



Seton Hall University

South Orange, New Jersey 07079

**B S W PROGRAM
STUDENT HANDBOOK**

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY,
SOCIAL WORK, AND CRIMINAL JUSTICE

2020-2021

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Welcome to Social Work

Welcome to the Social Work Baccalaureate Program at Seton Hall University (SHU), housed in the Department of Sociology, Anthropology, Social Work, and Criminal Justice. This program has been offering quality professional education of students since it was first accredited in the early 1970s. Accreditation is a system for recognizing a professional program as having a level of performance, integrity and quality that entitles it to the confidence of the educational community and the public. Social work programs are accredited nationally by the Council of Social Work Education (CSWE). Graduation from an accredited program is necessary for one to become certified in the State of New Jersey. Certification of social workers by the State is an important protection for the public and is assurance that the profession provides an appropriate education and training.

This Handbook is designed to inform students, faculty, and all stakeholders about the Social Work Program at SHU and is 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 students keep it with important documents pertaining to their academic career.

It is important that you, as a BSW student, stay abreast of all the regulations and procedures of the University and the Social Work Program. Regulations will not be waived, nor will exceptions be granted simply because you have failed to inform yourself of the requirements included in this Handbook. For this reason it is extremely important that you work closely with your Social work advisor, beginning early in your program and continuing through graduation.

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. Dawn Apgar, PhD, BSW Program Director, at dawn.apgar@shu.edu, or stop by her office located in Fahy Hall, Room 127.

Faculty Directory

Rhonda Quinn, PhD
Associate Professor
Department Chairperson

Office: Jubilee Hall, Room 561
Office Phone: (973) 761-9211
Email: rhonda.quinn@shu.edu

BSW Faculty Members

Dawn Apgar, PhD, LSW, ACSW
Assistant Professor/Director

Office: Fahy Hall, Room 127
Email: dawn.apgar@shu.edu

Mary Landriau, LCSW
Faculty Associate
Director, BSW Field Education

Office: Fahy Hall, Room 106
Email: mary.landriau@shu.edu

Anthony Nicotera, DSW, JD, LSW
Assistant Professor

Office: Fahy Hall, Room 215
Email: anthony.nicotera@shu.edu

Heather Lee, PhD, LCSW
Assistant Professor

Office: Fahy Hall, Room 127
Email: heather.lee1@shu.edu

Staff

Nancy Hall
Secretary

Office: Jubilee Hall, Room 517
Phone: (973)761-9170
Email: nancy.hall@shu.edu

About Social Work

The major in social work is designed to prepare students for generalist social work practice at the undergraduate level (BSW) in accordance with criteria established and monitored by The Council on Social Work Education (www.cswe.org). Instruction is deeply rooted in the ecological perspective with an emphasis on person-in-environment focusing on problem solving and solution focused interventions. The undergraduate degree in social work is offered by different colleges and universities under various degree titles. At SHU, the official degree is the Bachelor of Arts, with the major in social work. This is known, in terms of employment, licensing, and graduate school as the Bachelor's Degree in Social Work (BSW).

Our curriculum is comprehensive, with a major emphasis placed on social justice and diversity, derived from our demographic location, long-standing history, and philosophy.

We follow, explicitly, the mission of the social work profession put forth by the National Association of Social Workers (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 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. Generalist social work practice is defined by The Council on Social Work Education.

“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.” (For a listing of the core competencies, please see The Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards at www.cswe.org).

Graduates of the Social Work Program, through a variety of explicit and implicit educational means, will know, understand, internalize, and demonstrate competency in the above. Graduates of our Program will identify themselves as professional social workers.

Regarding licensure in New Jersey: Persons who have obtained a BSW are currently eligible to become a Certified Social Worker (CSW) from the State of New Jersey. To become a CSW, you must contact the State Board of Social Work Examiners at (973) 504-6495 or visit <http://www.njconsumeraffairs.gov/sw/Pages/default.aspx> upon completion of the bachelor’s degree with the Social Work Major.

Regarding graduate school admission: Graduates may also be eligible for advanced standing in graduate schools of social work that offer the MSW. As a general rule, and with some differences depending upon the respective graduate school, this approximates one year of graduate school for the MSW as contrasted with the traditional two years of course of study. Acceptance into a graduate school with advanced standing is not guaranteed and is dependent upon numerous variables, including but not limited to: GPA; a personal statement; and letters of recommendation. Suggestions for graduate school application processes are included near the end of this Handbook. We note that while we encourage applications for graduate school in social work, our primary mission is preparation

at the undergraduate level of generalist social workers who possess the necessary competencies to serve others.

Social Work Program Mission

The Social Work Program is an exemplar of the University's mission pertaining to servant leadership. Students are prepared for certification by the State of New Jersey to practice as generalist professionals. Preparation is done using an evidence-based educational framework that is grounded on the values and principles of the profession as well as a liberal arts foundation. Students must respect and competently serve diverse persons, groups, and communities that are at-risk and who suffer from social injustice.

Social Work Program Goals

Goal 1 - Integrate Theory into Practice: To help graduates use critical thinking and integrate liberal arts and professional knowledge, values and skills into the development of a generalist perspective for social work practice with individuals, families, groups, communities and organizations.

Goal 2 - Celebrate Diversity: To help graduates recognize the value of human diversity, acquire knowledge related to diverse populations for professional practice, and acquire skills for change to redress economic and social injustice.

Goal 3 - Conduct Policy Practice: To prepare graduates to understand social policy and its impact upon professional practice and to participate in efforts to assure that policy responds to human needs.

Goal 4 - Assume Professional Identity: To motivate graduates to assume responsibility for continuing professional growth and development.

Social Work Competencies

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 that are measured by 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

Competency 1– Demonstrate Ethical and Professional Behavior

1a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, 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

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

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

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

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

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

Competency 5 – Engage in Policy Practice

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. critically analyze and promote policies that advance human rights and social, economic, and environmental justice

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

6a. apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies

6b. use empathy, self-regulation, and interpersonal skills to effectively engage diverse clients and constituencies

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

7a. collect, organize, and critically analyze and 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

8a. 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 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

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 and macro levels

Social Work Curriculum

These competencies will be taught through the following curriculum:

| Course number | Required Social Work Courses | Credits 48 |
|----------------------|---|-----------------------|
| SOWK 1111 | Introduction to Social Work | 3 |
| SOWK 2201 | Social Problems and Programs | 3 |
| SOWK 3301 | Social Policy Analysis+ | 3 |
| SOWK 3335 | Ethics in Social Work Practice | 3 |
| SOWK 3511 | Behavior and Environments I | 3 |
| SOWK 3512 | Behavior and Environments II | 3 |
| SOWK 3611 | Theory and Practice I | 3 |
| SOWK 3811 | Junior Practicum | 3 |
| SOWK 3910 | Research Methods in Social Work*^ | 3 |
| SOWK 4811 | Senior Practicum I | 6 |
| SOWK 4812 | Senior Practicum II | 6 |
| SOWK 4911 | Theory and Practice II | 3 |
| SOWK 4912 | Theory and Practice III | 3 |
| SOWK 5111 | Senior Research Seminar+** | 3 |
| | Additional Cognate Requirements | 12 |
| BIOL 1101 | Introduction to Biology | 3 |
| MATH 1203 | Statistical Models for the Social Sciences*** | 3 |
| PSYC 1101 | Introduction to Psychology | 3 |
| SOCI 1101 | Introduction to Sociology+ | 3 |
| | Any Two Approved Social Work Electives | 6 |
| SOWK 1911 | Introduction to Gerontology | 3 |
| SOWK 2311 | Child Welfare Policy and Practice | 3 |
| SOWK 2312 | Trauma-Informed Social Work Practice | 3 |

| | | |
|---|---|-----------|
| SOWK 2314 | Social Work and the Law | 3 |
| SOWK 2333 | Current Issues and Trends in Social Work Practice | 3 |
| SOWK 2334 | A Social Work Approach to Race and Bias | 3 |
| SOWK 2335 | Family Violence | 3 |
| SOWK 2653 | Substance Abuse Assessment and Intervention | 3 |
| SOWK 2912 | Psychosocial Aspects of Aging | 3 |
| TOTAL | | 66 |
| + Meets the SHU Core Proficiency of Critical Thinking * Meets the SHU Core Proficiency of Information Fluency ^ Meets the SHU Core Proficiency of Numeracy ** Meets the SHU Core Proficiency of Numeracy *** Meets the SHU Core Proficiency of Reading/Writing | | |

While individual student circumstances vary, the following structure will ensure full completion of required courses. Students must also satisfy all University and College Core requirements, including a minimum of 120 credits earned. Please see the University Student Handbook for a full discussion of these requirements and be sure to work closely with your Academic Advisor to be sure all requirements are satisfied.

The BSW Program does not grant social work course credit for life experience or previous work experience.

Sample Curricular Schedule

Freshman Year:

SOWK 1111 - Introduction to Social Work; BIOL 1111 - Introduction to Biology; PSYC 1101 - Introduction to Psychology; SOCI 1101 - Introduction to Sociology

Sophomore Year:

MATH 1203 - Statistical Models for the Social Sciences; Two Social Work Electives

Junior Year:

Fall

SOWK 2201 - Social Problems and Programs

SOWK 3511 - Behavior and Environments I

SOWK 3910 - Research Methods in Social Work

Spring

SOWK 3301 - Social Policy Analysis

SOWK 3512 – Behavior and Environments II

SOWK 3611 - Theory and Practice I

SOWK 3811 - Junior Practicum

Senior Year

Fall

SOWK 4811 - Senior Practicum I

SOWK 4911 - Theory and Practice II

Spring

SOWK 4812 - Senior Practicum II

SOWK 4912 - Theory and Practice III

SOWK 5111 - Senior Research Seminar

Course Descriptions

The Social Work Curriculum requires students to take four Cognate courses from disciplines other than social work and one course in diversity. The Cognate courses provide requisite knowledge for social workers from psychology, sociology, biology, and math (statistics). This background is crucial as the building block upon which a social work education is built. As there are vast areas of diversity among human beings, the curriculum requires that students are exposed to one course that focuses on diversity to begin the process of developing professional social workers who are non-judgmental, unbiased practitioners, able to respect diversity in all of its forms. Students are also required to take two social work electives to begin to explore the various areas of practice.

Required Social Work Course Descriptions

SOWK 1111 – Introduction to Social Work

This introductory course in social work will define social work and the underlying values, ethics, theories, and knowledge base that has been derived from various disciplines, including but not limited to biology, psychology, sociology, economics, political science, history and philosophy. Topics include: an historical look at social work and social welfare; systems theory and the ecological and strengths perspectives; and the current socio-cultural and political context of social problems in which social workers are placed. Throughout the semester we will focus on all populations at-risk as well as address issues of diversity & difference. Students will be expected to critically evaluate the material presented in class and to find meaningful connections with their own lives.

SOWK 2201 - Social Problems and Programs

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 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 3301 - Social Policy Analysis

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.

SOWK3335 – Ethics in Social Work Practice

Social workers frequently face ethical issues and dilemmas requiring ethical decision-making across practice settings. This course will help students acquire the knowledge needed to identify ethical issues in social work and the skills necessary to resolve these ethical dilemmas. It will also increase their capacity to make ethical decisions consistent with social work's values base, code of ethics, and laws relating to clients, colleagues, employers, the profession, and society.

SOWK 3511 - Behavior & Environments I

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 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 3512 – Behavior & Environments II

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 3611 - Theory & Practice I

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 3811 – Junior Practicum

The practicum experience is the signature pedagogy of social work education, identify by the Council on Social Work Education, in Core Competency 2.3. The intent of this experience is to connect theory and practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies, as they are explained in the sections Course Objectives and Learning Outcomes. Students will spend 84 hours; 7 hours per full day or 3.5 hours per half day or other reasonable arrangement such that the requisite total hours are completed on time, under professional supervision, in an agency which provides social work services. These hours are to be completed in a manner that facilitates orderly, cumulative learning

SOWK 3910 - Research Methods in Social Work

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 4911 - Theory & Practice II

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 4912 - Theory & Practice III

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 4811 - Field I and Integrated Seminar and SOWK 4812 – Field II and Integrated Seminar

The purpose of the field practicum is to facilitate the integration of social work theories and specific skills that you 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 purpose of this seminar is to 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.

SOWK 5111 – Senior Research Seminar

A capstone learning experience designed to help social work students integrate their beginning preparation for professional practice and/or graduate school and to explore major issues confronting the profession and society today. The course focuses on specific areas of interest identified by participants with the guidance of the instructor. Through a written research requirement, student presentations, group discussions, community observations and guest lectures, the selected areas of interest will be integrated with the strengths perspective especially in needs

assessment, with the fullness of cultural competency, in evidence-based/research-based best practice.

Formal Application to the Social Work Program

Students may declare social work as their major at any time as long as their overall GPA is 3.0 or better. However, formal entry into the Social Work Program requires a formal application. This application occurs during the spring of their Junior Year, with decisions made following the recording of that semester's grades. The Director of Field Education ascertains student interests, needs, and possible linkage with field instructors/agencies. The Director of Field Education also monitors that all of the application materials presented below are submitted accurately, comprehensively, and on time.

Successful applicants must have earned at least a 3.0 GPA overall in all social work courses at the one, two, and three thousand levels. Students may retake a social work course in an effort to raise their grade one time. If students are unsuccessful at achieving the required grades, they must consult with the Social Work Program Director to choose a different major or developing plans to raise their GPA in order to make application once the GPA criterion is met.

Prior to the deadline in the Junior Internship Manual, additional requirements for entry into Social Work Program include:

- Documentation of ability to graduate in the projected time period;
- Finger printing and a criminal background check;
- Documentation of membership in the National Association of Social Workers;
- Documentation of malpractice/liability insurance in the amount of \$1million/3million;
- Submission of a comprehensive resume;
- Three- to five-page narrative explaining knowledge of field and motivation for pursuing social work degree; and
- Acceptance by a field instructor/agency of the student for the upcoming academic year.

Students will be notified of their acceptance into the Program.

Students who do not meet these criteria are notified and invited to consult with the Program Director regarding other educational alternatives. The student may appeal this through all channels indicated in the University Catalogue. Students who are not admitted into the Program will be notified no later than one week of submission of final grades in the spring semester of their Junior Year.

Additional reasons for a student to not be accepted into the Program or to be removed from the Program include:

Engaging in 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 (www.socialworkers.org);

Inability to form helping relationships, such as lack of respect for clients and client self-determination, lack of communication skills, or the inability to follow 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 competency and training;

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

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 so on). These issues are subjectively assessed by faculty; at times with confidential consultation with the National Association of Social Workers, the Council on Social Work Education, and the New Jersey Board of Social Work License Examiners.

Certificate Programs

There are two certificate programs available to students within the Social Work Program. Certificates are valuable as they indicate that students have obtained substantive knowledge in a chosen area. They can help with employment and application to graduate schools. Either or both can be done in addition to the major, but students are encouraged to speak to their advisors for careful planning of their schedules.

Only the courses indicated can count for major or minor requirements – otherwise there is no “double dipping.” Social work majors or minors will need to meet the certificate requirements in addition to the electives needed to fulfill the major or minor.

Social Work Policy and Justice Certificate

REQUIRED

SOWK1111 Introduction to Social Work (may count for social work major or minor requirements)

SOWK2314 Social Work and the Law

SOWK2334 Social Work Approach to Race and Bias

SOWK3301 Social Welfare Policy (may count for social work major requirement)

80-Hour Experiential Learning Activity

This experiential learning activity is designed for students to apply what they have learned in the classroom to “real world” settings. Students are required to have experiences approved prior to beginning these hours. These learning activities can consist of internships, capstone projects, service learning opportunities, practicums, and other “hands on” activities. These activities must be identified by the students – though they can use the Seton Hall Career Center or their respective academic major faculty to assist as needed. Experiential learning activities can be paid or unpaid. They can also be for academic credit or consist of non-credit opportunities.

There are three required types of documents that must be completed. First, a learning contract outlining the goals and objectives of the activity. These learning goals will outline specific ways in which students will be able to exhibit the practice behaviors outlined in the CSWE EPAS. Second, timesheets documenting the hours of participation. Lastly, an evaluation (by an agency representative or the BSW Program Director) stating satisfactory completion of work. The evaluation must demonstrate that students applied their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engaged in practices that advance social, economic, and environmental justice. All documents will be maintained and approved by the undergraduate social work program.

ONE OF THE FOLLOWING

SOWK2311 Child Welfare Policy and Practice

SOWK2333 Current Trends and Issues (with approval from Social Work Director)

SOWK2335 Family Violence

Interdisciplinary Certificate in Gerontology

The certificate is 15 credits and only one course listed below can also count for a major or a minor.

REQUIRED

Two of the following - 6 credits (Core Requirements)

SOCI 2511 Growing Older: The Sociology of Aging

NUTH 3102 Gerontological Nursing

SOWK 1911 Introduction to Gerontology

Note – One of the courses above not taken can also be used as an elective below if all three are taken by a student.

Two of the following - 6 credits (Electives)

PSYC 1214 Adult Development

RELS 2316 Theology of Death

NUTH 4440/ CORE3912 Care of the Dying- Healthcare Interventions for Body, Mind and Soul

SOWK 1912 Psychosocial Aspects of Aging

Internship

An internship (practicum or clinical) in direct service or research is required of all students. Students in majors that have internship requirements need not do another internship but must complete their required clinical or practicum in aging. Students in majors not requiring an internship must complete an internship. Contact the director of the gerontology certificate to plan for satisfaction of the internship requirement PRIOR to the start of the internship. *3 credits minimum*

Additional electives (not required) – May be substituted for an elective with prior permission. Students wishing to supplement the required courses should consider the following courses:

ANTH 2224 Health and Medicine: An Anthropological Approach

PSYC 2212 Developmental Psychology

RELS 2511 Christian Values and Health Issues

SOCI 2813 Self and Society

Academic Advising

Students are active adult learners and are responsible for their own progress through their college career. However, progressing through college, and in particular, the intricacies of the Social Work Major, demands that advisement be a joint venture between students and advisors. All students are assigned an Academic Advisor and are required to meet with this Advisor prior to registering for classes.

We strongly recommend students examine the list of courses that will be available the following semester for the major and other college and university requirements, as soon as these are promulgated. No matter what your assigned date and time of official electronic “pre-registration,” it is best to have a plan in place. The sooner you can be advised, the better.

If you are a sophomore or freshman student, there is likelihood that certain courses will be closed by the time it is your turn to register. To counteract the effects of this, it is best to come in with a plan of approximately 18 to 24 tentative credits, with the likelihood of many of these being open. You should check this by the time you come to officially register and receive your PIN (Personal Identification Number). Under no circumstances will any faculty or staff member verbally or use email to provide you with your PIN. PINs will only be provided at the end of the advisement session when both the student and advisor are aware of the adequacy, appropriateness, and accuracy of that for which the student is registering. In other words, as soon as the schedule of available courses is promulgated, devise a plan that assures meeting various requirements and with attention to the day and time assignments, so that when it is your turn to be advised, the process will go as smoothly as possible.

During the official “pre-registration” period, all faculty members will extend their office hours. Some faculty members give students appointments, while others do not. It is best to learn how your respective advisor operates in terms of time at this critical period of advisement.

When a student appears for advisement, he/she should bring a copy of the most recent “audit sheet” (also referred to at times as the “student profile”) – not the transcript. The audit sheet that is accessed by students indicates in red print unmet course requirements for graduation and this should be examined carefully in terms

of course availability and the timing for graduation. This should be used as the basis for a student's plan for registering.

We recognize that, at times, despite our advisement, students are ultimately free to take their PIN and register for courses other than those recommended by the advisor. This action is not recommended, and students should return to their advisors if problems arise.

Incoming Transfer Students and Students Switching Majors to Social Work

All transfer students and those switching their major to social work will meet with the Social Work Program Director for advisement for their first semester as a Social Work Major.

Transfer students receive an assortment of critical documents, these should be brought to the initial advisement session. Transfer credit advisement can be a complicated process and we wish to make sure that you are properly registered and with appropriate counting of credits that are transferred and where these have been placed in your student profile.

The University has a residency requirement that states that the last 30 credits, of the required 120 credits, must be taken at SHU.

At times, students transfer in with 90 credits and may assume that only 30 additional credits are required for graduation. This may not be correct. No courses that are theory and practice, field, or social work research are transferable as meeting social work requirements. At best, and considering appropriate courses taken at other colleges by transfer students, three semesters are required to complete the Social Work Major because the social work curriculum contains two 3 course sequences that begin in the spring semester of the Junior Year.

We encourage you to meet with the Director of the Social Work Program to discuss our curriculum in an effort to maximize the information you have regarding your future decision.

Additional Comments Regarding Advisement

Advisement for the Social Work Program should only be done through a full-time member of the social work faculty. We understand that competent, caring

professionals throughout the University may hold positions of “Advisor” to respective categories of students such as athletes, participants in the Equal Opportunity Program, and others. These professionals can and will be helpful, however, before you actually “sign in” to courses, bring to your social work faculty advisor the proposed schedule that has been provided to you by another advisor. The Social Work Program is complicated and not all courses run all the time. This policy is designed to assist that students are able to meet degree requirements in an effective and efficient manner.

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 student 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 should be followed. 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.

Student Social Work Association and Honor Society

BSW Student Social Work Association

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 3.5 may be eligible. For more information, please contact the Social Work Program.

The Minor in Social Work

The program offers a minor in Social Work. Students may declare social work as their minor at any time as long as their overall GPA is 2.5 or better. The minor consists of 18 credits in the Social Work Program, beginning with SOWK 1111 – Introduction to Social Work. All social work courses must be at the 1000 or 2000 level with the exception of SOWK 3511, Behavior & Environments I, which can also be taken for the social work minor. Students should be particularly careful about selection of these 18 credits because not every course is offered each semester.

For students who are minoring in social work: Your advisement is done by the person who has been assigned to you in your major. Social work faculty will gladly discuss with you any questions about meeting minor requirements.

Policy on Academic Dishonesty

I. Statement: The Department of Sociology, Anthropology, and 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, and Social Work has been found to have committed acts of academic dishonesty in more than one Department of Sociology, Anthropology, and 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.

Policy on Special Conditions and Accommodations

It is the policy and practice of SHU to promote inclusive learning environments. If you have a documented disability, you 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.

The Social Work Program enthusiastically supports the intent and mandate of legislation/policy providing optimal learning environments for all students, faculty, and all who are involved, directly and indirectly, with us.

Suggestions for Applying to Graduate School and Employment

This section contains suggestions to assist securing admission to graduate school and securing timely employment following graduation with a 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.

The goal of the Social Work Program at SHU is not to get students into graduate school; our program prepares students for generalist practice. This material is an attempt to be helpful to those who are considering graduate school, particularly for the MSW, but students must make their own decisions about graduate studies.

Department policy is that students should anticipate several weeks between the date they submit materials to request a letter of recommendation, and production of the actual letter. This is particularly pertinent to application deadlines. Some schools use a rolling admission process with no deadline, but the longer you wait the less seats are available and this is critical to advanced standing applications. Some schools have an application deadline that is taken very seriously.

Traditionally, MSW Programs require you to write a narrative. The narrative which you prepare as part of your application signals who you are and your affinity for learning.

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 alternatives.

Preparation for Applying

Get as much information as you can about the respective school(s) from their catalog, website, graduates, and colleagues at your field agency, and an actual visit to the University. 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); plan on editing and re-editing numerous times.

Many schools make the applicant totally responsible for the application process, requiring the applicant to get all the materials together and forward them to the school in a packet. Always ask the faculty member if he or she is willing and able to write a recommendation for you before you give his/her name to the prospective universities. Faculty should have had you for class/field and have good knowledge of your competencies/skills. Accompanying documentation 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. Individual faculty will request different documentation, but generally includes your most recent resume, personal statement submitted with your application, and for field, a summary of both junior and senior practicums.

Your Actual Application – Tips for Success

Your materials must not contain a typo or spelling/grammar error and you should not rely on the computer to check this for you. Your application personal statement will probably use nomenclature pertinent to social work and your word processing program may not recognize some of this language. 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, 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 self-disclosure. The narrative is hard to write because you are, basically, writing about yourself, yet you cannot 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 cannot have a “one size fits all” narrative. Each school’s approach is unique. We strongly suggest that you take the 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 does not have specific, delineated questions, consider using subheadings anyway. Run on personal statements are boring to read; often omit information; and do not 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 do not think you should state that you wish the MSW in order for you to be able to do this or that. This reads as self-serving. Rather, you wish the additional education and training available in their MSW program such that you might subsequently empower others to.....Use your own words. Do not be afraid to share your dreams and aspirations and how the respective school can help you to help others specifically.

You should signal why you wish to be considered for advanced standing. Remember, this is not an entitlement and schools have limited numbers of seats applicable to advanced standing. You cannot just say you have the BSW, but rather, what competencies, education, skills, training, models, ethics, and the like 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 your point. 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.

Employment

Many graduate schools require the submission of resumes. Social workers may also need these for employment. Students should use the services of the Career Center at SHU (careers@shu.edu; (973) 761-9355; Bayley Hall Rm 209). At the Career Center, staff are dedicated to facilitating exploration and other activities that empower students to obtain and maintain employment after graduation. Utilizing faculty, employer and alumni networks, they provide a practical learning environment to ensure that our students are prepared for professional success and service to the common good.