Seton Hall University

South Orange, New Jersey 07079

MSW PROGRAM STUDENT HANDBOOK

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

2019-2020

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Welcome to Social Work

Students study social work because they have considered the definition of social work and what this might mean. It is a rewarding career, with excellent employment opportunities, both in terms of timeliness of employment subsequent to graduation and expected salary.

Social work is a professional and academic discipline. Guided by the mission of Seton Hall University, and by means of a broad array of carefully sequenced and integrated learning experiences, including a professionally supervised internship, graduates will: identify as a professional social worker and act accordingly; apply social work ethical principles; apply critical thinking; 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; and engage, assess, intervene, and evaluate.

Where Do Social Workers Work

According to the U.S. Department of Labor, five out of every ten social workers are employed in the health care and social assistance sectors. This might include hospitals, mental health clinics, and private practices. Another three out of every ten social workers are employed by government agencies at the state and local levels. Professionals who work in government positions might conduct child welfare assessments, help individuals in need of public assistance, and work with people who have come into contact with the criminal justice system.

Job Outlook for Social Workers (Bureau of Labor Statistics Website)

Employment of social workers is expected to grow by 25 percent from 2010 to 2020, faster than the average for all occupations. Growth will be due to an increase in demand for health care and social services but will vary by specialty. Employment of child, family, and school social workers is expected to grow by 20 percent from 2010 to 2020, faster than the average for all occupations. Employment of healthcare social workers is expected to grow by 34 percent, much faster than the average for

all occupations. Employment of mental health and substance abuse social workers is expected to grow by 31 percent, much faster than the average for all occupations. This Handbook is designed to inform students, faculty, and all stakeholders about the social work program at Seton Hall University, and will be distributed to all students when they declare the social work major and also to those who indicate interest in the social work major. We recommend that, despite the length of this document, students print a hard copy of this for reference and keep it with important documents pertaining to their academic career.

The initial focus of the MSW will be upon behavioral health, though as the Program matures, additional Concentrations will be considered. The Patient Protection and Affordable Care Act, or ACA, is a reinvestment in primary care, with a focus on both prevention of illness and remediation of the impacts of chronic diseases like heart disease, diabetes, stroke, obesity, etc. through a behavioral health framework. This change in philosophy is the biggest shift represented by the ACA in content. Social workers (licensed professionals), specifically ones trained in behavioral health, are a natural fit to help implement these new approaches (Healthcare.gov, 2012).

We welcome questions, comments and suggestions about the program. If you wish to know more about the program or the profession of social work contact Dr. Matthew Corrigan, the MSW Program Director, at (973) 761-9028, matthew.corrigan@shu.edu, or stop by the department office located in Fahy Hall, room 126.

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About the Program

The Master of Social Work (MSW) prepares social work practitioners for advanced practice with individuals, families and groups in the areas of Behavioral Health and Forensic practice. Graduates will be prepared to practice in a variety of behavioral health, substance abuse, healthcare, and/or forensic settings.

The MSW program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced courses. Students without an accredited undergraduate degree in social work are admitted to the regular 60 semester hour program that may be completed in four semesters.

Advanced standing is available to applicants who have graduated from an undergraduate accredited social work program within the past five years. Applicants for advanced standing must have earned a minimum 2.5 grade point average on the last 120 credits that appear on their bachelor's degree transcript, as well as a 3.0 on all social work courses.

Social Work Program Mission

The Social Work Program at Seton Hall University is dedicated to excellence in the education of professional social workers at the baccalaureate and masters level and serves as an exemplar and model for the University's mission pertaining to servant leadership. Both programs are committed to student-centeredness and active community engagement in the pursuit of social and economic justice. Therefore, the mission of the program is to serve the needs of society by preparing professionals who are competent in social work methodology and practice using an evidence-based framework that is grounded in the values and principles of the profession. Students will be prepared for beginning level generalist practice in the BSW and foundation of the MSW and behavioral health focused direct practice with individuals, families, and groups in our MSW concentration.

Seton Hall University honors community service and encourages collaboration between faculty and community agencies through consultation, technical assistance, leadership, board involvement, and other community service activities. As life-long

learners and active scholars in applied research, social workers will continue to advance the quality of life for all individuals, groups, families, organizations, and communities through publication, professional presentations, training and workshop opportunities and other professional activities.

The 2008 Educational Policy and Accreditation Standards (EPAS) identify the purpose of the Social Work profession as follows, "The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons." (Council on Social Work Education, 2008, pg. 1).

Servant leadership is characterized by a sense of equality between helper and those they would seek to help. An acknowledgement that without true partnership, helping relationships do little more than perpetuate the disempowerment we look to eliminate. Guided by a sense of servant leadership, the Social Work Program looks to instill in our graduates the awareness that the individual in inseparable from the community. While Program graduates understand the importance of the environmental impacts upon individuals, they also emphasize the converse – that of how the individual impacts their environment. The Program understands the consequences of such environmental devastation as ill health, oppression, and injustice, and looks to train workers to identify, assess, and work to ameliorate these conditions. However, an equal emphasis is placed upon recognizing and enhancing the strengths that an individual carries. This process of empowerment includes helping individuals to identify and actualize their potential to act upon and improve their environment. Program graduates look to instill in the people with which they work an understanding that a part of healing from environmental degradation, whether internal or external, is furthered by helping those people to find and act upon the skills and abilities inherent in them to change the environment in which they exist.

The Social Work profession believes in the universality of many values. Several are identified in the EPAS guidelines: "Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human

rights, and scientific inquiry are among the core values of social work." (Council on Social Work Education, 2008, pg. 2).

The Social Work Program Mission statement above speaks to honoring all such values. Program graduates will be educated on their meaning, asked to adopt, and given the opportunity to display these values in the classroom, in their fieldwork, and as partners in their implicit curriculum. Specific coursework includes lessons on these values and exercises to challenge students on their meaning and expression. Field supervisors assess student's competence in practicing with respect to them. A high value is placed upon understanding, finding, and using evidence-based interventions in the practice of social work and the evaluation of such work. Students are also given the opportunity to express their adoption of social work values as they partner with the program in implementing our implicit curriculum, specifically around the value of service with their involvement in student government.

Social Work Program Goals

Seton Hall University's MSW Program Goals

The Mission of the Social Work program is expressed through the Program Goals:

I. Prepare professional social workers for practice who are well grounded in the history, purpose, values, skills, and knowledge base of the profession.

II. Prepare professional social workers with the skills necessary to competently engage in evidence-based practice in a diverse community.

III. Prepare professional social workers who are able to competently and effectively engage in behavioral health focused direct practice with individuals, families, and groups.

The goals of the Program derive directly from the Mission and begin to operationalize the ideals contained. Competent, professional social workers must be grounded in the history, purpose, and values of the profession. Through teaching the knowledge, identifying and enhancing student skills, and providing the environment in which values can be explored and adopted, social work students learn to engage

with diverse communities. The Program emphasis on evidence-based intervention is prominent in our goals. Finally, the understanding of the stigma and oppression impacting upon people struggling with behavioral health issues is an expression of social work's duty to address social justice issues for all people.

Competencies and Practice Behaviors

Competency-Based Education

The Council on Social Work Education (CSWE, 2015) explains:

> "In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. An outcomes-oriented approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.
>
> Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. In EPAS, social work practice competence consists of nine interrelated competencies and component practice behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education.

Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context."

Social Work Program Competencies and Practice Behaviors

The MSW curriculum will provide students with core academic content and the competencies needed to function as advanced social work practitioners. The Social Work program will meet the Program Goals by assuring that graduates have demonstrated the attainment of the below enumerated Competencies, as operationalized by their concomitant Practice behaviors.

The Foundation Competencies and Practice behaviors are as follows:

Competency 1– Demonstrate Ethical and Professional Behavior

Practice Behaviors

1a. 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

1b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

1c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

1d. use technology ethically and appropriately to facilitate practice outcomes

1e. use supervision and consultation to guide professional judgment and behavior

Competency 2 – Engage Diversity and Difference in Practice

Practice Behaviors

2a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in their practice at the micro, mezzo, and macro levels

2b. present themselves as learners and engage clients and constituencies as experts of their own experiences

2c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

Practice Behaviors

3a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

3b. engage in practices that advance social, economic, and environmental justice

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Practice Behaviors

4a. use practice experience and theory to inform scientific inquiry and research

4b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

4c. use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5 – Engage in Policy Practice

Practice Behaviors

5a. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

5b. assess how social welfare and economic policies impact the delivery of and access to social services

5c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

Practice Behaviors

6a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7 – Assessment Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors

7a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies

7b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies

7c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

7d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

Practice Behaviors

8a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

8b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

8c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

8d. negotiate, mediate, and advocate on behalf of diverse clients and constituencies

8e. facilitate effective transitions and endings that advance mutually agreed-on goals

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

Practice Behaviors

9a. select and use appropriate methods for evaluation of outcomes

9b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

9c. critically analyze, monitor, and evaluate intervention and program processes and outcomes

9d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

The Concentration Competencies and Practice behaviors are as follows:

Competency 1– Demonstrate Ethical and Professional Behavior

Practice Behaviors

1a. Facilitate both micro and macro practice in the Social Work agency through the professional implementation of supervision

1b. Demonstrate Social Work leadership skills by increasing students' knowledge and understanding of the theories and dynamics of supervision

1c. Differentiate the role of Social Workers in relation to other professionals in the treatment of mental health disorders, substance use disorders, and medical disorders

1d. Demonstrate decision-making incorporating the agency goals, and the values and ethics of the profession of Social Work

1e. Relate the Social Work Code of Ethics to that of other professions working in the treatment of mental health disorders, substance use disorders, and medical disorders

Competency 2 – Engage Diversity and Difference

Practice Behaviors

2a. Demonstrate knowledge and skills of research-informed cultural competent practice

2b. Demonstrate understanding and knowledge about diversity in all its form: racial, cultural, ethnic background, class, religious, gender, sexual orientation, age, and abilities

2c. Assess predictive factors competently within and across groups (e.g., gender, ethnicity/race, age, SES, sexual orientation) and across system levels

2d. Analyze and compare different social constructions of health, mental health, substance use, misuse, abuse, and dependence and their implications

Competency 3 – Advance Social Justice and Human Rights

Practice Behaviors

3a. Demonstrate understanding and knowledge of historical oppression and current social issues, as well as issues of social and economic justice that affect each of the diversity groups presented in this course

3b. Promote the understanding and development of culturally relevant and non-oppressive social work practice to advance social an economic justice

3c. Advocate at multiple levels for health promotion, for reduction of health disparities and stigma for diverse populations affected by health, mental health, and substance use disorders; and

3d. Use knowledge of the effects of oppression discrimination, and historical trauma on client and client systems to guide treatment planning and intervention

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Practice Behaviors

4a. Demonstrate skill in identifying key clinical issues in a given population and locating effective interventions to addressing these issues

4b. Demonstrate understanding of the process of Evidence-Based Practices

4c. Engage in ongoing evaluation of the effectiveness of the Social Worker's interventions and the achievement of the identified outcome of improved physical, emotional, and behavioral health; and

4d. Effectively implement various procedures and methods to inform the Social Worker and the clients as to the client's progress towards improved physical, emotional and behavioral health

Competency 5 – Engage in Policy Practice

Practice Behaviors

5a. Demonstrate social work leadership skills by increasing students' knowledge and understanding of the theories and dynamics of supervision

5b. Use the components of administration of a social service agency to meet the needs and concerns of both internal and external stakeholders

5c. Development and application of intra and inter- agency policy to support the goals and objectives of addressing physical, emotional and behavioral health as a systemic concern

5d. Provide leadership in agency services supporting a Social Work professionalism that addresses the health of the mind, body and spirit of the community and the client population

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

Practice Behaviors

6a. Use and translate research on Evidence-Based Practices in the engagement process with clients with substance use disorders

6b. Use and translate research on Evidence-Based Practices in the engagement process with clients with mental health disorders

6c. Use and translate research on Evidence-Based Practices in the engagement process with clients with chronic health disorders

6d. Use and translate research on Evidence-Based Practices in the engagement process with communities around substance abuse prevention

Competency 7 – Assessment Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors

7a. Use and translate research on Evidence-Based Practices in the assessment of substance use disorders

7b. Use and translate research on Evidence-Based Practices in the assessment of mental health disorders

7c. Use and translate research on Evidence-Based Practices in the assessment of chronic health disorders

7d. Assess the physiological impacts of substance use disorders upon individuals

7e. Use and translate research on Evidence-Based Practices in the assessment of communities around substance abuse prevention

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

Practice Behaviors

8a. Use and translate research on Evidence-Based Practices in the treatment of substance use disorders

8b. Use and translate research on Evidence-Based Practices in the treatment of mental health disorders

8c. Use and translate research on Evidence-Based Practices in the treatment of chronic health disorders

8d. Demonstrate knowledge of pharmacological intervention upon substance use disorders

8e. Use and translate research on Evidence-Based Practices in the intervention in communities around substance abuse prevention

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

Practice Behaviors

9a. Design and carry out an evaluation of their own direct practice

9b. Apply their learning at the program level regarding the purposes and types of evaluations, instrument design, data analysis, ethical issues, and organizational, and political, social and cultural factors affecting evaluation in diverse human contexts

Social Work Curriculum – Behavioral Health

Regular Full-Time Curriculum

Foundation Year

Fall	Cr.	Spring	Cr.
SOWK 6301 Social Policy Analysis	3	SOWK 6201 Social Prob. and Prog.	3
SOWK 6511 Behavior & Environments	3	SOWK 6512 Theories of Behavior	3
SOWK 6611 Theory & Practice I	3	SOWK 6912 Theory & Practice III	3
SOWK 6901 Theory & Practice II	3	SOWK 6910 Research Methods	3
SOWK 6811 Field I	3	SOWK 6812 Field II	3
Total	15		15

Concentration Year – Fall		Spring	
SOWK 7201 Administration & Supervision	3	SOWK 7910 Clinical Evaluation	3
SOWK 7511 Mental Health/Psychopath.	3	SOWK 7513 Cultural Competence	3
SOWK 7512 Substance Abuse Theory	3	SOWK 7912 Prevention Theory	3
SOWK 7911 Substance Abuse Practice	3	SOWK 7913 Behavioral Interventions For Chronic Health Conditions	3
SOWK 7811 Field III	3	SOWK 7812 Field IV	3
Total	15		15

Regular Part-Time Curriculum

Foundation Year 1 – Fall		Spring	
SOWK 6301 Social Policy Analysis	3	SOWK 6201 Social Prob. and Prog.	3
SOWK 6511 Behavior & Environments	3	SOWK 6512 Theories of Behavior	3
Total	6		6

Foundation Year 2 – Fall

SOWK 6611 Theory & Practice I	3	
SOWK 6901 Theory & Practice II	3	
SOWK 6811 Field I	3	
Total	9	

Spring

SOWK 6912 Theory & Practice III	3	
SOWK 6910 Research Methods	3	
SOWK 6812 Field II	3	
	9	

Concentration Year 1 – Fall

SOWK 7201 Administration & Supervision	3
SOWK 7511 Mental Health/Psychopath.	3
Total	6

Spring

SOWK 7910 Clinical Evaluation	3
SOWK 7513 Cultural Competence	3
	6

Concentration Year 2 – Fall

SOWK 7512 Substance Abuse Theory	3
SOWK 7911 Substance Abuse Practice	3
SOWK 7811 Field III	3
Total	9

Spring

SOWK 7912 Prevention Theory	3
SOWK 7913 Behavioral Interventions For Chronic Health Conditions	3
SOWK 7812 Field IV	3
	9

Advanced Standing Curriculum

Full Time

Summer

SOWK 7000 Adv. Standing Seminar 3

Fall

SOWK 7201 Administration & Supervision	3
SOWK 7511 Mental Health/Psychopath.	3
SOWK 7512 Substance Abuse Theory	3

Spring

SOWK 7910 Clinical Evaluation	3
SOWK 7513 Cultural Competence	3
SOWK 7912 Prevention Theory	3

SOWK 7911 Substance Abuse Practice	3	SOWK 7913 Behavioral Interventions	
		For Chronic Health Conditions	3
SOWK 7811 Field III	3	SOWK 7812 Field IV	3
Total	15		15

Part Time

Summer

SOWK 7000 Adv. Standing Seminar	3

Fall		**Spring**	
SOWK 7201 Administration & Supervision	3	SOWK 7910 Clinical Evaluation	3
SOWK 7511 Mental Health/Psychopath.	3	SOWK 7513 Cultural Competence	3
Total	6		6

Year 2 - Fall		**Spring**	
SOWK 7512 Substance Abuse Theory	3	SOWK 7912 Prevention Theory	3
SOWK 7911 Substance Abuse Practice	3	SOWK 7913 Behavioral Interventions	
		For Chronic Health Conditions	3
SOWK 7811 Field III	3	SOWK 7812 Field IV	3
Total	9		9

Social Work Curriculum - Forensics

Regular Full-Time Curriculum

Foundation Year

Fall	Cr.	Spring	Cr.
SOWK 6301 Social Policy Analysis	3	SOWK 6201 Social Prob. and Prog.	3
SOWK 6511 Behavior & Environments	3	SOWK 6512 Theories of Behavior	3
SOWK 6611 Theory & Practice I	3	SOWK 6912 Theory & Practice III	3
SOWK 6901 Theory & Practice II	3	SOWK 6910 Research Methods	3
SOWK 6811 Field I	3	SOWK 6812 Field II	3
Total	15		15

Concentration Year – Fall		**Spring**	
SOWK 7201 Administration & Supervision	3	SOWK 7910 Clinical Evaluation	3
SOWK 7511 Mental Health/Psychopath.	3	SOWK 7513 Cultural Competence	3
SOWK 7611 Theory and Practice in FSW	3	SOWK 7714 FSW and the Family	3
SOWK 7612 FSW: Criminal Justice System	3	SOWK 7715 FSW in Civil Courts	3
SOWK 7811 Field III	3	SOWK 7812 Field IV	3
Total	15		15

Regular Part-Time Curriculum

Foundation Year 1 – Fall		**Spring**	
SOWK 6301 Social Policy Analysis	3	SOWK 6201 Social Prob. and Prog.	3
SOWK 6511 Behavior & Environments	3	SOWK 6512 Theories of Behavior	3
Total	6		6

Foundation Year 2 – Fall		**Spring**	
SOWK 6611 Theory & Practice I	3	SOWK 6912 Theory & Practice III	3
SOWK 6901 Theory & Practice II	3	SOWK 6910 Research Methods	3
SOWK 6811 Field I	3	SOWK 6812 Field II	3
Total	9		9

Concentration Year 1 – Fall		**Spring**	
SOWK 7201 Administration & Supervision	3	SOWK 7910 Clinical Evaluation	3
SOWK 7511 Mental Health/Psychopath.	3	SOWK 7513 Cultural Competence	3
Total	6		6

Concentration Year 2 – Fall		**Spring**	
SOWK 7611 Theory and Practice in FSW	3	SOWK 7714 FSW and the Family	3
SOWK 7612 FSW: Criminal Justice System	3	SOWK 7715 FSW in Civil Courts	3
SOWK 7811 Field III	3	SOWK 7812 Field IV	3
Total	9		9

Advanced Standing Curriculum

Full Time

Summer

SOWK 7000 Adv. Standing Seminar 3

Fall		**Spring**	
SOWK 7201 Administration & Supervision	3	SOWK 7910 Clinical Evaluation	3
SOWK 7511 Mental Health/Psychopath.	3	SOWK 7513 Cultural Competence	3
SOWK 7611 Theory and Practice in FSW	3	SOWK 7714 FSW and the Family	3
SOWK 7612 FSW: Criminal Justice System	3	SOWK 7715 FSW in Civil Courts	3
SOWK 7811 Field III	3	SOWK 7812 Field IV	3
Total	15		15

Part Time

Summer

SOWK 7000 Adv. Standing Seminar　　3

Fall		**Spring**	
SOWK 7201 Administration & Supervision	3	SOWK 7910 Clinical Evaluation	3
SOWK 7511 Mental Health/Psychopath.	3	SOWK 7513 Cultural Competence	3
Total	6		6

Year 2 - Fall		**Spring**	
SOWK 7611 Theory and Practice in FSW	3	SOWK 7714 FSW and the Family	3
SOWK 7612 FSW: Criminal Justice System	3	SOWK 7715 FSW in Civil Courts	3
SOWK 7811 Field III	3	SOWK 7812 Field IV	3
Total	9		9

Course Descriptions

Foundation Curriculum

SOWK 6201 - Social Problems and Programs

Course Description

This course introduces students to the nature and extent of social problems and governmental and not-for-profit programs that attempt to ameliorate, prevent, or eliminate these problems. This course is designed to further inform students of the history and operation of social welfare programs as responses to social problems. The course focuses on history within the contexts of politics, economics, and social values at respective points in time, up to the present. This course focuses upon learning about understanding social justice; advocacy for human rights; and advancing social and economic justice by means of learning about social welfare programs as a response to social problems.

SOWK 6301 - Social Policy Analysis

Course Description

This course analyzes major factors involved in social policies, programs and organizations. Presented using functional, structural and conflict perspectives. Examines how the interplay of politics, economics, social values and professionalism shapes the social welfare institution in the United States.

SOWK 6511 - Behavior & Environments

Course Description

This course features the study of the interactions/transactions among human biological, psychological, social and spiritual systems and their transactions with environmental systems both social and physical. Individual and family's interactions with the environment are emphasized during each phase of the life cycle:

infancy and early childhood, adolescence and young adulthood, middle adulthood, and the later years.

SOWK 6512 - Theories of Behavior

Course Description

This course provides an overview of the major human behavioral theories used to guide social work practice with individuals, families, small groups, and organizations. The course examines a different theoretical approach in each section, from its historical and conceptual origins to its relevance to social work and clinical applications. Each section draws on a theoretical approach to foster understanding of normative individual human development and the etiology of dysfunctional behavior, as well as to provide guidance in the application of social work intervention.

SOWK 6611 - Theory & Practice I

Course Description

This course introduces and analyzes the helping process and provides theoretical and practical learning experiences for the comprehension and application of specific competencies of the helping process. This course is also designed to help students to understand and develop a professional identity, as they will analyze their personal values and assess their compatibility with social work values and principles. This course is a journey to further student's "affective learning"- self-awareness and self-reflection- which are essential to professional development.

SOWK 6901 - Theory & Practice II

Course Description

One purpose in this generalist practice course is to help students understand the interviewing process. Students will develop skills for interviewing persons who are

similar and different from oneself in terms of value systems, ages, diverse racial/ethnic, age, gender, sexual orientation, and socioeconomic and disability statuses. A second purpose is for students to learn the fundamental concepts and skills of the strengths and problem solving perspectives in terms of interviewing for assessment, data collection and bio-psychosocial recording.

SOWK 6912 - Theory & Practice III

Course Description

Course materials emphasize how the nature (function and structure) of the agency gives focus and direction to the process in which social workers and clients mutually engage in meeting identified needs. Issues of access to resources and social and economic justice as they impact on clients' needs are addressed. Clinical assessment and intervention are taught from a bio-psychosocial perspective within the ecological/systemic conceptual framework and the NASW code of professional values and ethics.

SOWK 6910 - Research Methods in Social Work

Course Description

This course introduces students to social work research. Topics include: working with human research subjects; problem selection and conceptualization; formulating research hypotheses; research design; sampling; survey instrument construction; collecting quantitative and qualitative data; data treatment and analysis procedures.

SOWK 6811 - Field I and Integrated Seminar and SOWK 6812 – Field II and Integrated Seminar

Course Description

The purpose of the field practicum is to facilitate the integration of social work theories and specific skills that students will apply in the field practice experience.

Students complete 400 hours under the supervision of a qualified Field Instructor. See Field manual for full details and expectations for Field placement. The seminar, which will run concurrently with the field practicum, will facilitate student's understanding of the field/class learning experience utilizing critical reflection. It is also intended to provide guidance concerning practical issues that the student may encounter in the field experience. The discussion of experiences and situations students may come across during the different stages of the internship will help to maximize their learning experience. Required readings and assignments provide additional content on topics presented in the seminar.

Concentration Curriculum

SOWK 7000 – Advanced Standing Seminar

Course Description

This is a hybrid/blended course which will use Blackboard to access the online portion. This course facilitates students' transition from baccalaureate programs to the Advanced Standing MSW Program. The course will review and integrate selective core baccalaureate content in practice, human behavior, social policy and research. This seminar reflects the focus of the MSW curriculum which includes: Commitment to critical analysis of social work practice, theory, and research and self-directed learning/personal integration of prior learning.

SOWK 7201 - Administration and Supervision

Course Description

This is an online course which will use Blackboard to access the online portion. This practice course provides students with theories and skills needed for direct supervision of line workers, and middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key skills needed to perform the functions of supervision and administration in complex organizations.

SOWK 7511 - Mental Health and Psychopathology

This online course will use assigned and student selected readings; instructor instructional comments (found under Content)); videos (found under Content or otherwise signaled herein); case studies, email communication; and Discussion Board Forums as the primary learning venues. The course is designed for learning about what the course title implies: mental health and psychopathology (also referred to in practice as mental health disorders; also contemporary nomenclature in practice typically uses the phrase "behavioral health"). This course covers a broad range of human behavior and feelings and presents information, theories, and diagnostics from the text, student and instructor provided learning materials, videos, and learning derived from required reading of the Diagnostic and Statistical Manual (DSM5) that is the current classification and descriptive tool in use for psychotherapeutic assessments) and subsequently, application to models of intervention applicable to non-normative mental/behavioral health functioning. This course is designed such that all five dimensions of mental illness (organized dimensions of information), referred to in practice as "axes" are introduced and will lead to capabilities for assessing mental disorders and concomitant methodologies of treatment, that are linked to each of the specific axes.

SOWK 7512 - Substance Abuse Theory

Course Description

This is an online course which will use Blackboard to access the online portion. This course is will introduce students to the history of substance abuse and treatment and the basic physiology of substance abuse. The course will examine theories of chemical dependency, models of substance abuse therapy, and how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.

SOWK 7513 – Cultural Competence

Course Description

This is an online course which will use Blackboard to access the online portion. This course is designed to introduce students to advanced level cultural competencies in cultural awareness, knowledge acquisition, and skills development. The course incorporates the knowledge, attitudes, and skills model of cultural competency as outlined by Lum (2011). Students will be introduced to knowledge, attitudes and skills for practice with diverse populations that are part of our communities: First Nation people, European Americans, African American, Latino American, Asian American, Muslim American, Women, People with disabilities, Gay, Lesbian, Bisexual and Transgender persons, and older adults. This course emphasizes cultural competence as dialogical process to assist students' engagement in conversations aimed to increase self and others awareness, promote acceptance and understanding. In addition, students will have the opportunity to learn and practice skills necessary to advocate for social justice and client's rights.

SOWK 7611 Theory and Practice in Forensic Social Work

Course Description

In this course students will learn the history of Forensic Social work, how to find and read legal cases and scholarly materials, the culture of the legal practice settings and the skills required to practice forensic social work in those settings. Students will also learn about inter-professional collaboration with other systems such as the legal profession, the courts, child welfare and corrections. The knowledge and skills gained in this course will be the basis for other topic specific forensic social work courses in the concentration.

SOWK 7612 Forensic Social Work with the Criminal Justice System

Course Description

This course will prepare the social work student for practicing within or collaborating with criminal courts, probation and parole services, victim services and correctional programs. Students will learn about the contributing a social can make to the administration of justice by working with and within the court systems, working with the accused and convicted offenders and assisting victims of crime.

SOWK 7714 Forensic Social Work and the Family

Course Description

This course will prepare the social work student for practicing within or collaborating with criminal courts, probation and parole services, victim services and correctional programs

SOWK 7715 Forensic Social Work in the Civil Courts

Course Description

This course will prepare the social work student for practicing within or collaborating with criminal courts, probation and parole services, victim services and correctional programs.

SOWK 7811 – Field III and Integrated Seminar, SOWK 7812 – Field IV and Integrated Seminar

Course Description

The purpose of the field practicum is to facilitate the integration of social work theories and specific skills that students will apply in the field practice experience. Students complete 500 hours under the supervision of a qualified Field Instructor. See Field manual for full details and expectations for Field placement. The seminar, which will run concurrently with the field practicum, will facilitate student's understanding of the field/class learning experience utilizing critical reflection. It is also intended to provide guidance concerning practical issues that the student may

encounter in the field experience. The discussion of experiences and situations students may come across during the different stages of the internship will help to maximize their learning experience. Required readings and assignments provide additional content on topics presented in the seminar. Required readings and assignments provide additional content on topics presented in the seminar.

SOWK 7910 - Clinical Evaluation

Course Description

This is an online course which will use Blackboard to access the online portion. The course is a study of practice-outcome research. The course focuses on single case designs, needs assessment and program evaluation; recording methods; behavioral and standardized measures; and applications of evaluation methods to work with individuals, families, groups, programs, communities. The process of evidence-based practice is covered in this course.

SOWK 7911 – Substance Abuse Practice

Course Description

This is an online course which will use Blackboard to access the online portion. This course will provide students with a foundation in basic and advanced techniques of counseling the substance abuse population. Student will receive a comprehensive overview of chemical dependency treatment and explore various counselor intervention methods. The qualities and professional skills necessary for competent and effective practice will also be thoroughly examined, specifically focusing upon evidenced-based practices, including: motivational interviewing, Screening, Brief Intervention, and Referral to Treatment (SBIRT), Cognitive Behavioral Therapy (CBT), and Community Reinforcement Approach (CRA).

SOWK 7912 - Prevention Theory

Course Description

This is an online course which will use Blackboard to access the online portion. This course will introduce students to the basic theories and principles of substance abuse prevention. The Social Development Model of human development, and its application through the Communities That Care prevention framework will be covered. The course also includes the impacts of substance abuse upon families and relapse prevention techniques.

SOWK 7913 – Behavioral Interventions for Chronic Heath Conditions

Course Description

This is an online course which will use Blackboard to access the online portion.

Chronic diseases account for more than 70% of the annual deaths in the U.S. This course focuses on developing advanced social work practice knowledge, skills and core competencies in health settings; with specific emphasis on concepts related to the promotion of behavioral interventions based on a social ecological model. This course will provide students with knowledge of essential topics in health promotion and education: issues of stress, tobacco use, eating behaviors, cholesterol/high blood pressure and physical activities across diverse populations.

Application to the Social Work Program

Prerequisites for Admission

Students seeking admission to the MSW program must demonstrate that they:

1. Hold a baccalaureate degree from a regionally accredited college or university.

2. Have completed a broad liberal arts background with a minimum of 24 credit hours including at least one course in sociology, psychology, English, political science or history, statistics, and human biology. A course in introductory statistics is required. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed prior to admission, except statistics and human biology, which must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

3. Have earned a minimum of a 2.5 grade point average on the last 120 graded credits that appear on their bachelor's degree transcript, as well as a 3.0 on all social work courses.

4. Meet the requirements for advanced standing if the applicant seeks admission to the program. Applicants for advanced standing must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last five years.

5. Have submitted transcripts of any completed graduate courses.

6. Submit three letters of recommendation. The three professional letters of recommendation are usually from persons such as professors, employers, supervisors, professional colleagues and community associates. Only one reference may be from a Seton Hall University Social Work program faculty member. Applicants who have been employed in a social service agency should request a recommendation from a recent employer or supervisor. Student applicants should provide a recommendation from a faculty advisor or instructor.

7. Submit a 3-5 page Personal Statement that includes the following: your reasons for applying to the Seton Hall University's Social Work Program; your personal values, philosophy, knowledge of social issues, and the professional and community experiences that have influenced your decision to enter the Social Work profession; your skills, strengths and weaknesses; and your plans for a career in social work.

Provisional Admission

Provisional admission may be granted to applicants to the MSW program who have a GPA below 2.5 on the last 120 graded credits that appear on their bachelor's degree transcript and have an otherwise strong application. Provisionally admitted applicants must complete one semester of graduate courses (at least two courses) with a GPA of 3.0.

Transfer Applicants

Under certain circumstances, students may receive a maximum of 30 semester hours for work completed not more than five years prior to first registration from a CSWE-accredited graduate school of social work and for which a grade of at least a B was received. No course, including any transfer course, may be counted toward a degree if it was completed more than seven full calendar years prior to the date of graduation.

Students must complete a minimum of 30 credits in the Seton Hall University Social Work program, to be eligible for the MSW

Students currently or previously enrolled in another accredited master's level social work degree program who are seeking admission as a transfer students are required to submit the following additional materials:

1. A brief written statement describing the reasons why they are requesting a transfer.

2. A copy of practicum/field work evaluation(s), if applicable.

3. One of the three recommendations must be from a faculty member or field supervisor affiliated with the program.

Any student registered in the program who wants to take a course at another university and transfer credit toward the Seton Hall University Social Work MSW

(i.e., a summer course) must receive approval from the Social Work Program Director.

Advanced Standing

Applicants for advanced standing must submit the following material in addition to the usual application requirements:

1. Transcripts documenting eligibility for advanced standing.

2. Recommendation for advanced standing from the Social Work Department chair/director of the school in which they completed their Bachelor of Social Work.

3. A detailed evaluation of their field instruction experience and performance by the agency supervisor or an evaluation of their employment performance. They may submit evaluations of field performance conducted at the end of each undergraduate semester.

Progression Requirements

Students in the MSW program may graduate with no more than six credits (typically two courses) in which they earn lower than a B (three credits for advanced standing students).

Students in the 60 credit MSW program are allowed to repeat two courses one time during their program to improve their grade. Students who have begun the concentration curriculum may not repeat a foundation course. Advanced standing students may repeat one course one time. Students who have exceeded their allowable C credits and who have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Students who receive any grade below a C and have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Upon appeal, the Program Director may modify these constraints in exceptional circumstances.

In addition, students in the MSW program must maintain a cumulative grade point average of 3.0. If the GPA falls below 3.0, the student is placed on academic probation according to University policy.

Additional policies are found in the MSW Graduate Student Handbook.

Life Experience Statement

No credit will be given for work or life experience.

Pending Legal Action and Conviction Statement

Persons who indicate on the application that they have pending legal action or convictions will be asked to supply documentation on the nature of the offense and the disposition.

Individuals admitted to the program who are facing pending legal action or convictions may have restrictions placed on the area of study and field placements they may pursue. In addition, some field placement agencies require a criminal background check.

Applicants are also advised that the Professional Standards Committee in their state of residence may refuse to issue a license or certificate of registration to any person who has been convicted of any crime in this or any other state. Applicants may be denied admission, or if enrolled, terminated, from the program if they have not been truthful or provided inaccurate information in the application.

Terminating a Student's Enrollment in the Program

Progression Requirements - Academic

Students in the MSW program may graduate with no more than six credits (three credits for advanced standing students) in which they earn lower than a C or C+. Students in the 60 credit MSW program are allowed to repeat two courses one time during their program to improve their grade. Students who have begun the concentration curriculum may not repeat a foundation course. Advanced standing students may repeat one course one time. Students who have exceeded their allowable C credits and who have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Students who receive any grade below a C and have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Upon appeal, the Program Director may modify these constraints in exceptional circumstances.

In addition, students in the MSW program must maintain a cumulative grade point average of 3.0. If the GPA falls below 3.0, the student is placed on academic probation according to University policy.

Progression Requirements - Professional

MSW students will be held to professional standards, violation of which may result in dismissal from the program. Below are the Department Policy on Academic Dishonesty and Expected Professional Standards:

Policy on Academic Dishonesty

I. Statement: The Department of Sociology, Anthropology & Social Work will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized; students should understand that suspension or expulsion from the University is a possible result.

II. Definitions: "Academic Dishonesty" shall be understood to encompass at least the following:

Cheating — whether on tests or on other course assignments, whether by the giving, receiving or taking of information.

Plagiarism — stealing and/or passing off as one's own the ideas or words of another; using without crediting the source. It includes: (1) copying of text/research/assignments; (2) using someone else's papers/research/assignments without permission and citation; (3) representing as one's own work what is really the work of another person. This includes downloading from WEB sources.

III. Penalties:

1. A student determined to be cheating on any test or who plagiarizes on a course assignment will be appropriately penalized at the discretion of the instructor. This may include receiving a zero on the assignment or "F" for the course.

2. Notice that a student has cheated or plagiarized will be sent to the department of the student's major. All cases of plagiarism resulting in an "F" for the course will be reported to the Dean. This can result in a recommendation to the Dean for suspension or expulsion from the university.

3. If the chair finds that a student who has declared a major or minor in The Department of Sociology, Anthropology & Social Work has been found to have committed acts of academic dishonesty in more than one The Department of Sociology, Anthropology & Social Work course, the student is expelled from the Sociology, Anthropology, or Social Work program after due notice of the discovery. After one year, the department may rescind the expulsion upon the application of the student provided the student evinces a genuine, informed, and vigorous commitment to academic integrity to the satisfaction of the department's Academic Integrity Committee.

4. All department or instructor actions resulting from suspected violations of this policy will be taken in accordance with the students' due process rights. Nothing in this policy statement shall be construed to preclude the department from taking appropriate disciplinary action against forms of academic dishonesty not stipulated here.

Expected Professional Standards

A student may be removed, after meeting with Social Work faculty, for failure to adhere to the following Standards by:

Engaging in behaviors in violation of University rules of conduct

Violating the Code of Ethics promulgated by the National Association of Social Workers (www.socialworkers.org)

Engaging in disruptive and/or disrespectful behavior towards other students, faculty, College staff, agency staff, field instructors, or agency clients

Engaging in any breach of policy or legal requirements that would or does put clients, field instructors, agencies, and/or Seton Hall University at risk

Department Appeal Process

Students have a right to appeal Department of Sociology, Anthropology & Social Work grades which they feel reflect a biased or inaccurate assessment of their work. Students should keep in mind, however, that once a grade is called into question, it can be adjusted in any direction. It is possible that an appeal may result in a lower grade.

Any student who wishes to appeal a grade should do so after the final grade for the course has been submitted and within 4 months of receiving a grade for the class. The department does not guarantee consideration to appeals submitted more than 4 months after the original grade was issued. The first step a student should take to initiate an appeal would be to meet with the instructor who issued the grade. The instructor should review the work in question and make a determination as to the accuracy of the original grade. If it is warranted, the instructor may submit a change of grade form. If the grade is found to be correct, the instructor should explain to the student how it was calculated.

If the student is dissatisfied with the instructor's explanation and still feels that the grade is improper, with appropriate documentation, the next step in the appeal process would be to turn to the department chair. The student must make available to the chair any disputed assignments and present in writing a detailed explanation of the alleged inaccuracies or improprieties in grading. The chair or an appointed department committee will review these materials carefully. If the chair feels it necessary, other faculty members with relevant expertise may be called upon to provide an alternative assessment of the disputed materials. At the same time, the chair must inform the instructor about the appeal and provide the instructor with an opportunity to present a full explanation as to how the disputed grade was calculated. After conducting this review, the chair or the appointed committee will make a final determination on whether to confirm or invalidate the original grade. If a grade is invalidated, the instructor must determine and submit a revised grade taking into consideration the ruling of the chair.

The decision of the department chair with regard to the substance of the disputed grade is final. If a student feels, however, that proper procedures have not been followed, the matter may be taken up with the Office of the Dean of Students for the College of Arts and Sciences.

Graduate students may appeal decisions made under the academic policies and regulations set forth in the University's Graduate Catalog.

Academic Advising

Advising is an important element in the professional education of all students. It provides the opportunity for students to consult and interact with faculty outside the classroom to discuss any matters of concern or interest to the student. Each student is assigned a faculty advisor who will assist in planning a course of study as well as providing appropriate guidance or assistance. Faculty members maintain office hours for meeting with students and are available by email. Though advisors are available to consult with students about their schedule, it is ultimately the student's responsibility to insure that the correct courses have been completed to achieve progression into the advanced year and onto graduation.

Students preparing to graduate are required to meet with their advisor to review their academic progress and confirm that all graduation requirements are fulfilled, ensuring a smooth graduation experience.

Student's Rights and Responsibilities

1. Student participation in policy formulation and revision. As a student in the social work program, you are encouraged to take an active part in contributing to the ongoing evaluation of the program. The success of the program is determined by how well the student's educational and professional needs are being met; therefore, feedback from students is essential. Informally, you are encouraged to discuss with your instructor concerns which arise in a particular class. Your advisor and other faculty will be happy to discuss any aspects of the social work program.

2. Student grievances. Students have the right to appeal decisions made by the faculty relative to grades, admission to the Program, etc. If the matter cannot be resolved informally between the student and advisor and/or other social work faculty, complaint procedures explicated in the University Student Handbook. Procedures for addressing problems in field placement are outlined in the Field Manuals.

3. University student services. The University Student Handbook presents a detailed list and explanation of the variety of student services provided at SHU. The social

work student is encouraged to become aware of all of these opportunities and take advantage of those deemed helpful. Among the services, which may be especially helpful, are the Academic Support Services available on request. Students having difficulty in any course should utilize this free service. The University Counseling Center provides individual and group counseling services to students free of charge.

Social Work Club and Honor Society

The Social Work Club

The mission of the organization is community service, learning outside the classroom, and curriculum and other types of consultation. For more information, please contact the Social Work Program.

Alpha Theta Chapter of the National Social Work Honor Society

This is a distinction for social work majors. Seniors with a grade point average of at least 3.0 may be eligible. For more information, please contact the Social Work Program.

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability are 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.

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