

Department of Sociology, Anthropology and Social Work

Social Work Program Handbook

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Welcome to Social Work

This Handbook is designed to inform students about the social work curriculum at Seton Hall University. It is posted on Blackboard under the Department of Sociology, Anthropology and Social Work; where in the program is administratively housed. It is also distributed electronically as an email attachment to students who are studying, or planning to study for a career in social work, and also distributed to significant others who are involved in the preparation of generalist social work practitioners. We consider it a privilege to serve as your instructors for entry into our beloved profession.

Course syllabi are posted under respective courses in Blackboard prior to the beginning of respective courses each semester. Guidebooks and Manuals pertaining to field education are also posted on Blackboard and distributed to students, field instructors, and significant others in hard copy when necessary. Our program is continuously self-monitoring and self-evaluating hence this July 1 revision.

The social work program offices are in Arts and Sciences Hall, Rooms 104 and 105 A, B and C. The Social Work Program is within the Department of Sociology, Anthropology and Social Work. The Department Chairperson is Dr. CLynn Carr. Email: C.Lynn.Carr@shu.edu Telephone: 973-761-7443, Location: Room 570 (5th fl.), Jubilee Hall.

All full-time and part-time faculty members have credentials that exceed requirements of the Council on Social Work Education. Abbreviated resumes for all program faculty members are posted on the bulletin board in the alcove in Room A+S 105. Part-time faculty members are well-established and have been with the Program for over five years. **Full time social work faculty members:**

Nelida Arancibia, nelida.arancibia@shu.edu 973-761-9448, A+S 105B

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What We Are About

The major in social work is designed, and will accomplish, preparation for generalist social work practice at the beginning (BSW) level. Our model is ecological with focus on person-in-environment. The undergraduate degree in social work is offered by different colleges and universities under various degree titles. At Seton Hall University, the official degree is the Bachelor of Arts, with the major in social work. This is known generically, in terms of employment, licensing, and graduate school as the Bachelors Degree in Social Work (BSW).

We follow, explicitly, the mission of the social work profession put forth by the National Association of Social Workers (web page, www.socialworkers.org) :

“The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” The mission of the social work profession is rooted in a set of core values that includes: service, social justice, the dignity and work of the person, the importance of human relationships, integrity, and competence.

The National Association of Social Workers (web page, www.socialworkers.org) defines social work as follows:

“Social work is the professional activity of helping individuals, groups or communities to enhance or restore their capacity for social functioning, and for creating societal conditions favorable to this goal.”

We prepare students, using evidence-based education, for generalist social work practice. The (social work) Baccalaureate Program Directors (BPD) (www.bpd.org) define generalist practice as:

“Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics, and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice”.

The Council on Social Work Education states in its Educational Policy and Accreditation Standards (EPAS 2008, B2.2):

“Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on profession practice. BSW practice incorporates all of the core competencies”.

Graduates of the Social Work Program, through a variety of explicit and implicit educational means, will know, understand, be competent and internalize the above.

Regarding licensure in New Jersey: Persons who have obtained a BSW are eligible to obtain Certification as a Social Worker (CSW) from the State of New Jersey. To obtain your CSW, you must contact the State Board of Social Work Examiners at 973-504-6495 or visit www.state.nj.us/oag/ca/social/index.htm. Please note that this is an autonomous entity under jurisdiction of The State of New Jersey and, periodically, changes are made to various requirements, thus graduate should contact them early in the spring semester of the senior year for information and application protocols.

We look forward to congratulating students and welcoming them as colleagues at graduation.

Our Vision:

We will be the standard bearer for best practices in undergraduate social work education in The United States. Our mission derives from this vision.

Our Mission:

We will serve as a model for the University's mission pertaining to servant leadership, by means of social work required courses and the liberal education upon which this is built as reflected in the College Core and University Core courses and other learning experiences. We assure that students are prepared and certifiable for licensure by the State of New Jersey as Certified Social Workers: beginning level, generalist professionals who are competent in social work methodology and practice at the undergraduate level using an evidence-based educational framework that is grounded on the values and principles of the profession as well as a liberal foundation. We will assure that students respect and competently serve diverse persons, groups, and communities that are at-risk and who suffer from social injustice. As a corollary mission, we will make every effort to assure that those students who are appropriate candidates for entry into graduate

education in social work are prepared for advanced standing. We are committed to promoting social and institutional change in addition to helping individuals, families, groups, and communities resolve difficulties and enhance functioning. Our mission, insofar as non-majors who take our courses, also includes offerings that hold interest for those who seek better understanding of the human condition, both as in terms of the functioning of individuals and societal institutions and conditions. The sum of the learning experiences offered by the explicit and implicit curriculum is designed so that the “whole” of the total learning experiences exceeds the sum of its parts.

Our goals are derived from this mission.

Our Goals: (in accord with Educational Policy and Accreditation Standards (2008) promulgated by the Council on Work Education). **Graduates of the social work program will be liberally educated, primarily by means of university and college requirements, however the art and science of social work also requires specific professional social work goals.**

Each student who graduate with a major in social work will, at minimum, have achieved the following competencies: (he or she will) -

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply social work ethical principles to guide professional practice;
3. Apply critical thinking to inform and communicate professional judgments;
4. Engage diversity and difference in practice;
5. Advance human rights and social and economic justice;
6. Engage in research-informed practice and practice-informed research;
7. Apply knowledge of human behavior and the social environment;
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. Respond to contexts that shape practice;
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Our objectives are derived from these goals.

Our Objectives: (specificity of the above goals, derived from Council on Social Work Education Educational Policy and Accreditation Standards (EPAS 2008)

In an effort to assure meeting the above goals, specific objectives, with behavioral outcomes (broadly defined as they pertain to specific courses) are required. Specific objectives pertinent to each of the above include:

Goal 1.

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Goal 2.

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers *Code of Ethics*;
- tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

Goal 3.

distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
analyze models of assessment, prevention, intervention, and evaluation; and
demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Goal 4.

recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
recognize and communicate their understanding of the importance of difference in shaping life experiences; and
view themselves as learners and engage those with whom they work as informants.

Goal 5.

understand the forms and mechanisms of oppression and discrimination;
advocate for human rights and social and economic justice; and
engage in practices that advance social and economic justice.

Goal 6.

use practice experience to inform scientific inquiry; and
use research evidence to inform practice.

Goal 7.

utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation; and
critique and apply knowledge to understand person and environment.

Goal 8.

analyze, formulate, and advocate for policies that advance social well-being; and
collaborate with colleagues and clients for effective policy action.

Goal 9.

continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Goal 10.

Engagement:

substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
use empathy and other interpersonal skills; and
develop a mutually agreed-on focus of work and desired outcomes.

Assessment:

collect, organize, and interpret client data;
assess client strengths and limitations;
develop mutually agreed-on intervention goals and objectives; and

select appropriate intervention strategies.

Intervention:

initiate actions to achieve organizational goals;

implement prevention interventions that enhance client capacities;

help clients resolve problems;

negotiate, mediate, and advocate for clients; and

facilitate transitions and endings.

Evaluation:

critically analyze, monitor, and evaluate interventions.

How This Is Accomplished

The primary way that these goals and objectives are met are through the dedicated efforts of students, field instructors, program faculty as well as faculty in cognate required courses and faculty who provide a liberal education foundation by means of the College Core (see College Catalogue) and University Signature Core courses: an explicit curriculum. Implicit curriculum includes, but is not limited to: our commitment to diversity; our admissions policies and procedures; advisement, retention, and termination policies; student participation in governance (see below); our faculty, including field instructors, as role models of excellence; our administrative structure which allows for excellence; and the adequate resources the Program has to assist students, such as our own library, tutorials we offer, funding of special programs, and similarly

We note that the Student Social Work Organization is a long-standing initiative in the University. It is officially recognized by the University and Student Government Association. Elections are held each spring for officers for the following academic year. This important dimension of our curriculum provides

and/or sponsors/co-sponsors community service, educational programs for social work majors and others, distribution of graduate school materials, and participates in all department meetings where their input is very much desired and considered. The names of officers of the Student Social Work Organization are posted on a bulletin board outside program offices along with a variety of notices applicable to students. The input of The Student Social Work Organization functions in terms of feedback to the program, participation in Program meetings, voting where applicable, participating in interviews for employment of new faculty members, and similarly as a component of Program governance.

The explicit curriculum is the courses that are offered and the design in which these are conceptualized and implemented. These courses are designed to be integrated and cumulative, the sum total of which are designed such as to meet all program goals; the whole being larger than the sum of its parts. Students are encouraged to keep all notes and textbooks from all courses for possible integration in subsequent courses. Each course has specific content and evidence-based learning objectives and outcomes with respect to that course's particular goal(s) emphasis. In particular, students take an 84 hour internship during the spring semester of their junior year and a 400 hour internship during the senior year, both under MSW supervision and with membership in The National Association of Social Workers required. It is in the field that students practice connecting all of the theoretical and conception contribution of courses with the practical world of social work. **Field education is the signature pedagogy of the social work program.** The *Guidelines for the Helping Careers Practicum* and *The Senior Field Education Manual* are distributed to students, field instructors, and significant others in hard copy where applicable and promulgated electronically as the primary means of distribution. Both contain specific information about rights, responsibilities, desired outcomes, and various rules pertinent to the internships that are to be abided by all parties. These documents include an Agreement that is to be signed by the student, Director of Field Education, and any required agency personnel to the effect that the respective manuals have been read, are understood, and that the respective parties will comply with various requirement. Under no circumstances is credit ever given for any type of volunteer work, employment, or type of internship outside that offered and monitored by the social work program. **All field instructors hold, at**

minimum, the MSW and have been educated, trained, and student progress monitored by the Director of Field Education in the above competencies and methodologies for assuring that the student has behavioral opportunities, prior to the arrival of a student.

Students may declare the major at any time, completion and date of which is dependent upon when they apply, courses taken, and grades such as to assure, through advisement, that the student has reasonable probability of graduating.

In addition to University Library holdings and electronic access to scholarly materials, the Program also has its own library which is open to students in the Social Work Program Conference Room, located in A+S 105 C. Usage of materials is to be confined to this location and for no longer than a two hour period at one interval. Use of these materials is on the honor system.

Evaluation

ACADEMIC INTEGRITY

Exams and papers are expected to represent the student's own work. Information, ideas, and so forth which are attributable to others require documentation as such. In the event a student is unsure about documentation, please see the instructor at least several days prior to submission. Any exam or paper which misrepresents the work of others as the student's own will be counted as zero in the computation of the student's final grade. There may be additional sanctions for breaches of academic integrity.

Evaluation of Learning/Teaching Feedback Mechanisms:

Our curriculum is designed to be integrated and cumulative. We expect students and faculty (including field instructors) to create, maintain, and monitor learning conditions such that students know, understand, apply, integrate, and internalize that which baccalaureate generalist social work, within a liberal foundation, is

about. We expect a penchant for inquiry for all members of our learning community.

Particularly since the Program prepares students for evidence-based practice, it stands to reason that education must also be evidence-based. The Program uses a rich array of mechanisms for assessing both student progress and the efficacy of the respective components of our curriculum and instructors. Depending upon the focus of the respective learning experience, and the academic freedom afforded to faculty members these include, but are not limited to:

Each component of our curriculum will address specific competencies, with specific learning objectives, and means of assessment of students' learning outcomes and mastery. These form the basis for the respective student's grade.

At the midpoint of each semester, students will be asked to submit a brief evaluation of the respective course and instructor, with particular emphasis on the degree to which the course and instructor are meeting learning objectives to date. These are submitted to the instructor confidentially and serve to inform the instructor of student perceptions of progress in the course; each course identifies particular competencies, some of which overlap with other courses however, particularly pertinent to the content of the respective course and how these are to be evaluated.

At the end of the semester, two evaluations are submitted. The first being the University's electronic system for evaluating courses and instructors. This is a generic evaluation applicable to all Seton Hall courses and instructors and so, additionally, students will be asked to submit in writing, a confidential statement regarding the specific course and instructor insofar as meeting specified course learning objectives and outcomes. These will be placed in a sealed envelope and delivered to the Program Director and each instructor will provide instructions pertaining to this submission. The Program Director will review these and keep them on file, subsequent to distribution to respective faculty for purposes of faculty development;

The Director of Field Education will evaluate all field instructors to assure that students receive appropriate learning experiences, based on the Agreement that is signed by all parties at the beginning of the field experience. At the end of each semester of field, students complete formal evaluations of both their field instructor and the Director of Field Education. At least once each semester (and additionally if necessary), the Director of Field Education will meet with respective students and field instructors and review written materials and discuss progress toward learning objectives. If any particular problems/issues are noted (either by this visit or by student report to the Director of Field), a subsequent visit will be made. A learning plan, signed by the field instructor and student, is to be submitted to the Director of Field Education for signature at the beginning of each respective semester and then returned to each party in hard copy and this is based on student behaviors toward meeting specific objectives and goals. One of these evaluation documents is completed at the end of the junior semester; one is at the mid-point of the fall (senior) semester; one at the end of the fall semester and; one at the end of the spring (senior semester). The Director of Field Education stays in constant communication with students and field instructors regarding competencies and behaviors/ for evaluation. Students are very strongly encouraged to keep a copy of these evaluation documents so they have their own records pertaining to employment and/or graduate school applications;

As per the University Faculty Guide, faculty members are evaluated by means of classroom observation by the Program Director or designate. A written report is made and shared with the respective faculty member. Criterion for this process is shared with the faculty person at least one week before the classroom observation;

At the end of the junior spring semester, in which students have completed their first practice course and field experience, each student is to complete a “case study analysis”. The expectation is that the student will address all issues pertinent to the case that they have learned to date in the social work program. This serves a twofold purpose: it informs about the progress of

students and also informs about the readiness for entry into the next level of education. At the end of the fall of the senior year students complete the same case study with an expectation of much deeper and comprehensive understanding of pertinent issues and concepts. This informs about learning progress to date and also informs of readiness for the next, and final formal step in the senior year. At the end of the spring semester, students complete the exact same case with the expectation of mastery of all competencies that are applicable. Thus the final case analysis in the senior spring semester is an assessment of students' readiness for beginning level practice and also informs the Program of any changes in teaching, learning, and assessment that these might warrant in the aggregate. These case studies are completed anonymously, albeit with a confidential control for noting any particular problems or teaching/learning deficits for a particular student. This one consistent case study assessment method is implemented in the three practice courses: Introduction to Helping Skills, Social Work Theory and Practice I and II. Again, these are completed confidentially and reviewed by faculty in the aggregate as a means of assessment of teaching, however a control is used in the event a particular case study submitted does not reflect expectations of learning to date such that this can be addressed with the respective student.

At the end of the senior year, each student will complete an open-ended evaluation of the entire Social Work Program experience. These will be submitted confidentially to the Program Director in a sealed envelope and delivered to the Associate Dean of Students. These will be opened and reviewed by all faculty members after all final grades have been submitted;

The Program contacts graduate schools, in an aggregate reporting manner, to inquire as to the progress of advanced standing students who attend/have attended their respective MSW program;

The University provides to each major, data about the number of students who attended graduate school and whether they were admitted to their first school of choice; the University also submits information about salaries of recent graduates and how long it took them to secure employment and whether this employment was in their desired field of work. Submission of

this information is voluntary on the part of graduates and we encourage graduates to participate in this survey;

All graduates are asked to communicate via email with the Program Director each September via email as to if and where they are employed or in graduate school and report how they are doing. At times, we ask graduates for permission to contact their employers for feedback about how our Program prepared them for the employment experience.

At least once a year, field instructors are invited to campus for an official meeting regarding their perceptions of the status and progress of the program; this to include any recommendations for improvement. We consider field instructors, as well as The Social Work Student Organization, as formal members of the Program's Advisory Board

Formal Application to the Social Work Program:

As a preliminary, albeit important promulgation, we very specifically note that although students may declare social work as the major at any time, formal entry into the Social Work Program requires a formal application. The Director of Field Education meets individually with students to ascertain their interests, transportation needs, and possible linkage with a field instructor/agency. The Director of Field Education also monitors that all of the application materials presented below are submitted, accurately and on time.

Thus, a formal application is required for the program in terms of student entry into the senior year of social work. The specifics of this application are included in the Helping Careers Practicum Guidebook (spring junior semester). In particular, successful applicants must have earned a grade of at least C in all social work courses to date and a grade of no lower than B- in the (SOWK 3611) Helping Careers Practicum (junior field) and (SOWK 3811) Introduction to Helping Skills (co-requisites). Students who do not meet these criteria are notified and invited to consult with the Program Director regarding other educational alternatives. This is done, with regard to learning outcomes in the spring of the junior year,

immediately such that the student understands the reasons for termination from the Program and is given alternatives such that they may graduate. The student may appeal this through all channels indicated in the University Catalogue. The point is, we closely monitor students such that students are humanistically, and in a timely manner, informed of their status, the reasons for this, and alternatives. The student is given opportunity to provide any information such that might warrant special consideration.

In addition students are required to prepare and submit a plan for their graduation at the beginning of the spring semester of their junior year. This is to be submitted in hard copy, using a format included in the Helping Careers Guidebook, to the Director of Field Education. This document will be reviewed as to assurance that the plan is specific, accurate, time limited, and realistic, considering the total credits required by the College and Social Work requirements for social work as well as cognate and elective requirements, particularly considering that not all courses are offered each semester and required courses may conflict in time. Students are responsible for checking these issues, of course with guidance and advisement from their respective advisor.

Prior to the deadline promulgated in the Helping Careers Guidebook and discussed with students electronically and in person, additional requirements for entry in to Social Work Program (the senior year) include:

Documentation that they will be able to graduate in the projected time period;

Finger printing and a criminal background check (specifically, to guide any potential internship assignment; protect potential clients; and to assure that the student is licensable and can acquire professional liability/malpractice insurance in the amount of 1mil/3mil);

Documentation of membership in The National Association of Social Workers;

Documentation of malpractice/liability insurance in the amount of 1mil/3mil.

Please note that Director of Field Education will provide information and referral regarding acquisition of the above final three items listed above and maintains records of these in under lock and key; students should make and keep a copy of these prior to submission.

A grade point average of at least 2.0 in the social work major offered courses, with a grade no lower than B- in both Introduction to Helping Skills (SOWK 3611) and Helping Careers Practicum (SOWK 3811);

Two letters of recommendation from others (preferably social workers, however not necessarily, but certainly someone who understands something about the nature of being a social worker); from persons who are familiar with the student and; who are not family members and which include name, title, how they know the applicant, a return address and phone number;

A three to five page narrative, double spaced, #12 font, hard copy which explains what the applicant knows about social work; interests; their motivation for social work; and how they feel that they will be successful in the major in the senior year. This narrative should be written (as with all written submissions in the Social Work Program), using the student's best writing skills. This narrative can include citations from valid, reliable sources such as journal articles and textbooks to help the student reinforce their position(s), and if these are used they must be presented using APA format in both the body of the text and in a References or Works Cited page; and

Acceptance by a field instructor/ agency of the student for the upcoming academic year. Linkage with an appropriate agency and field agency is the responsibility of the Director of Field Education. Subsequent to an interview with the student and referral by the Director of Field Education, the student is to make arrangements for an interview with the potential field instructor as soon as possible. At times, students remain at the same agency with the same field instructor (junior and senior field learning experience, albeit with higher expectations from all parties. Please note that we understand that circumstances with students and field instructors may

change over the summer and these should and will be addressed by the Program as soon as possible.

The deadline for the above is mid-May and the Director of Field Education informs juniors of respective deadlines through an array of communications. As a result, students should be submitting the various requirements noted above as soon as possible and not wait until they have everything in place. All records concerning the student are confidential, within the confines of program faculty, and are kept under strict lock and key. The above requirements are considered by the faculty as signifying that the student is in good standing; is in compliance with academic standards; complies with University policy; and shows significant promise of finishing the senior year in compliance with University, College, Program, and Professional standards. This show of promise pertains to program goals as identified above and the behaviors (objectives) that accompany them. Materials pertaining to formal admission to the social work program are to be submitted to, and are confidentially maintained by, Prof. Nelida Arancibia.

Explicit Curriculum Requirements

One hundred and twenty credits are required for graduation with a grade point average of at least 2.0. Below is a suggested schedule for an incoming first year student and * signifies required by the social work program. Of course, students may decide to major in social work after their first or even second year of college and this may require these courses to be taken somewhat out of order as presented below; this does not apply however to 3000 and 4000 level courses in the social work program. In other words, we understand that some students elect the social work major later in their academic career and there is some flexibility to the timing of these courses; albeit not so as to adversely affect the integrity of the social work major. In addition, please check the college catalogue for University and College Core requirements. Some of the courses below meet both College and Program requirements. **What follows is a “model” curriculum; we recognize, that students often declare the social work major at various times in their academic career, and advisement by the assigned faculty advisor will assure that the student is appropriately on track. In**

addition, the Program Director carefully reviews all materials pertinent to students who transfer into the Program from other colleges.

The Program does not grant credit for life experiences, nor are any form of non-Program internships or employment experiences ever counted for credit.

First year:

Introduction to Social Work* (SOWK1111)

Introduction to Sociology* (SOCI 1101)

Introduction to Psychology* (PSYC 1101)

University Signature Core* 1101(The Journey of Transformation)

Statistics for the Social and Behavioral Sciences* (MATH 1203)

Introduction to Biology* (BIOL 1101)

Other college core offerings or general electives such that equal approximately 30 credits in the first year and meet requirements for a liberal education.

Second Year:

Social Problems and Programs* (offered in fall semester only; Monday and Wednesday at 4PM) (SOWK 2201)

Social Policy Analysis* (offered in spring semester only Monday and Wednesday at 4PM, with Social Welfare Programs and Policies as a pre-requisite) (SOWK 2301) –**this course has been approved by the University as meeting requirements for “infusion of critical thinking”.**

Public Institutions –Black Self Determination* (offered by the African American Studies Program in the fall only; typically at 2:30 PM on Tuesdays and Thursdays. (AFAM 2311)

University Signature II Core 2101* (Christianity and Culture in Dialogue)

Other courses that will meet college core and/or electives such that the total is approximately 30 credits)

In addition, as per catalogue, the social work program requires two electives and there is a list of these in the college catalogue and in handouts given to students. Some of these electives are in the social work program and others are not, yet considered important for the entire explicit curriculum. Also, please note that two of these electives also meet college core requirements. **These electives may be taken at any time, however the sooner the better.**

These electives (all are three credits) are:

ANTH 1202 Introduction to Cultural Anthropology

ANTH 3215 Human Rights and Social Justice

ECON 1411 Introduction to Economics

PSYC /WMST 1215 Psychology of Gender

PSYC 1218 Drug and Alcohol Abuse

RELS 1010 The Religious Dimensions of Life

RELS 1402 World Religions

SOCI/LALS 2517 Latinos and Latinas in The United States

SOWK 1133 Independent Study in Social Work (with prior approval by the respective social work professor, prior to registration)

SOWK 1311 Children and Youth in Society

SOWK1314/AFAM 1518 Social Work and the Law

SOWK 1333 Current Issues and Trends in Social Work Practice

SOWK/WMST 1335 Family Violence

SOWK 1911 Introduction to Gerontology

Third Year:

Behavior and Environments* (SOWK 3511 (offered in the fall semester, on Thursday evenings). This course is open to social work majors only and has Introduction to Social Work, Introduction to Sociology, Introduction to Psychology, and Introduction to Biology as pre-requisites.

University CORE 3101* (Engaging the World) course. Although this course can be taken in any department, we strongly recommend taking an offering in the Department of Sociology, Anthropology and Social Work. While the University Core Signature Course III is titled *Engaging the World* and is numbered CORE 3101, each department has opportunity for offering different courses that have been approved as meeting requirements for CORE 3101, yet are numbered differently (with cross reference as meeting CORE 3101 requirements, so the student should be looking for courses that are cross-listed as University CORE III, *Engaging the World*).

Research Methods*(SOC 2901)

Abnormal Psychology*(PSYC 2214)

Introduction to Helping Skills*(SOWK 3611) (Thursday evenings, Introduction to Social Work as pre-requisite, completion of Behavior and Environments is desired, open to social work majors only; grade no lower than B- required for formal admission into the social work program for completion of degree in social work.

Helping Careers Practicum*(SOWK 3811) (arrangements with Director of Field Instruction); an 84 hour introductory internship experience; grade no lower than B- required for formal admission into the social work program for completion of degree in social work.

Other courses that will meet college core requirements. Approximately 30 credits should be taken in the third year.

Fourth Year: all social work courses herein require formal acceptance into the social work major.

Theory and Practice I* (SOWK 4911) (fall semester, Tuesday evenings)

Senior Practicum I*(SOWK 4811) (fall semester, first of a 400 hour sequence in field experience). Arrangements made by means of individual consultation between the student and the Director of Field Education. There is a specific Manual for the Senior Practicum I and II (on Blackboard and in hard copy) and this is driven by all competencies listed above as the signature pedagogy of the program. This learning experience also includes, at minimum, a monthly meeting with all students, lasting approximately one and a half hours for group learning activities and sharing of field experiences, particularly as they related to competencies. This learning experience (group meeting) will take place at least monthly and will be on Tuesday evenings from 5:45 until 6:45). On those evenings when a group meeting is scheduled for the Senior Practicum, the Theory and Methods I and II classes will begin one hour later and end one hour later.

Theory and Practice II*(SOWK 4912) (spring semester, Tuesday evenings)

Senior Practicum II*(SOWK4812) (spring semester; a continuation of Senior Practicum I with higher expectations.

Senior Research Seminar*SOWK5111 (Thursday evenings, spring semester)

Any other courses that students need to meet college requirements so as to graduate.

We also inform that we are part of a consortium of undergraduate social work programs in New Jersey known as the Baccalaureate Child Welfare Education Program (BCWEP) and are co-recipients of the National Association of Social Workers – New Jersey Chapter, Trailblazer Award for these efforts. Each year a limited number of students are accepted by Richard Stockton College of New Jersey (the lead institution) for this program. This program requires the

major in social work, the course Children and Society and a 400 hour internship with the New Jersey Division of Youth and Family Services. Students who are accepted into this program (typically two each year), have their full tuition and fees paid by the State of New Jersey (minus any financial aid that the student is otherwise eligible for); a monthly stipend; and a guarantee of employment at the Division of Youth and Family Services (DYFS), depending upon performance and passing of DYFS evaluation procedures. A New Jersey driver's license is required and there is a formal application required for this program. Prof. Arancibia coordinates this initiative for Seton Hall University.

In addition, the Program tries to be as mindful as possible regarding scholarship opportunities and welcomes opportunities to write recommendations, as warranted, for applicants.

At the beginning of the spring semester of the senior year, social work majors with a minimum grade point average of 3.0 may apply for membership in our Social Work Honor Society, The Alpha Delta Mu Chapter of Alpha Theta. See Dr. Quartaro, Honor Society Advisor.

Advisement

Protocol for Advisement for the Social Work Major

Please read carefully prior to meeting with an advisor.

The following is designed such that you will receive timely and 100% accurate advisement. All cell phones and similar "gizmos" should be off. Correspondingly, faculty will not answer their phones. Of course, very special circumstances on the part of both parties may happen and should be indicated at the beginning of any advisement session. Students should bring their computer with them so as to follow along on their own screen to assure that they are fully informed; this is a collaborative process. Students should consider explicit social work requirements, as well as college requirements by checking both the College Catalogue and Semester Registration Handbooks (both available on-line and in hard copy)

We do not do electronic advisement in the Social Work Program, with the exception of any official notification of need for such from the Department of Disability Services; it is a face to face experience. The social work major is complicated in terms of pre-requisites, co-requisites, availability of required courses, cognate courses, the liberal arts foundation, and signature (University Core) courses. Thus, we strongly recommend that you review this rather lengthy set of guidelines to make sure that we can help you to help yourself complete the major (or minor) on time.

Although most of what follows pertains to registration advisement, we consider advisement to be an ongoing process, highly individualized to respective students, and pertaining to the vast array of issues, questions, suggestions, and so forth that students may wish to bring to our attention at any time.

Prof. Arancibia advises students whose last name begins with the letters N through and including S. Prof. Blake advises A through and including M, new students, transfer students, and students who are planning to change their major to social work. Prof. Quartaro advises T through Z. Please note the schedules of respective advisors (extended hours during registration periods). Also we believe that students should have options. If you are more comfortable with one faculty member than another, you can officially change advisor. However, we keep advisement records that students should not seek advisement from a faculty member just because he or she is in on any particular day and time.

Students do not receive a PIN number until we are both satisfied that each is being registered for the correct courses. Keep in mind that we don't advise students with consideration only for a respective semester, but rather, use a systems approach; looking toward your graduation. Each faculty member keeps an electronic copy of the nature of advisement with each student.

Dr. Blake does not give appointments for advisement; first come, first served. Dr. Quartaro, tends to prefer appointments and can be scheduled for same by calling Mrs. Berwick, Social Work Program Secretary, at 973-761-9470 or you may email Dr. Quartaro directly or call directly. Prof. Arancibia usually does not make advisement appointments; however there are appointments for students entering

the spring of their junior semester and the senior year with regard to the internships. Prof. Arancibia spends considerable time and effort visiting field agencies to assure the learning of students and, considering such, students should contact her by phone, email, or in-person. Prof. Heer does not carry any responsibility for advisement regarding the curriculum, however, feel free to speak with her as a role model for social work practice and education

Please don't interrupt the advisement of another student, particularly by stating that you "just" need something. We consider everything and everyone important and treat everyone individually. Advisement is a confidential process.

When you arrive for advisement, we very strongly recommend that you have a copy of your "student profile" formerly referred to as audit sheet; not your transcript. Review your student profile, in conjunction with requirements for the social work major, college, and university that are available in the social work department office, on the bulletin board, and in the college catalogue. Note which courses you need. Then look at what courses are available to assure that the courses that you plan to take are running and open. Then make yourself a grid (on paper indicating Monday....., Tuesday..... and so forth. If you do this carefully, your advisement is very likely to go smoothly and you will be empowered since it has been you who devised your own schedule with an eye toward graduation.

If you have more than one major, we do not advise regarding the second major, however will take this into consideration when evaluating your status and progress needs. For a second major you will need to see the respective advisor for that major.

If you are coming to declare the social work major during registration advisement periods, follow the "What If Analysis" (a presentation of what requirements are for the "what if" major; in this case, social work). We will also complete the requisite forms for declaring the major.

From time to time, students present an academic history whereby some of the courses they have taken can be interpreted, after careful scrutiny, as equivalents to required courses offered by other departments. We are very careful about this and will seek permission from the other department regarding an equivalency. If

this seems like it applies to you, please consider this and we will also double check for this.

If you are transferring from another college within the University, we have no access to your records or PIN number. Please secure the PIN from your previous advisor and use the “What If Analysis”. A change in college within the University typically involves a review of your records by The Associate Dean of Students (Dean Kaiser) and we will discuss this when we meet.

If you are transferring from another university, this requires detailed assessment of your transcript by the Division of Freshman Studies and often by Dean Kaiser, prior to meeting with your advisor. Nevertheless, we welcome meeting with you and you should bring a copy of your transcript with you whenever you are meeting with someone. If you are transferring from another university or college outside of Seton Hall University, there are implications in terms of whether you have finished your associates degree or not and this is addressed by the entities above. Our role, insofar as students who are transferring in from a college other than Seton Hall is to ascertain and officially record any equivalency that might be possible in terms of social work requirements. The University and College have affiliation agreements regarding equivalencies and University and College requirements. The Social Work Program tends to have few transfer students from county and community colleges and each student’s record will be examined by the Program Director. Social work courses 3511, 3611, 3811, 4811, 4911, 4812, 4912, and 5111 do not qualify for an equivalency from a community college.

We strongly recommend that students who plan to graduate at the end of a respective academic year, meet with their advisor before or at the beginning of the fall semester as a double check; we want no surprises. This is not required because we consider students as adults with responsibility for their own learning. Nevertheless, for an array of reasons, we strongly recommend meeting with your advisor, with a copy of your student profile, before or at the very beginning of the fall semester. This must be done in person.

Full time faculty will extend office hours and post these to facilitate registration advisement. Please contact your advisor in person or by phone or email in the

event you have any problems securing any information or arranging for advisement. We are here to help you to help yourself.

The sooner you can meet with your advisor the better; as the deadline approaches, the line will grow and courses are likely to close as they are filled. You will not leave the office without the best possible schedule. However the primary responsibility for assuring that you have and are taking the correct schedule rests with the respective student.

Please note that the above signifies that we consider it to be student's responsibility to know expectations and what they should be taking and what is available. We consider this empowerment of students and will assist to the best of our ability with the goal being that every single student is in the correct course at the correct interval in their studies.

Office hours for all full and part-time faculty are promulgated on course syllabi and on office doors for full-time faculty.

We recognize that students may have other advisors within the University, including, but not limited to: Athletics, The Educational Opportunity Program, and ROTC. We have excellent relationships with these entities that advise but then know to refer students to our major. After you receive advisement in one of these entities, considering the complexity of the major, do not register until you see your assigned advisor in the major.

The Minor in Social Work

The program offers a minor in social work. Although social work is a profession, and minoring in a profession is somewhat unorthodox, we offer this for several reasons, including, but not limited to:

Students may want to concentrate on social problems and needs and how these are professionally addressed;

Students may be majoring in elementary education or in one of the therapy (occupational, speech, physical) programs at the University and this, typically involves a second major, often social and behavioral sciences which requires a minor. We believe that students that are pursuing these careers benefit greatly from exposure to professional social work education;

The minor consists of any 18 credits in the social work program, excluding 3511, 3611, 3811, 4811, 4911, 4812, 4912, and 5111 which by their nature are specifically designed for future social work practitioners. Students should be particularly careful about selection of these 18 credits because not every course is offered each semester; the student should not want until “the end” in an effort to complete the minor.

For students who are minoring in social work: Your advisement is done by the person who has been assigned to you in your major. We will gladly assist with meeting minor requirements.

POLICY ON SPECIAL CONDITIONS AND ACCOMMODATIONS

DSS (Disability Support Services) Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for

Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by email at DSS@shu.edu.

The Social Work Program enthusiastically supports the intent and mandate of legislation/policy providing optimal learning environments for all students.

Additionally, the social work program specifically notes:

No student will be denied admission to the Program, nor considered for termination on the basis of: affectional and sexual lifestyle and orientation; age; atypical hereditary cellular or blood trait, genetic information; disability (including perceived disability, physical disability and mental or intellectual disabilities); color, domestic partner status, ethnicity, gender identity or expression, religious affiliation or lack thereof; or visual and hearing impediment. This is a partial list. The intent of the Program is that these and other factors will be addressed in terms of any requested, or as may be applicable to Disability Support Services, in an effort to assure that the Program is open to everyone; with maximum opportunity to achieve program goals and objectives. We note, however, that some field agencies require physical examinations, and a student who is deemed inappropriate for a particular agency or field of practice, will, under advisement by the Director of Field Education, be placed in an appropriate agency.

We enthusiastically support the University Policy on Equal Employment Opportunity and Affirmative Action <http://www.shu.edu/offices/policies-procedures/compliance-equal-opportunity.cfm>

Policy and Procedures Concerning Program Standards and Termination/Denial of Admittance into the Social Work Program

Students may apply for the social work major at any time. However, students who have not completed at least SOWK1111, Introduction to Social Work, are not admitted into the junior practice and field sequence (junior spring semester only), hence a delay of one year for graduating. Although students may declare the major

at any time, as stated above, students must be formally accepted into the major and this is accomplished by the end of the junior spring semester.

Since it is possible for a student to encounter difficulty with one professor or field instructor, the decision to terminate a student from the Social Work Program will never be made by only one person, but will be a program decision, agreed upon by at least two-third of the full time faculty (the minimum grade of B- in 3611 and 3811 has been unanimously approved by faculty and the Student Social Work Organization. In the event a student indicates inability or unwillingness to identify with the profession, particularly its expectations regarding professional identification and respect, significant advisement will be provided in a effort to help the student correct the insufficiency(ies) and within a specific time frame where applicable. If unsuccessful, the decision to remove a student from the social work major will be made as soon as possible, with a hearing between the student and faculty, and notification to the student, via certified letter, of the final decision within two weeks of any hearing. Efforts will be made to refer the student to another major which holds appears to hold promise for graduation from the University.

Behaviors that may result in a student being considered for termination from the Social Work Program include, but for obvious reasons are not strictly limited to, the following:

Behaviors in violation of University rules of conduct (see College Bulletin);

Violation of the Code of Ethics promulgated by the National Association of Social Workers (covered in every social work course, distributed to students, available in faculty offices and the Program office, and available at www.socialworkers.org . If this is inadvertent or the student has trouble translating the general guides to comportment to specific situations, the student is expected to recognize this and discuss this with the field instructor and or any faculty member involved such as to correct this situation;

Inability to form helping relationships, such as lack of respect for clients and client self-determination, including communication skills and following reasonable directions;

Disruptive and/or disrespectful behavior towards other students, faculty, College staff, agency staff, field instructors, or agency clients;

Failure to meet generally accepted standards of professional conduct and personal integrity;

Lack of minimal self-awareness that interferes with serving and relating to others;

Irresponsible behavior, such as a history of coming late to field or class, chronic lateness of assignments, keeping client appointments, or missing field days without informing the field instructor; or displaying lack of self-awareness by intervening in situations that are beyond the capacity of the student and which should be brought to the attention of the field instructor;

Any breach of ethical, policy, and legal requirements that would or does put clients, field instructors, and agencies at risk;

Failure to integrate the explicit and implicit curriculum such as to achieve the required competencies, the whole of which are greater than the sum of its parts;

Present or history of past felony convictions that would or could seriously compromise ability to work as a social worker, particularly felony convictions that involve criminal activities for which clients or potential clients may be seeking or need of help for (for example, conviction of child or adult abuse, drug sales to minors, and others such examples); and

Grades of less than B- in SOWK 3611 and SOWK 3811.

A student may subsequently, depending upon the circumstances above, reapply to the Program after a period of one year, however must provide a written request to program faculty, by means of the Program Director, and provide clear evidence of academic, personal, and/ or professional growth during the period that he or she was out of the program. Appeal procedures pertinent to other college requirements/protocols are available in the college catalogue. As a professional program, with serious responsibility to persons who are at risk, these specific issues above are more complex than those indicated in the college catalogue.

However, students are still entitled to request hearings, subsequent to a Social Work Program unsuccessful dismissal hearing, through the procedures indicated in the college catalogue.

Students have all the rights enumerated in the College Catalogue which contains specific protocols for reporting any grievance, impropriety, and similarly in any aspect of the Social Work Program.

Suggestions for Applying to Graduate School and Employment

This section contains suggestions to assist securing admission to graduate school and also with regard to securing timely employment subsequent to the BSW. Program faculty members do not write “blanket” statements of recommendation. Material submitted on behalf of respective students is highly individualized, whether in hard copy or, as is increasingly prevalent, electronic recommendations.

First, please note that we consider that the BSW at Seton Hall University is not to be considered, ipso facto, as the first year of graduate school; our program is an end in itself regarding generalist, beginning level practice. As a result, do not interpret this material as trying to motivate you for graduate school; it merely an

attempt to be helpful to those who are considering graduate school, particularly for the MSW; albeit much of this applies to graduate programs in other disciplines a student may be considering.

None of what follows is contraindicative of Social Work Program policies at SHU, and any subsequent policies that may be developed and promulgated about this process by the Program will override anything below. Department policy is that you should anticipate several weeks between the date you submit materials to support/request a letter of recommendation, and production of the actual letter. While this amount of time may seem excessive to you and while we typically get these things done faster than this and in an effort to help graduate applicants have a completed total application as soon as possible, nevertheless, the message is - do not plan on rushing anyone with this. This is particularly pertinent to application deadlines. Some schools use a “rolling admission” process with no deadline, but the longer you wait the less “slots” are available and this is critical with regard to advanced standing. Some schools have an application deadline and my experience is that this deadline is taken very seriously. Sometimes there is an application deadline, however what is meant by the word “application” is not clear. You might not have to have everything in by that date, only something specific; best to check on this.

The narrative which you prepare as part of your application signals who you are and your affinity for learning at a respective university. We suggest that you select the one school that you are most interested in and to which you have likelihood of being admitted. You might then select one or two other schools as “back ups”. Without being cavalier about finances, as a general rule, the larger private universities are well endowed and chances are high that you may receive some degree of support regarding tuition; of course this may not be possible, but we suggest not letting cost be the prime determining factor in this most important decision. These financial decisions are typically made late in the process, so it is problematic to make a decision based on finances and we are aware of the costs of applications and deposit due dates and there is financial aid to graduate schools is unlike that of undergraduate education; highly dependent upon payment, loans, and other options that respective schools may offer. Traditional state and federal financial aid grants do not apply to graduate education.

Preparation for Applying:

Get as much information as you can about the respective school(s) from their catalog, website, graduates, colleagues at your field agency, and an actual visit to the place. Talk to as many people as you can, realizing that you may get conflicting messages. This will really help put your application in perspective and signal that you are informed and serious about a respective school.

Plan on taking a long time to write your personal statement(s) to respective schools; plan on editing and re-editing numerous times.

Many schools make the applicant totally responsible for the application process in that the applicant must get all the materials together and forward them to the school in a packet. Our procedure/policy at SHU is for you to submit a copy of your application materials (the narrative) with your request for a letter of recommendation and whatever is required (such as a return address envelope and similar things). This for several reasons; not presented below in any rank order. Students might flippantly think they will apply to a number of schools, ask for letters of recommendation (that take a long time to write, even if somewhat brief), then the person takes the time to write all these and the student never applies. So before we do anything, there is much for you to do. Also, asking for your application materials helps the writer compose a more informed letter about you. It also gives the writer opportunity to point out suggestions to you regarding your application, however we will not edit narratives; this is clearly unethical. With each request for a letter of recommendation, with the accompanying draft of your personal statement, include a copy of the school's directions for the narrative. In other words, if university X wants you to respond to A, B, and C, then you should provide a copy of these directions to whoever is reviewing your narrative in conjunction with writing the letter of recommendation.

You should ask if the potential writer would consider writing a letter of recommendation for you before you forward any materials. Select potential writers in terms of their credibility and potential for writing a positive recommendation. In addition, we suggest that you select persons who are willing and able to write professional correspondence, since this affects the overall perception of your application materials. Also, note that some schools require

letters or forms from specific roles at the university. For example, I may receive a form to complete in terms of different roles (for example, professor or Program Director; Prof. Arancibia may be the one who needs to fill out anything specific to field, however please note that earlier we presented that students should have their own copies of their respective field evaluations in their possession for any requirements of respective graduate school.

Your Actual Application:

Don't even think about a typo or spelling/grammar error. And don't rely on the computer to check this for you. Your application personal statement will probably (actually, should) use nomenclature pertinent to social work and your word processing program may not recognize some of this language. This must be your work. We will advise what we think in a separate document to you or by means of "track changes" and submit to you an overview, assessment/impressions of your work. The material you submit to support your application/letter of recommendation must be your best work. If you submit a sloppy narrative and then the respective school asks us to comment on your writing (which we usually do in most letters of recommendation) your recommendation will reflect this.

Do not "overshare" personal information. Yes, social workers often tend to be attracted to the profession due to personal experiences they have had and yes, schools are interested in this. However, the profession is about service to others, not about you addressing your own issues, so you should be careful about this. The narrative is hard to write because you are, basically, writing about yourself, yet you can't use the word "I" in every sentence nor can you compensate for this by excessive use of passive voice. This takes work.

Answer the "questions" that you are asked. You can't have a "one size fits all" narrative. Each school's approach is unique. We very strongly suggest that you take the respective questions/information they want and respond to this using a specific subheading in your narrative. This helps you stay focused on the question and signals "tidiness" to the readers who will evaluate this narrative. If a school

doesn't have specific, delineated questions (but most do), consider using subheadings anyway. Run on personal statements are boring to read; often omit information; and don't look good cosmetically. These are very hard to write because the categories of questions they are asking overlap. Consider telling them that you are aware of the interrelationships of the various questions.

Find somewhere in your personal statement to address the "why" of the specific university you are applying to. Do not pander to them as an amateur, but rather, why this or that school. It often helps to refer back to something in their catalog or other official source.

We don't think you should state that you wish the MSW in order for you to be able to do this or that. This reads as crass, simplistic, unprofessional, and self-serving. Rather, you wish the additional education and training available in their MSW program such that you might subsequently.....Use your own words. Don't be afraid to share your dreams and aspirations and how the respective school can help you to help yourself achieve these.

You should signal why you wish to be considered for advanced standing. Remember, this is not an entitlement and schools have limited number of "slots" applicable to advanced standing. You can't just say you have the BSW, but rather, what competencies, education, skills, training, models, ethics, and similarly were reinforced in the BSW program at SHU. This also relates to another part of the narrative, required by most schools: that is, discuss some experience that We strongly suggest that you use something from your field experience to illustrate whatever they are asking for. The narrative requirement for most, but not all, graduate schools is the same for people applying for the two year program and those who wish advanced standing. It is you who must signal why advanced standing is appropriate for you. In other words, consider how your application differs from someone applying with a different major.

Keep within the page limit that is required by the respective school.

In the event you are asked for a resume, consider the following suggested template; realizing that everyone has their “two cents” about this. If you are sending hard copy, use heavier paper and do not fold it if you can help it; mail in a flat envelope. Considering that you are a recent baccalaureate graduate, this should, in most instances, only be one/two pages in length; preferably one. You have to “play” with this.

Regarding resumes for employment and also required by some graduate schools. Keep in mind that you have a professional degree and this type of resume is different than a random cv meant to cover any and all bases.

Resume

First Name Last Name

Street address

City, New Jersey XXXXX

Tel: (all telephones and indicate which is which).

Email address(es) (be careful about excessively “cute” email names and what might be considered unprofessional voice mail introductions)

Note: the typical resume for a traditional undergraduate is one page, possibly two

Education: (remember you are writing a “credential driven”, evidence-based resume)

year, Bachelor of Arts Degree in Social Work (BSW), Seton Hall University

(Put in GPA if you want to or if you think it will help, also any honors/awards received here, any Dean's List and similarly)

Experience: (start with internships, other life experiences later)

(If different in senior and junior, put senior first. If only senior just put this in and note this was for both junior and senior internships)

Internship(s):

ABC Agency, address

Performed X, Y, and Z using a problem-solving, strengths-based approach under professional supervision. (Don't make X, Y, and Z too detailed but if possible link them to the entity to which this is being mailed.

The internship and educational curriculum stressed an evidenced-based approach to practice in terms of meeting clients' needs and exact, accurate, and timely recordkeeping. Indicating that you are accurate and timely regarding recordkeeping is important however, only put this in if this is accurate. Agencies tend to be very concerned about recordkeeping and writing skills.

Other Skills:

Computer literate

(also if can speak another language)

other

Other Professional:

Member, National Association of Social Workers

Certified Social Worker, State of New Jersey (Note: if you are planning immediate employment, find out soonest date for applying for this certification and submit the paperwork). If you haven't gotten this back by the time you are sending it to an employer, state in parenthesis (currently being processed by the NJ Social Work Licensing Board). If you haven't applied for the certification, indicate that you are eligible for state certification. If you are sending this for graduate school you can leave this blank.

Other

Member, Seton Hall University, Student Social Work Organization (and state position held if applicable).

Any volunteer activities pertinent to service

Other:

Have worked various part-time jobs as XXXXXXXXXXXXXXXX (just what you did, for whom. Minimum information for jobs that have nothing to do with social work.

References: available on request (although if the position you have learned about requires these at the point of application, list who they might contact or who will be forwarding a letter of reference). Again, be careful and make sure that your

request for this is from someone who is reliable and ask permission from the person first.

Cover letter template for employment:

Make sure that the letter is centered on the page and not jammed up on the top. This is a business letter that you should have been taught how to write in grammar school. Most often, letters now are disgraceful and you can catch someone's eye positively just by how this is presented. This assumes you know to whom this is going and where. If this is merely a "lead", try to get information, or check it out yourself so that it goes to the right person or you may have to "finesse" this. Both this letter and the resume are merely templates for you to adjust as you would like. The resume (often referred to as c.v.), typically for a traditional age undergraduate, should be on one page.

Street Address

City, State, Zip Code

Month, day, and year)

Ms. Jane Doe (any credentials)

Title

ABC Agency

22 Smith Street

Anywhere, New Jersey XXXXX

Dear Ms. Doe:

I am applying for the position of X for which you have advertised. (or if don't know, say social worker, or if this is being sent randomly, obviously leave out the advertised part).

As a recent graduate in social work at Seton Hall University, I am interested in XXXXXX (hopefully you will know or can find out something about the job or agency). I have experience (if you did field in a place like this, use some of the language, if not, use generalist language such as assessment, planning, and so forth).

I am enthusiastic, have strong interpersonal skills with clients and colleagues, and have excellent recordkeeping skills.

I am available for an interview at your convenience and can get letters of recommendation in a timely manner. Thank you.

Respectfully,

First and Last Name (type here but sign above)

Tel: XXX-XXX-XXXX (all numbers and
signify which is which (home, cell))

Email: XXXXXXXX@XXXXX.XXX

If you are contacted for an interview, try to adjust your schedule to meet any “suggestions” made by the person contacting you. Dress in business attire. Do not sit until you are asked to. Before you “head out” for an interview, physically get there yourself before the actual interview date; preferably on a same day and time, so that you are assured of arriving on time. Lateness for an interview is intolerable. Have the person’s phone number with you to call in the event of something out of your control, such as traffic accident, road closure, and similarly. Don’t even think about having a cell phone, or similar device, turned on during an interview.

When you leave the interview, you, most likely, will feel something like “I should have said this or that” or “I shouldn’t have said this or that.” This is typical of all job applicants.

Again, there are different styles and various methodologies for writing letters and preparing resumes (sometimes referred to as c.v.). The program will keep a “look out” for position openings and post these on the bulletin board. Also, the University has an employment service. NASW-NJ has job opening posted on the monthly *FOCUS* and also on a weekly email notification to members. Also, your internship and relationship with your field instructor, hopefully, have led to you “networking” so as to find out about employment positions. Also, newspaper print ads may be helpful but read carefully. There is often a difference between a “social service” position and a social work position; read carefully.

Again, the above is only presented as suggestions; there are different, acceptable ways of presenting yourself in documents.

As a final comment, it is wise to try and find out if the person to whom you are applying for a job is a social worker or not. Non-social workers (managers and such) often review applications and you may need to consider this when using various nomenclature in your letter and resume.

If you are accepted into a graduate school or obtain employment (as well if you are not successful), contact your advisor. We ask each program graduate to email the Program Director, Richard Blake (www.richard.blake@shu.edu) at least once a year (preferably in September) to stay in touch.