prepare a written recommendation to submit to the MSW Director, which will describe the nature of the performance problem, a summary of the facts as presented to the Appeals Committee, committee's actions and reasons for the actions.

Notification

Barring extenuating circumstances, the Appeals Committee shall issue a written decision to the Requester(s), student(s), Academic and Professional Standing Committee chair, and MSW Program Director within one week of the review meeting. The decision must be sent by certified mail, return receipt requested, and include: the decision; its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established subject to appeal rights.

Second Level of Appeal

If the student disagrees with the decision of the Appeals Committee, the student may request an appeal to the Dean of the School of Social and Behavioral Sciences. The student must submit a substantive written statement stating the specific grounds for his/her appeal to Dean of the School of Social and Behavioral Sciences, and the MSW Program Director. The written request should be submitted within two weeks of the receipt date of the Committee's review decision notice. If this deadline is not met, the student is ineligible to appeal. The dean's review shall be based on documentation from the Academic and Professional Standing Committee and appeal decisions. There will be no in-person appearances by the student(s) or Requester(s), unless the Dean decides otherwise. The Dean shall consult with the MSW Program Director, Academic and Professional Standing Committee Chair, Appeals Committee Chair, and the Dean of the School of Graduate and Continuing Studies and make the final decision.

Barring extenuating circumstances, the dean shall issue a written decision to the student, Academic and Professional Standing Committee chair, MSW Program Director, the Dean of the School of Graduate and Continuing Studies, and the student's file/record within reasonable time. The decision must be sent by certified mail, return receipt requested, and include: the decision; its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established subject to appeal rights.

Third Level of Appeal

Should the student not be satisfied with the results of the second appeal level, the student may request a

review by the Provost. The student must submit a substantive written statement stating the specific grounds for his/her appeal to the Provost, the Dean of the School of Social and Behavioral Sciences, the Dean of School of Graduate and Continuing Studies, and the MSW Program Director. The written request should be submitted within two weeks of the receipt date of the Dean of Social and Behavioral Sciences decision notice. If this deadline is not met, the student is ineligible to appeal. The Provost's review shall be based on documentation from the Academic and Professional Standing Committee and appeal decisions. There will be no in-person appearances by the student(s) or Requester(s), unless the Provost decides otherwise.

The Provost shall consult with the Dean of the School of Social and Behavioral Sciences, the Dean of School of Graduate and Continuing Studies, and the MSW Program Director and make the final decision.

Barring extenuating circumstances, the Provost shall issue a written decision to the student, Dean of the School of Social and Behavioral Sciences, the Dean of School of Graduate and Continuing Studies, the MSW Program Director, and the student's file/record within reasonable time. The decision must be sent by certified mail, return receipt requested, and include: the decision and its effective date.

Confidentiality

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

Leave of Absence/Readmission

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

Maintenance of Matriculation

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

Withdrawal from the University

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

Evaluation Procedures

Grading System

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

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

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

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

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

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

Definition of a Passing Grade in the MSW Program

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

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

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 and the supervising academic Dean. 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 upon receipt of a properly signed change of grade form delivered to the Office of Student Records by the Dean or his/her representative.

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

Withdrawals and Incompletes

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

Career Opportunities/Employer Demand

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

Certification and Licensure

All states now have some form of state licensure or certification for social workers. In New Jersey there are three possibilities: CSW (Certified Social Worker), LSW (Licensed Social Worker), and LCSW (Licensed

Clinical Social Worker). All social workers are required to understand the statutes and regulations that regulate social work practice in the state in which they practice. The New Jersey statutes and regulations are available online at: <http://www.njconsumeraffairs.gov/sw/Pages/regulations.aspx>. Social workers should pay particular attention to this section of the New Jersey law:

45:15BB-4. Certification or license required

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

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

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

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

(1) Human behavior and the social environment; (2) Diagnosis and assessment in social work practice; (3) Models of psychotherapy or clinical practice (for example, psychodynamic, behavioral, cognitive therapies, task-centered, psychosocial, crisis intervention approaches, etc.); (4) Clinical supervision and consultation; and/or (5) Intervention with special populations (New Jersey Administrative Code, Title 13, Law and Public Safety Chapter 44G, State Board of Social Work Examiners, <http://www.njconsumeraffairs.gov/regulations/Chapter-44G-State-Board-of-Social-Work-Examiners.pdf>)

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

- Human Behavior and the Social Environment 1*
- Human Behavior and the Social Environment 2*

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

*It should be noted that in 2018 the Board of Social Work Examiners approved changes to the LCSW requirements. These changes included increasing the number of hours performed under supervision post MSW, as well as removing human behavior and the social environment from the list of clinical social work practice courses. At the time of the publication of this program handbook, these changes had not yet taken effect. However, when these changes are implemented, courses such as Human Behavior and the Social Environment 1 and 2 can no longer be counted towards the LCSW requirements.

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

A Final Word

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

APPENDIX: Curriculum Worksheet
MASTER OF SOCIAL WORK (MSW)

Name: _____ Z #: _____ Preceptor: _____

Matriculation Date: _____ Telephone: _____ Cell: _____

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

CONCENTRATION YEAR REQUIRED COURSES (21 REQUIRED CREDITS PLUS 9 ELECTIVE CREDITS)			
ADVANCED STANDING STUDENTS COMPLETE ONLY CONCENTRATION YEAR COURSEWORK			
Semester 3	CREDITS	Semester 4	CREDITS
SOWK 5250 Advanced Cultural Competence	3	SOWK 5230 Advanced Social Welfare Policy	3
SOWK 5240 Advanced Social Work Research	3	Elective	3
SOWK 5603 Advanced Social Work Practice with Diverse Individuals, Families, and Communities 1	3	SOWK 5604 Advanced Social Work Practice with Diverse Individuals, Families, and Communities 2	3
SOWK 5903 Field III	3	SOWK 5904 Field IV	3
Elective	3	Elective	3

Elective Courses

- SOWK 5540 Clinical Gerontological Social Work Practice
- SOWK 5572 Child Welfare Leadership and Supervision (MCWEP students only)
- SOWK 5515 Clinical Social Work in Health Settings
- SOWK 5590 Empowering Groups and Communities for Social Change
- SOWK 5560 International Social Work
- SOWK 5561 Leadership and Management 1: Leading and Managing Human Service Organizations
- SOWK 5562 Leadership and Management 2: Supervision and Consultation
- SOWK 5563 Leadership and Management 3: Program Planning, Development, and Funding
- SOWK 5530 Psychopathology, Psychopharmacology, and Cultural Neuroscience
- SOWK 5535 Substance Abuse: Treatment and Recovery
- SOWK 5571 Trauma-Informed Child Welfare Practice (MCWEP students only)
- SOWK 5570 Trauma-Informed Social Work Practice
- SOWK 5575 Forensic Interviewing of Children

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

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