



# STOCKTON UNIVERSITY

## SOCIAL WORK UNDERGRADUATE PROGRAM STUDENT HANDBOOK

ACADEMIC YEAR 2020-2021

Revised August 24, 2020

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## **Introduction**

Welcome to Stockton University Social Work Program! If you are thinking about majoring in Social Work, this *Social Work Program Student Handbook* will serve as a guide. In addition to developing a familiarity with the contents of this handbook, you need to consult regularly with your Preceptor or Program Coordinator. Feel free to also visit our website at [www.stockton.edu/sowk](http://www.stockton.edu/sowk).

The Stockton Social Work Program was established in 1972. Graduates from our program receive a Bachelor of Science degree in Social Work and are prepared to assume entry-level positions as generalist social work practitioners or to continue their studies at the graduate level.

We wish you success as you work towards your educational and career goals, and we look forward to getting to know you.

## **Stockton University**

Stockton University is a four-year, 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), Natural Sciences and Mathematics (NAMS), Business (BUSN), Health Sciences (HLTH), Education (EDUC), Social and Behavioral Sciences (SOBL), and General Studies (GENS). The Social Work Program is part of the Social and Behavioral Sciences (SOBL). The Dean, Assistant Dean, secretaries, and faculty mail boxes are located in the SOBL Office (H-210).

Stockton University's accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 2012. The Social Work Program was initially accredited by the Council on Social Work Education (CSWE) in 1976, retroactive to 1975. That accreditation was reaffirmed in 1981, 1988, 1995, 2003, 2011 and 2019.

## **Equal Opportunity University**

Stockton University is an equal opportunity institution. It does not discriminate in admissions or access to its programs and activities or in treatment or employment of individuals on the basis of race, creed, religion, color, national origin/nationality, ancestry, age, sex/gender (including pregnancy), marital status, familial status, affectional or sexual orientation, gender identity or expression, domestic partnership status, atypical hereditary cellular or blood trait, genetic information, disability (including perceived disability, physical, mental, and/or intellectual disabilities), or liability for service in the Armed Forces of the United States.

## **Affirmative Action**

Stockton University stands firmly committed to the principle of equal employment opportunity. The University employs a diverse population of men and women who represent various racial, ethnic, and economic backgrounds. The University strives to maintain and extend that diversity, not only to comply with state and federal statutes, but also to provide an educationally desirable environment. To that end, the University has developed an Affirmative Action Program to reaffirm and operationalize fully Stockton's commitment to equal opportunity for all job classifications. The sexual harassment of students or employees by faculty, administrators, other employees or students is a form of sex discrimination prohibited by state and federal law. The University regards such behavior as a violation of the code of conduct required of all persons associated with the institution. In addition, the University complies with federal regulations which require it to employ and to advance the disabled, Vietnam-era veterans, and disabled veterans.

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

## **The Social Work Program**

### **Philosophy**

The Social Work Program at Stockton offers undergraduate students the opportunity to pursue a professional, accredited degree program in Social Work. The Program also makes available for all students a limited number of general education and professional courses for those interested in the problems of modern society from the perspective and theoretical orientation of the social work/social welfare specialist.

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.

## **Mission, Goals, and Competencies**

(Revised August 2018)

### **Mission**

The Stockton University Social Work Program's mission is to prepare undergraduate social work majors for generalist social work practice with individuals, families, groups, organizations, and communities by providing a broad-based, professional education that rests on a solid liberal arts foundation. The Program also seeks to serve the larger university community through Social Work and General Studies course offerings that have universal appeal to those seeking a better understanding of the human condition. The Program's central focus is on producing graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social and economic justice in their professional and personal lives.

To that end, the School aims to: 1. prepare graduate students for generalist social work practice and professional leadership within a diverse learning environment; 2. advance knowledge for effective social work practice and education; 3. enhance the well-being of the people and communities regionally, nationally, and around the world; and 4. further the goals of the University and the social work profession through collaboration, consultation, and public service.

More specifically, the School's educational and research programs draw on social work values and a multi-disciplinary body of knowledge and skills in seeking to: 1. reaffirm the importance of respectful, meaningful, collaborative relationships as a core element of social work practice; 2. strengthen practices, programs, and policies that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; 3. prevent and alleviate personal, interpersonal, and societal problems; 4. redress conditions that limit human development and quality of life; and 5. promote human rights, social justice, and respect for human diversity.

Our mission is to prepare students for generalist social work practice; to provide them with a solid liberal arts foundation; to teach general studies courses that elucidate understanding of the human condition; and to emphasize the importance of human rights, diversity, and economic/social justice. Our junior sequence amply covers theories and methods to enhance generalist practice across levels (micro, mezzo, macro). Subsequently, our senior sequence emphasizes the inextricable link of practice to policy and research methods. During the spring semesters, intentional focus is spent on integrating knowledge acquired from a wide array of liberal arts (e.g. biology, economics, psychology, sociology) and general studies courses. Across prerequisites, core courses, and general studies classes students are prepared to practice with diverse populations (Goal I); master core competencies of generalist practice (Goal II); understand social contexts (Goal III); apply ethical principles (Goal IV); become lifelong learners (Goal V); think critically and proficiently use technology (Goal VI); and serve the profession and community (Goal VII).

### **Goals and Core Competencies**

**Goal I:** To prepare graduates to practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

Graduates of the Stockton Social Work Program will have mastered the following core competencies:

- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**Goal II:** To provide comprehensive content about generalist social work practice.

Graduates of the Stockton Social Work Program will have mastered the following core competencies:

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice

- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
- Apply knowledge of human behavior and the social environment

**Goal III:** Provide content about the social contexts of social work practice.

Graduates of the Stockton Social Work Program will have mastered the following core competencies:

- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice

**Goal IV:** Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

Graduates of the Stockton Social Work Program will have mastered the following core competency:

- Apply social work ethical principles to guide professional practice

**Goal V:** Prepare graduates to be conscientious lifelong learners.

Graduates of the Stockton Social Work Program will have mastered the following core competency:

- Identify as a professional social worker and conduct oneself accordingly

**Goal VI:** Prepare graduates who demonstrate the ability to think critically, write effectively, communicate effectively orally, use practice experience to inform scientific inquiry, and be comfortable with the use of computers.

Graduates of the Stockton Social Work Program will have mastered the following core competencies:

- Apply critical thinking to inform and communicate professional judgments
- Engage in research-informed practice and practice-informed research

**Goal VII:** Faculty of the Stockton Social Work Program will 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, multi-cultural society.

**The following table lists the Program competencies and associated practice behaviors.**

COMPETENCY	PRACTICE BEHAVIORS
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<ul style="list-style-type: none"> <li>•make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> </ul>

	<ul style="list-style-type: none"> <li>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>• use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>• use supervision and consultation to guide professional judgment and behavior.</li> </ul>
<b>Competency 2: Engage Diversity and Difference in Practice</b>	<ul style="list-style-type: none"> <li>• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>	<ul style="list-style-type: none"> <li>• use practice experience and theory to inform scientific inquiry and research;</li> <li>• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>• use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>
<b>Competency 5: Engage in Policy Practice</b>	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> </ul>

	<ul style="list-style-type: none"> <li>•develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</li> <li>•select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>•critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>•apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>•use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>•negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>•facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>•select and use appropriate methods for evaluation of outcomes;</li> <li>•apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> <li>•critically analyze, monitor, and evaluate intervention and program processes and outcomes;</li> <li>•apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>

## **UNDERGRADUATE SOCIAL WORK PROGRAM EXPECTATIONS**

**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 *Undergraduate Bulletin*.

The undergraduate social work program is focusing on preparing students for generalist social work practice with individuals, families, groups, and communities. This preparation begins in the classroom, where students will 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.

## **KEY ATTRIBUTES OF A STOCKTON SOCIAL WORK MAJOR** (revised 6/2019)

All students in Stockton University’s Social Work Undergraduate Program are expected to possess the following abilities and attributes. They are expected to meet these standards in the classroom, in their field practicum, and elsewhere. Attention to these standards will be part of evaluations made by faculty



and staff responsible for evaluating students' classroom and practicum performance (See field manual for more information on practicum performance).

Failure to demonstrate these key attributes consistently may lead to termination from the Social Work Undergraduate program.

**Interpersonal Skills** The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, altruism, integrity, ability to have face to face conversations and present in group settings. The student must have the ability to demonstrate and be comfortable with having eye contact with faculty, staff, students, and clients in the field. The student must possess a demonstration of respect for and consideration of others.

**Self-Awareness** The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals and must be able to work effectively with others.

**Professional Behavior** The social work student must act in a professional manner by knowing and practicing within the scope of the social work profession, adhering to the profession's code of ethics, respecting others, being punctual and dependable, having time management skills which include but are not limited to prioritizing responsibilities, and completing assignments on time. Time management should be demonstrated in the classroom and in the field internship.

**Professional Communication Skills** The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to comprehend the content presented in the program. Professional communication is also expected in emails.

**Professional Commitment to the Social Work Profession** The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work which are the dignity and worth of every individual and his/her right to social and economic justice.

**Knowledge Base for Social Work Practice** The professional activities of social work students must be based on relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in practicum, data-gathering, assessment, interventions and evaluation of practice.

**Objectivity** The social work student must be sufficiently objective to systematically evaluate clients and their situations without bias.

**Empathy** The social work student must attempt to seek to comprehend another individual's way of life and values. He/she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

**Cultural Competence & Acceptance of Diversity** The social work student must appreciate the value of human diversity. He/she must be able to work effectively with all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation and value system.

**Coping with Stress** The social work student must be knowledgeable about the undesirable effects of stress. Students should be self-aware when stressors are negatively impacting them and take appropriate steps to implement self-care strategies, coping skills, and/or seek input from faculty or professional resources.

**Attendance, Preparation, and Participation:** As a professional social worker, you will be expected to be reliable in attendance. Preparation for each encounter with a client system and for every professional meeting will also be expected. As a student preparing for a professional career, you are expected to come to every class and be 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. 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 Learning Accommodations** 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 (609-652-4988).

<https://stockton.edu/wellness-center/disability-services/faculty-staff-resources.html>

In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and a need for accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online at [www.stockton.edu/LAP](http://www.stockton.edu/LAP). Please call 609-652-4988 or send an email to [LAP@stockton.edu](mailto:LAP@stockton.edu) for more information. Once you have received an accommodation letter from LAP, please contact your instructor to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented.

**Withdrawal from the Social Work Program:** Students who wish to withdraw must notify the Social Work Program Coordinator and the preceptor in writing via email.

**Readmission:** The student must notify the Social Work Program Coordinator and their preceptor by email of your request for readmission - by December 15 or June 30, whichever is applicable. Failure to respond by these dates will result in your dismissal from the Program. Juniors must also email the Field Coordinator for readmission by December 15.

### **ATTENDANCE**

**Students are expected to attend all classes on time and for the entire class period.** They are also expected to actively participate in class discussions. **Students who have more than 3 absences will reduce their final course grade by 3 points for each absence** over 3. (For example, if your course grade was a 91 and you had 4 absences, your final course grade would be reduced to an 88.) Three late arrivals or early departures are the equivalent of one absence. If you are absolutely unable to attend class, must arrive late or depart early, notify the professor prior to being absent. Discerning what constitutes a true emergency is part of effective problem-solving. **No distinction exists between an excused and unexcused absence, because all absences should have merit.**

If an emergency prevents you from attending class, you must contact me prior to the start of that class and email me your name, the class you are missing and your excuse. If you miss any classes without a message prior to class, your grade may be affected. It is essential that you deal with these matters as you would in a work setting. **NOTE:** Excused absences are counted as absences, even if for personal or medical reasons. If you miss a class, you are responsible for the missed class notes, homework assignments and instructions.

**Late Assignments** – Five percent credit **per day** (e.g. five points from a 100-point assignment) will be deducted for any assignment that is late, unless prior arrangements have been made between the student and the instructor. Prior arrangements means before the due date, and contact must be made with the instructor signifying why an assignment cannot be handed in on time. The final decision concerning the legitimacy of the reason will be determined by the instructor. Students are responsible for bringing problems to the professor in time for them to be resolved before the due date of assignments.

### **NAMES AND IDENTIFIED PRONOUNS**

If you are interested in using a name or preferred pronoun other than what is listed on the roster, please do not hesitate to let me know. It is my express wish to respect people's ability to self-define their identity and this will be supported in the course by both the professor and students.

### **Sexual Assault Resources**

If you find yourself a victim of sexual misconduct, including sexual assault, domestic violence, dating violence, and/or stalking, the following resources are available to you at Stockton and in Atlantic County.

#### **CONFIDENTIAL RESOURCES:**

WGSC Hotline: 609-849-8473  
Counseling Center: 609-652-4722  
Avanzar: 1-800-286-4184

Avanzar ([www.avanzarnow.org](http://www.avanzarnow.org)) is the county domestic violence/sexual assault program.

#### **NON-CONFIDENTIAL RESOURCES:**

Stockton Police: 609-652-4390  
Student Rights and Responsibilities: 609-626-3585  
Title IX Coordinator, Valerie Hayes: 609-652-4693

## Faculty and Professional Staff

The faculty and professional staff of the Social Work Program is part of the School of Social and Behavioral Science (SOBL). Faculty members can be reached at the following locations.

**Ted Alter** H-229 652-4411 (Ext. 4411)  
Ph.D. (Yeshiva University), MSW (Wurzweiler School of Social Work), Assistant Professor of Social Work; with a focus on Aging, dementia, life cycle, health care, end-of-life, ethics, chronic illness and disability.

**Robert Barney** G-245 652-4435 (Ext. 4435)  
Ph.D. (University of Louisville), MSW (University of Kentucky), Associate Professor of Social Work, M.S.W. Program Director, with a focus in international social work, foreign development, indigenous knowledge and values, cultural diversity, HIV/AIDS prevention and care, HIV/AIDS in South Africa, organizational commitment, and research ethics.

**Kathryn Brzozowski**  
DSW (University of Pennsylvania), MSW (University of Central Florida), Assistant Professor of Social Work. Her research interests include clinical social work practice with individuals, older adults (family and intimate relationships, retirement, quality of life), cancer and illness adjustment, life transitions, social work pedagogy, social work supervision.

**Guia Calicedan-Apostle** H-225 626-3820 (Ext. 3820)  
DSW (University of Pennsylvania), MSSW (Asian Social Institute, Philippines), Associate Professor of Social Work: spirituality and mental health, school social work, international social work, racism, immigration and cultural diversity issues, public health advocacy (tobacco control).

**Lisa E. Cox** F-126 652-4310 (Ext. 4310)  
Ph.D. (Virginia Commonwealth University), M.S.W. (Virginia Commonwealth University), LCSW, Professor of Social Work, with a focus on clinical social work practice, health care, HIV/AIDS clinical trials, gerontology, medication compliance and social support, psychopathology, and cultural neuroscience.

**Douglas Deane** H-223 626-3562 (Ext. 3562)  
MSW (Arizona State University), Coordinator of BSW Field Education, with a background in supervisory and clinical experience in mental and behavioral health.

**Matthew P. DeCarlo**  
Ph.D. (Virginia Commonwealth University), MSW (George Mason University), Assistant Professor of Social Work. Open education, open access, critical digital pedagogy, self-determination in disability and social welfare policy, and harm reduction approaches to substance use.

**Jennifer Dunkle** E-216E 626-3466 (Ext. 3466)  
Ph.D. (Fordham University), MSW (Monmouth University), Assistant Professor of Social Work; with a focus on culturally competent again services, environmental justice, qualitative research and oral history.

**Joseph J. Everett** G-258 609-652-4260 (Ext. 4260)  
MSW (Stockton University), Program Coordinator – Child Welfare Education Institute, with interests in child welfare, program development and administration, social work philosophy and theory, and spirituality.

**Robin Hernandez-Mekonnen** H-202m 652-5530 (Ext. 5530)  
Ph.D. (University of Pennsylvania), MSW (University of Pennsylvania), Associate Professor of Social Work: Social work with children and families, impacting social and child welfare system reform via research and policy, immigration and child well-being.

**Elma Kaiser** H-256 652-4872 (Ext. 4872)  
Ph.D. (Howard University), MSW (Monash University, Australia), MSS (University of Dhaka, Bangladesh), Assistant Professor of Social Work, with a focus in international social work, diversity, violence against street children, gender based violence, displaced and underprivileged children, child labor, mental health of women and adolescents, macro social work.

**Rachel Kirzner** H-202 652-4689 (Ext. 4689)  
Ph.D. (Bryn Mawr), MSW (University of Pennsylvania), LCSW, Assistant Professor of Social Work, with a focus in social policy (public benefits), data analysis, research methods, social work practice, neighborhood effects, community violence exposure.

**Dawn Konrady** G-258 652-4270 (Ext. 4270)  
Ed.D. (Drexel University), MBA (Stockton University), MA (La Salle University), Director, Child Welfare Education Institute, Baccalaureate Child Welfare Education Program Coordinator, with a background in bilingual-bicultural studies in Spanish and business administration.

**Jack Lewis** K-118 652-4868 (Ext. 4868)  
DSW (University of Pennsylvania), MSW (University of Pennsylvania), LCSW, Assistant Professor of Social Work, with a focus on social work practice, cultural competence, cultural humility, micro-aggressions, minority mental health.

**Maya A. Lewis** G-243 652-4329 (Ext. 4329)  
Ph.D. (University of Maryland, Baltimore), MSW (Washington University), Associate Professor of Social Work, has had significant experience in social work/mental health administration as well as experience working in healthcare social work, adolescent psychiatry, and college mental health. Her research experiences include both quantitative and qualitative methods in areas such as sexual risk behavior among African American college women, maternal and child health, and Motivational Interviewing.

**Christine Lill**

H-204

908-910-7009

MSW (Fordham University), Assistant Coordinator of Undergraduate Field Education, with background in clinical social work; grants, oversight and implementation of Parent Education programs; DCP&P contracts; and, administration of a community based social service agency. She has experience as both a field instructor for Stockton College and a field liaison for Rutgers University.

**Tiffany T. Lumpkin**

Ed.D. (University of Pittsburgh), MSW (University of Pittsburgh), Teaching Specialist, with a focus on matters of social justice. In addition, her research agenda focuses on social policy in urban education settings.

**Loretta Mooney**

Ph.D. (Widener University), MSW (University of Maryland at Baltimore, Assistant Professor of Social Work, with a focus on suicidology; mental health management and recovery; civil commitment and coercive practices; support for psychological pain.

**Patricia Reid-Merritt**

K-117

652-4609

(Ext. 4609)

DSW (University of Pennsylvania), MSW (Temple University), Distinguished Professor of Social Work and Africana Studies, with a focus on social work practice, social work with racial and ethnic minorities, school social work, social policy, organizational policy, and African-American perspectives on social work practice.

**Hilda Rivera**

H-204

626-5922

Cell: (609) 997-8395

MSW (Rutgers University), Assistant Coordinator of Undergraduate Field Education, with background in children and families, children's behavioral health and a focus on Spanish-speaking families. She has worked over the years in the BSW and MSW programs as a field liaison and adjunct professor.

**Allison N. Sinanan**

B-116

626-3561

(Ext. 3561)

Ph.D. (Fordham University), MSW (Adelphi University), Professor of Social Work, **Program Coordinator**, with a focus on sexual abuse recurrence in minority children. Her research agenda focuses on the oppression of students and families of color.

**Kathleen Siracusa**

H-218

626-6065

(Ext. 6065)

MSW (Rutgers University), Coordinator of Field Education – MSW Program, with interests in children and families, ethics, cultural diversity, hospital social work, hospice care, in home therapy with children, school social work, and mental health practice.

**Educational Approaches**

The Social Work Program at Stockton University offers a curriculum and a set of field experiences that prepare entry-level generalist social work practitioners. A generalist social work practitioner, competent in the knowledge, value, and skill base of social work practice, uses evaluative, problem-solving, and skills to assume supportive, advocacy and leadership roles in a variety of professional practice settings.

To become a generalist social work practitioner, you will need to obtain a solid foundation in the liberal arts, continuing with upper level courses as you progress through the Junior and Senior sequences. To develop a broad understanding of the human condition, which is required in the more advanced social work courses, you will need to complete “cognate” courses, that is, courses in the social, behavioral, and natural sciences, such as sociology/anthropology/criminal justice, psychology, economics, political science, and human biology.<sup>1</sup> With lower-level and upper-level<sup>2</sup> courses in these areas, you will develop an understanding of people’s bio-psycho-socio-economic needs. In Social Work Program courses, you will learn about the value base of the social work profession and about ethical decision-making. Students will learn to understand the history of social welfare. You will develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. Develop an understanding of research methodology and of how to apply research findings to your practice. 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 will learn to integrate classroom learning with field experience, applying social work knowledge, values, and skills in an agency setting with client systems.

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. While taking SOWK 4601 and SOWK 4602, you will spend two days a week in the field and attend field seminars (400 hours total for the year).

For an overall view of a typical way to fulfill Social Work Program requirements, see the Curriculum Plan and the Typical Social Work Curriculum, which follow.

### **Curriculum Plan**

The Social Work (SOWK) Program offers you a unique interaction between classroom lectures and discussions and field observation and work. Course content in social welfare concepts and practice builds upon concepts from the humanities and from the natural, social, behavioral, and health sciences. The program consists of three core sequences of social work courses:

#### **The Introductory Sequence**

- SOWK 1101 Introduction to Social Work (4 credits)
- SOWK 1103 Human Behavior in the Social Environment (4 credits)
- SOWK 2504 Race, Ethnicity, Diversity (4 credits)

You are introduced to the building blocks--knowledge, values, and skills—of generalist social work practice. These courses are taken in the first and second years, usually beginning the second term of the first year. During these two years, you are preparing to become a social work major. In addition to the courses listed above, you are expected to have made significant progress in completing the social work program’s liberal arts foundation requirement prior to entering the Junior sequence. This includes courses in the following areas of instruction: psychology, sociology/anthropology/criminal justice, political science, economics and human biology; as well as a writing course, a freshman seminar, and 16 credit hours

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<sup>1</sup> The best courses to meet the human biology requirement include Physiological Psychology, Health Psychology, or Human Anatomy and Physiology. Other courses may be acceptable, please refer to the Social Work Curriculum Worksheet, Degree Works worksheet, and consult with your preceptor before registering for an alternate course to meet this requirement.

<sup>2</sup> “Upper level” courses are preferably at the 3000 level, although 2000 level courses also meet the requirement for upper level courses. It is best to check with your preceptor.

distributed among General Arts and Humanities (GAH), General Social and Behavioral Sciences (GSS), General Natural Sciences and Mathematics (GNM), and General Interdisciplinary Skills and Topics (GEN).

### The Junior Sequence

You must successfully complete SOWK 1101 and SOWK 1103 or their equivalent before entering the Junior sequence.

SOWK 3101 History of Social Welfare Policy (4 credits)  
SOWK 3102 Research Methods in Social Work (4 credits)  
SOWK 3604 Generalist Social Work Practice: Theory and Methods I (4 credits)  
SOWK 3605 Generalist Social Work Practice: Theory and Methods II (4 credits)  
SOWK 3905 Field Practicum (2 credits)

In the Junior year, having completed the introductory sequence and liberal arts base, you take courses to begin to integrate the knowledge, value, and skills of generalist social work practice. In the Fall semester of the Junior year while enrolled in the Generalist Social Work Practice: Theory and Methods I, you apply to enter Generalist Social Work Practice: Theory and Methods II and Field Practicum. The faculty determines your eligibility based on your academic and professional performance. Successful completion of this process ensures that you have become a full-fledged major. In addition to the five courses listed above, you are expected to continue fulfilling General Studies requirements and should begin to complete more advanced social and behavioral science requirements (18 credits).

### Entering the Social Work Junior Sequence (Spring Semester)

Policy and Procedures for students entering Spring semester of their Junior year in the Social Work Program will be evaluated by their Theory and Methods I professor. At the end of the fall semester, if a student has exhibited behaviors counter to the KEY ATTRIBUTES OF A STOCKTON SOCIAL WORK MAJOR listed on page 7 in this handbook, at the end of the Fall semester, the student will meet with his/her Theory and Methods I professor, the Program Coordinator, and the preceptor (and any other faculty members who can attest to these behaviors being exhibited).

The purpose of this policy is to identify students who may not exhibit appropriate behaviors in their senior internship. This policy also will provide remediation and counseling to those individuals who are exhibiting weaknesses in the classroom academically.

Remediation is a system of support for the student and is not a disciplinary action. Meetings will be warranted for any significant areas of weaknesses to include professional competencies and behaviors. If these behaviors are not remedied by the end of Spring semester of Theory and Methods II, the student **cannot** enter the senior sequence of the Social Work Program.

### The Senior Sequence

SOWK 4601 Senior Seminar: Social Work Practice I (4 credits)  
SOWK 4901 Senior Fieldwork I (4 credits)  
SOWK 4602 Senior Seminar: Social Work Practice II (4 credits)  
SOWK 4902 Senior Fieldwork II (4 credits)

In the Senior year, having completed the introductory and Junior sequences, you prepare to become a generalist social work practitioner through completing the integration of knowledge, values, and skills. You apply to enter the Senior Seminar with Fieldwork as listed above, during the Spring of your Junior year. The application consists of an essay, the purpose of which is to deepen the ongoing process of self-evaluation and career discernment. In the essay, you will discuss your interests in social work, including specialization interests. (Many students find that this essay serves as the basis of the personal statement



that they prepare when applying for admission to a graduate program in social work.) The faculty determines your eligibility, based on your application essay and on your academic and field work record. Before the summer of your Senior year, you are assigned to your Senior field placement and are expected to contact your field supervisor for an interview. Opportunities for field experience and learning under professional supervision are available in the following settings, among others: child welfare, family services, schools, hospital and health care, behavioral health, developmental disabilities, services to the older adults, and criminal justice.

### Electives and Opportunities for Concentrations, Minors, and Certificates

You are expected to elect additional courses from among any of the disciplines. With the inclusion of these electives and with advised selection of the courses that meet the program's general education and professionally related requirements, the curriculum is flexible enough to permit you to develop a concentration, minor, or certificate in another academic discipline or in one of Stockton's interdisciplinary programs such as Gerontology, Women's Studies, Africana Studies, Latin and Caribbean Studies, Holocaust and Genocide Studies, Childhood Studies, or Jewish Studies.

You may also take a number of other courses offered by social work faculty, e.g., *GIS 3628 HIV/AIDS: The Epidemic*; *GERO/SOWK 3220: Aging & Spirituality*; *GERO 2292 Aging and the Family*; *GSS 3102 Effects of Media on Children*; *GSS 2488 Looking for Love*; *GSS 2612 Multiple Perspectives on Suicide*; *GSS 3203: Displaced population*; *GIS 3250 The Battered Child: Social Construction of Child Maltreatment*; *GAH 2406 Philippine Culture and History*; *GEN 1138-392 Perspectives on Childhood*; *GERO 3320 Spirituality and Aging*; *GSS 2194 Death and Dying*; *HIV/AIDS: The Epidemic*; *GSS 3615 Place Matters*; *GIS 3630 Finding Joseph*; and *AFRI 3602: Black Feminism*.

You also may consider Independent Studies with appropriate faculty for interests not met by listed coursework. If you are interested in pursuing an M.S.W. degree, we strongly recommend that you enroll in a Statistics course.

### Transferring from Community Colleges and Other Four-Year Institutions

If you have completed social work courses in other schools, you are granted those credits upon transferring to Stockton. If the material has been covered in a comparable course taken in another institution, you may be released from core social work courses offered by Stockton's Social Work Program. Credits in general education and professionally-related areas are accepted. Other courses in the human services arena are generally accepted as social work electives. If you have had the necessary prerequisite courses, you may be able to complete your degree requirements in this program in two additional years. Senior Seminar and field experiences are always required.

### Typical Social Work Curriculum

Semester					Course Attributes	
Senior Year-Spring	Senior Seminar II W-2	200-hr. Field	Advanced Cognate OR SW Elective	Advanced Cognate OR SW Elective	W-2	
Senior Year-Fall	Senior Seminar I W-2	200-hr. Field	GIS	Advanced Cognate OR SW Elective	W-2 (3000-4000 level)	
Junior Year-Spring	Theory & Methods 2	Field Class	Adv. Cognate OR SW Elective*	Social Work Research Q-II	G	Q-2
Junior Year-Fall	Theory & Methods 1	History of Social Welfare Policy H	Personality Theory OR Abnormal Psychology	G	H	
Sophomore Year-Spring	Race, Ethnicity, Diversity	Economics Q-2	ASD	G	I Q-2	
Sophomore Year-Fall	Human Behavior and the Environment	Introductory Political Science	ASD	G	W-1 OR W-2; A OR V	
Freshman Year-Spring	Introduction to Social Work	Introductory Anthropology, Sociology, Gerontology OR Criminal Justice	ASD	G	W-1; A OR V	
Freshman Year-Fall	Introduction to Psychology	G	ASD	G	Q-1; Freshman Seminar	

○ \*\*Biology Requirement: All Social Work students must complete one course in human biology. Acceptable courses include: GIS 3628, GERO 2107, GERO 2109, GIS 3319, GIS 4486, GNM 2108, GNM 2123, GNM 2144, GNM2151, GNM 2179, GNM 2201, GNM 2206, GNM 2336, GNM 3105, GNM 3318, GSS 2161, PSYC 2212, PSYC 3331, BIOL 1180, BIOL 2180 or other courses approved by Social Work preceptor. The course used to meet this area may also be used in another area as appropriate.

- “G” courses are general studies/liberal arts courses. Students must meet the following distribution requirements: 1 GEN (general), 2 GAH (arts/humanities), 2 GSS (social sciences), 2 GNM (natural sciences and mathematics), and 1 GIS (integration seminar in Junior or Senior year).
- “AIHV” are attributes, signifying a course’s focus on the following content: A=Arts; I=International/Multicultural; H=Historical Consciousness; V=Values/Ethics. All students must take one course with each attribute.
- “W-1, W-2, Q-1, Q-2” indicates that a course contains a significant focus on teaching writing or quantitative reasoning skills. All students must take 4 W’s and 3 Q’s (as indicated above). Students must earn a C or above in a course to receive the W attribute. Senior seminar courses both have a W2 attribute. However, it is strongly encouraged that students take an extra W2; if a grade of C or below is earned in second semester senior seminar and there is no extra W2 available, the student will not meet graduation requirements.
- All courses award 4-credits, unless otherwise specified.
- For a complete explanation of the Stockton curriculum, see the *Stockton Bulletin*.
- \*2-credit courses

The Curriculum Worksheet, which is used by preceptors and students in determining progress in meeting University and Program requirements, is included in Appendix A.

### **Credit for Life Experience**

The Social Work Program does not grant credit for life experience or previous work experience.

### **Advising (Precepting)**

As soon as you decide to major in social work, you should ask to be assigned to a social work preceptor. All Social Work Faculty members are preceptors. Your preceptor will be your guide to help you to move towards becoming a social work professional and to help you choose the courses that you will need to fulfill graduation requirements. Feel free to engage in frank and candid discussions about your experiences as a student, your career plans, or any problems you encounter in the program. Your preceptor can also help you to find, if needed, other university or community supportive services. You are encouraged to get to know your preceptor and to meet with him or her regularly---at the very least once each semester, on designated Preceptorial Advising days.

### **Graduation Requirements**

You are required by the university to complete a minimum of 128 credits, including 32 credits from designated General Studies courses. Courses in General Arts and Humanities (GAH), General Natural Sciences and Mathematics (GNM), General Social and Behavioral Sciences (GSS), General Interdisciplinary Skills and Topics (GEN), and General Integration and Synthesis (GIS) will allow you additional opportunities to build upon the liberal arts and knowledge base of the profession. You must also complete 16 credits in courses that are At Some Distance from your major. This assures your education is firmly grounded in the liberal arts and sciences. Transfer students are given credits for appropriate work done at other accredited institutions. You are also required to fulfill requirements in Writing (W1, W2), Quantitative Reasoning (Q1, Q2), Historical Consciousness (H), the Arts (A), Values (V), and International/Multicultural (I) courses. (It is essential for you to consult with your preceptor regularly to create and monitor a plan for meeting all university requirements.) In order to graduate, students must have maintained a 2.5 GPA in Social Work Program courses.

Students may only repeat a social work course once ONLY if their first grade is a C- or lower. \*If a grade of C- or less is earned in any required social work course, the student may repeat the course once at Stockton. Student can only repeat 3 courses total.

If a class is repeated, the lower grade will not be calculated in the Social Work GPA. Even if a student has a Social Work GPA of 2.5 or higher, their overall GPA must be 2.0 in order to graduate.

### **Graduation with Distinction**

A Bachelor of Science degree with distinction in social work will be awarded to those students who achieve a 3.5 GPA in **all Stockton program and cognate courses**, successfully complete the Senior fieldwork placement **and** complete an honors project.

### **Phi Alpha Honor Society**

A Bachelor of Science degree with induction into the Phi Alpha Honor Society for social work majors is an opportunity for those students who achieve a 3.5 GPA in **all Stockton social work courses** after completion of the junior sequence courses. Students are eligible to apply in the Fall semester **of their senior year**. The form must be first filled out by your preceptor and then signed by the faculty advisor for the Phi Alpha Honor Society.

### **Social Work Club**

The student social work club was established in 1976 as a social and service organization. In the early years, their activities resulted in many concrete contributions to Stockton University students and faculty, including sponsoring a nationally renowned advocate and leader of human rights to speak to the University and establishing a Student Referral Service to enable fellow students to make contact with health, counseling and other social service organizations within the community. Over the years, the club has organized special forums with members of the professional community (e.g. NASW-NJ licensing and certification forum and graduate school forums), sponsored the Ospreython dance fundraiser for CHOP, and conducted countless other drives and fundraisers (cell phones for military overseas, dresses/professional clothing for women, winter coats for the Atlantic City Rescue Mission, and hair-care products for women of color in homeless shelters, among others). The social work club is also visible in the community through volunteer work and activism including social justice marches, soup kitchens, Habitat for Humanity, the Atlantic City Healthplex, and others. The social work club also provides the opportunity to collaboration with faculty and other Stockton clubs and organizations. The social work club is not just for social work majors; we welcome anyone interested in promoting and advocating for social justice issues. For further information, please email: [stocktonsocialworkclub@gmail.com](mailto:stocktonsocialworkclub@gmail.com) or stay connected via Instagram @stockton\_swk.

### **Student Rights**

Social Work students have all the rights enumerated in the *2020-2021 University Bulletin*. Representatives from the Social Work Club 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. On-going opportunities to evaluate faculty performance are provided each semester through Stockton's Student Evaluation of Teaching process.

A Social Work Program faculty member serves as adviser to the Social Work Club. Other members of the Social Work Program faculty also visit Social Work Club 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.

### **Graduate Study**

Many students who receive their Bachelor of Science degree in Social Work eventually decide to attend graduate school, often to pursue the MSW degree. Almost all of our graduates receive Advanced Standing when accepted into an MSW Program. Stockton University's MSW program has been operating since 2010, and has been a primary beneficiary of Stockton BSW Alumni seeking admission to graduate level study in social work. Other programs that students choose to go to attend for their MSW degrees include Rutgers, Fordham, and Temple Universities, while another 8 to 10 graduate schools, including New York University, Columbia, Widener, the University of Pennsylvania, and Monmouth, have conferred the MSW degree upon our graduates. Several of our graduates have successfully pursued advanced degrees in other academic and professional disciplines, such as Divinity, Law, and Public Administration.

### **Career Opportunities/Employment Demand**

The Bachelor of Science (B.S.) in social work has been recognized by the Council on Social Work Education and the National Association of Social Workers as the entry-level professional degree in social work. Job opportunities exist in a wide range of public and private social welfare agencies and institutions.

Many state Civil Service commissions, including New Jersey's, recognize the Bachelor of Science degree in social work as qualification for a professional social work position. Graduate programs leading to the master of social work (MSW) degree are available at most major universities.

Both the Baccalaureate and Master level students are employed in multiple human service settings throughout the Southern region and the State of New Jersey. Employers include: Rutgers School of Social Work; Atlantic County Women's Shelter; Bergen County Prosecutor's Office; New Jersey Division of Youth and Family Services; Administrative Offices of the Court; Federation of Jewish Agencies; Family Service Association of Atlantic County; AtlantiCare Behavioral Health; Ancora Psychiatric Hospital; County Office on Aging; County Welfare Boards; Atlantic City Medical Center; Big Brothers/Big Sisters of Atlantic County; and the Arc of Atlantic County.

### **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). Once you have obtained your BS in Social Work, you are eligible to obtain the CSW. Currently in NJ, there is no examination for this certification. To obtain your CSW, you need to contact the State Board of Social Work Examiners at 973-504-6495 or visit [www.state.nj.us/oag/ca/social/index.htm](http://www.state.nj.us/oag/ca/social/index.htm). Once you have obtained your CSW, you will need to earn Continuing Education credits to maintain your certification. Licensure in New Jersey is limited to individuals who have obtained an MSW and who have passed the relevant examinations and met the experience requirements as stipulated by the New Jersey State Board of Social Work Examiners.

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## **PROFESSIONAL CONDUCT**

### **Stockton Social Work Undergraduate Student Code of Conduct**

Stockton's Social Work Undergraduate program develops leaders in the social work profession whose work advances professional values, knowledge and skills through programs and policy that enhance well-being and promote human rights and social justice at the local, national and global level.

In preparing students for careers in social work practice, the Social Work Undergraduate Program expects all students to adhere to the highest academic and professional standards, which include Stockton Social Work Program's Key Attributes of a Social Worker, the NASW Code of Ethics, and the University policies on academic honesty, and code of conduct.

Students will be held accountable to the ethical and behavioral standards described in the Stockton Social Work Undergraduate Student Code of Conduct. Any violation of the Code is grounds for (a) failure from a course; (b) referral to the Academic and Professional Standing Committee; (c) a mandatory leave of absence from the program; and/or (d) administrative withdrawal from the program.

### **Policy and Procedures Concerning Program Standards and Termination of Students for Reasons of Academic and Professional Performance from The Stockton University Social Work Program**

[Note: The following policy was adopted in 1997 as the formal statement of Program standards and revised September 2011. Students are informally accepted into the Social Work Program upon declaring their intent to major in social work by filling out a declaration of major form, which is obtained

online <https://www.stockton.edu/academic-advising/documents/2018-change-of-major-form.pdf> OR from Stockton's Office of Academic Advising. Students can declare their major at the freshman, sophomore, or Junior level. Once declared, students choose a social work preceptor and begin to discern whether social work is compatible with their interests and values. At the same time, faculty begin to assess students' "fit" with professional expectations and standards. This policy clarifies how students formally become candidates for a degree in social work and states the conditions under which they may be counseled to consider other career options. If the student is planning to declare the major as a rising junior, they should consult with a social work preceptor about completing the required prerequisite courses.

### Acceptance into the Social Work Program

Social Work majors apply during the Fall Semester of their Junior Year for admission to the Generalist Social Work Practice: Theory and Methods II and Field Practicum. The application consists of a personal statement and a profile of interests and is reviewed by program faculty in a series of meetings held for that purpose. Upon approval of the faculty, the student is admitted to Generalist Social Work Practice: Theory and Methods II and Field Practicum. This admission is considered by the faculty as signifying that the student is in good standing in the Social Work Program and is in compliance with its academic and professional standards.

### Procedures for Appeal are as follows:

Students who are refused admission to the Theory & Methods II and Field Practicum and wish to appeal the decision by the faculty should follow the following procedure:

1. Contact preceptor to review student's progress in program.
2. Contact Program Coordinator to discuss and clarify decision of the program.
3. Contact Dean of Social and Behavioral Sciences to discuss, review and appeal program decision.
4. Contact Provost to appeal division and program decision.
5. Contact University President for final appeal.

At each step in the process the student's records will be reviewed and a written statement issued to clarify the position of the program.

### Good Academic Standing, Probation, and Dismissal Procedure

A student with a cumulative grade point average below 2.0 will be placed on Academic Probation and notified accordingly by the University. A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a Student Performance Improvement Plan (SPIP) upon receiving notification of probation status.

Students are also expected to maintain a GPA of no less than 2.50 in all Social Work Program courses. A minimum 2.50 GPA in Social Work Program courses is required for graduation.

In addition, students must have a cumulative GPA of 2.0 and have maintained a **2.50 GPA in Social Work Program courses before they are allowed to take the following courses:** Senior Seminar: Social Work Practice I (SOWK 4601) and Senior Fieldwork I (SOWK 4901).

If a student's GPA for Social Work Program courses is below the required 2.50 minimum and he/she is not able to enroll in SOWK 4601 or SOWK 4901, he/she is subject to termination and dismissal from the Social

Work Program for academic reasons. The Program Coordinator will provide written notice of such dismissal to the student. If there is a procedural error in terminating a student from the Social Work Program for academic reasons, the student may appeal in writing to the Dean of the Social and Behavioral Sciences Division. The appeal must be accompanied by evidence in support of the appeal. Documentation of appeal must be submitted to the Dean no later than two weeks following notice of academic termination from the Program.

### **Academic Honesty**

Academic honesty is a very serious issue. All students enrolled 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.

In cases involving charges of academic dishonesty, University policy calls for procedures with up to six steps, beginning with the faculty member determining alleged academic dishonesty and filing a charge. The following amendment to University procedure applies to students in undergraduate courses:

In Step 1 of the University Policy and Procedures for academic dishonesty, the faculty member must notify the Office of the Provost of a charge of academic dishonesty and include documentation. In addition, each faculty member has the ability request a Professional Performance Review to the Academic and Professional Standing Committee. Upon consultation with the faculty member and the undergraduate program, the Academic and Professional Standing Committee may vote to dismiss the student from the program. Steps 2 and 3 of the procedure outlined in the *Stockton University Bulletin* outline the Office of the Provost's responsibilities as well as the procedure for a student's response to the charge. The individual faculty member who is teaching the class has the discretion to give the student a failing grade for that course.

### **Academic Honesty Appeals Board**

Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code and is punishable by severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student's first or a repeat offense, and the extent and nature of the offense.

If a student appeals the charge of academic dishonesty, the Academic Honesty Appeals Board, a standing committee consisting of faculty and select students, will hear the case. The Academic Honesty Appeals Board makes a recommendation to the Provost, who renders the final decision on the appeal.

### **Other Grounds for Dismissal**

In addition to the minimum 2.50 GPA in Social Work Program courses that is required for students to remain enrolled in the program, the Undergraduate 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 undergraduate 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 an undergraduate student (i.e., place on probation, suspension) will not 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*)
- “Key Attributes” listed on page 7 and 8 are not demonstrated, and student has not responded to a meeting with faculty.
- 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 to 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 (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 academic and/or professional 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 an undergraduate student (i.e., place on probation, suspension) for professional performance will be made by the Academic and Professional Standing Committee.

- **The Academic and Professional Standing Committee (APSC) makes final determinations and implements disciplinary action involving, remedial plans, professional improvement plans, program suspension or program termination. Notice of final determinations will be sent to the student, BSSW program, Registrar, Dean of Social and Behavioral Sciences, and the Office of the Provost.**
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### **Professional Performance Review**

Students are expected to maintain the standards set forth in the *Stockton University Undergraduate Bulletin*, the Social Work Program Student Handbook, 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 program 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**

“Every two years, at the first Social Work program Faculty Meeting, the full program will select an Academic and Professional Standing Committee for the term of two years. The members of the Committee will select the Committee Chair. The Program Coordinator may not be a member or chair of the Committee. The Committee shall be composed of three faculty members and two alternates.

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

The Academic and Professional Standing Committee (APSC) 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 that there is no basis for further action or that a specific student contract must be established for a probationary period before determining the need for further action. The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions and re-evaluation of student performance, and consequences for noncompliance. The Committee will work with the student, his/her preceptor, and other relevant persons. In addition, the Committee may make final determination to terminate the student from the social work program for the following reasons: if the student refuses to develop a contract, fails to fulfill the contract, or if during the process of completing the contract some serious negative behavior or failing academic performance

occurs. Termination or dismissal can occur in 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 may 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/Dismissal: The student is no longer permitted to be in the social work program.

#### **Program Procedure for Requesting and Conducting Professional Performance Review**

1. Before filing a request with the Committee, the potential Requester must make all reasonable efforts to resolve the matter with the student(s), including, but not limited to meeting with the student, reviewing the issue(s) with the Program Coordinator, and, if recommended by the Program Coordinator, meeting with a representative from the Office of Care and Community Standards. All such efforts to resolve must be documented in writing by the potential Requester, regardless of whether a request is dealt with the Committee.
2. If an eligible person files a request with the Committee, it must be filed with the Committee Chair in writing, dated, and signed by the Requester and must include written documentation of: (1) the specifics of each actual performance incident on which the request is based, including student name(s), date, location, approximate time, and names of persons present; (2) all efforts to resolve prior to filing with the Committee, as required by point 1 above, with written documentation of same; and (3) the Requester's recommended action.
3. Barring extenuating circumstances, the Committee shall notify the Requester in writing within two weeks of its decision on whether their request meets Committee requirements for review. A Committee decision requires a majority vote.
4. If a review is granted, the Committee will send written notification to the student(s) and Requester of the decision, including a copy of the Requester's request; a copy of the Policy and Procedure Regarding Academic and Professional Performance; notice to the student that they must submit a written reply to the Requester's filing to the Committee within one week 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 and will be notified of such in the initial written communication with the student. 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 oral presentations for both the Requester and the Student will take place separately. 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 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 student(s), and requester, copying the undergraduate Program Coordinator, Registrar, and Dean of the School of Social and Behavioral Sciences within two weeks of the review meeting. A committee decision requires a majority vote. The decision will be mailed electronically and to the student's permanent address on record and include: the final decision (i.e., probation subject to contract development and compliance, suspension, or termination), and its effective date. All committee decisions shall be considered final and consented to by the student unless the student exercises his/her appeal rights.

### **Procedure for Appeal of Academic and Professional Standing Committee Review Decision**

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

#### **APPEALING AN ACADEMIC AND/OR A NON-ACADEMIC DISMISSAL**

**An academic dismissal can be appealed by an undergraduate student to the Office of the Provost via [academic.appeals@stockton.edu](mailto:academic.appeals@stockton.edu). The Office of the Provost will hear cases of dismissal based solely on procedural grounds. The Dean of the school where the undergraduate program resides will consider appeals of dismissal based on non-academic grounds. Appeals of non-academic dismissals will be considered based solely on procedural grounds.**

#### Confidentiality

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

#### Procedures for Readmission to the Social Work Program

Students who have been terminated for reasons of academic and/or professional performance from the Social Work Program may seek to be readmitted later. A terminated student who displays renewed determination to complete the program satisfactorily may reapply for acceptance after a wait of at least one year. The procedure for requesting reacceptance is to write a formal letter to the Social Work Program Coordinator to request a personal appearance before the Social Work Program. At this time, the student should provide clear evidence of academic and/or professional growth during the period that he or she was out of the Program.

## **Policy to Inform Students of Additions or Changes to the Student Handbook:**

The Social Work Student Handbook is available to each student electronically on the Social Work Program's webpage and contains curriculum information and the policies that will pertain to the student during their time at Stockton University. The Social Work Program's Student Handbook is reviewed and updated yearly each June. New or revised policies faculty deem important enough to implement immediately upon adoption will be provided to students in writing. Such policies can include, but are not limited to, issues of safety, program mission, goals and expected student outcomes. When policies change the following process applies:

1. Every student will be informed of the new policy or a change to an existing policy by the social work faculty at the first class meeting following policy adoption.
2. The policy will be explained at this time by the faculty member teaching the course.

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### **A Final Word**

We hope this handbook answers many of your questions about Stockton's Social Work Program. If you have additional questions or concerns, please feel free to contact the Social Work Program Coordinator or your preceptor, or visit [www.stockton.edu/bsw](http://www.stockton.edu/bsw).