



MONTCLAIR STATE

UNIVERSITY

**MSW Program
Student Handbook**

2020-2021

**DEPARTMENT OF SOCIAL WORK AND CHILD ADVOCACY
MONTCLAIR STATE UNIVERSITY
1 NORMAL AVENUE, DICKSON HALL – ROOM 301
MONTCLAIR, NJ 07043
(P) 973-655-4188
(F) 973-655-4088
EMAIL: SOCIALWORK@MONTCLAIR.EDU
WEBSITE: WWW.MONTCLAIR.EDU/SOCIAL-WORK-AND-CHILD-ADVOCACY/**

Table of Contents

Contact Information: Program Faculty.....	3
Accreditation Statement.....	4
Background Information.....	4
Montclair State University.....	4
College of Humanities and Social Sciences.....	5
Department of Social Work and Child Advocacy.....	5
The Master of Social Work (MSW) Program.....	5
The Social Work Profession	5
MSW Program Mission	5
MSW Program Goals:	6
MSW Program Specialization.....	7
Competency-Based Education in Social Work.....	7
MSW Program Structure: Two-Year Program	14
MSW Program Structure: Advanced Standing Program.....	14
Cohort-Based Structure of the Program	14
The MSW Curriculum: Two-Year, Full-Time Program	15
The MSW Curriculum: Advanced Standing Program.....	15
Course Descriptions for Required Courses: Generalist Practice Year	16
Course Descriptions for Required Courses: Specialized Practice Year/Advanced Standing.....	18
Sample Elective Courses	20
MSW Program Policies and Procedures.....	21
MSW Admissions.....	21
Conditional Acceptance.....	22
Transfer Credit	22
Academic Credit for Life/Work Experience.....	23
Academic Advising	23
Evaluating Students` Academic Performance.....	23
Academic Probation Policies	24
Evaluating Students` Professional Performance	24
Termination Policies.....	26
Appeal/Grievance Procedures.....	27
Student Participation	28
Student Advisory Board	28
Graduate Assistantships.....	28

Montclair State University Policies and Procedures	29
Notice of Equal Opportunity and Non-Discrimination	29
Academic Dishonesty Policy	29
Disability Resource Center	29
Continuous Matriculation	30
Leave of Absence	30
Withdrawal Policies.....	30
Sexual Harassment	30
Student Conduct	31
Counseling and Psychological Services (CAPS)	31

Contact Information: Program Faculty

Dr. Emily Douglas, Department Chair

Office: Dickson Hall, room 301

Phone: 973-655-7610

Email: douglase@mail.montclair.edu

Dr. Lynette Reitz, MSW Program Director

Office: Dickson Hall, room 361

Phone: 973-655-4188

Email: reitzl@montclair.edu

Ms. Lesley Dixon, Field Education Director

Office: Dickson Hall, room 362

Phone: 973-655-4168

Email: dixonl@montclair.edu

Ms. Jacqueline Catalano, Program Manager

Office: Dickson Hall, room 373

Phone: 973-655-6971

Email: catalanoj@montclair.edu

Dr. Brad Forenza, Associate Professor

Office: Dickson Hall, room 372

Phone: 973-655-3522

Email: forenzab@montclair.edu

Dr. Wendy Zeitlin, Assistant Professor

Office: Dickson Hall, room 363

Phone: 973-655-7698

Email: zeitlinw@montclair.edu

Dr. Beth Sapiro, Assistant Professor

Office: Dickson Hall, room 367

Phone: 973-655-4239

Email: sapiro@montclair.edu

Dr. Svetlana Shpiegel, Associate Professor

Office: Dickson Hall, room 370

Phone: 973-655-2062

Email: shpiegels@montclair.edu

Mr. Peter Herbst, Clinical Specialist

Office: Dickson Hall, room 341

Phone: 973-655-6860

Email: herbstp@montclair.edu

Ms. Priya Sookbir, Field Coordinator

Office: Dickson Hall, room 344

Phone: 973-655-7320

Email: sookbirp@montclair.edu

Accreditation Statement

The program is currently in Candidacy status with the Council on Social Work Education (CSWE). Students who enter programs that are in Candidacy status will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation. Attaining Candidacy status also allows students to sit for the New Jersey licensure exam for social workers (LSW).

Background Information

Montclair State University

Building on a distinguished history dating back to 1908, Montclair State University (MSU) is a leading institution of higher education in New Jersey. Designated a Research Doctoral University by the Carnegie Classification of Institutions of Higher Education, the University's nine colleges and schools serve more than 20,000 undergraduate and graduate students with more than 300 doctoral, master's and baccalaureate level programs. Situated on a beautiful, 252-acre suburban campus just 12 miles from New York City, Montclair State delivers the instructional and research resources of a large public university in a supportive, sophisticated and diverse academic environment.

MSU offers nearly 300 majors, minors, concentrations, and certificate programs, as well as state-of-the-art facilities including a new 2,000-bed student residence and dining complex. The University offers exceptional opportunities for motivated students, regardless of race/ethnicity or economic background. MSU students receive the individual attention expected from a much

smaller institution, including student-to-faculty ratio of 17 to 1 and average class size of 23 students.

College of Humanities and Social Sciences

The College of Humanities and Social Sciences (CHSS), which houses the Department of Social Work and Child Advocacy, combines a traditional liberal arts education with focused preparation in a wide range of disciplines and professional areas. With 21 majors, more than 40 minors and numerous areas of graduate study and professional certificate programs, CHSS offers students the opportunity to begin a lifetime of learning in the humanities and social sciences while also preparing for a successful career.

Department of Social Work and Child Advocacy

The Department of Social Work and Child Advocacy offers the region's premier undergraduate and graduate academic programs that specialize in service and advocacy to children, youth, and families. The Department offers undergraduate and graduate programs in Child Advocacy and Policy, a Minor in Social Work, and the Master's in Social Work (MSW) program. The Department has ten full-time faculty with diverse research and teaching interests broadly focused on vulnerable children, youth, and families in the state of New Jersey and beyond. The specific research interests of our faculty include, among others, the adjustment of children and youth in foster care, civic engagement, child welfare workforce development, forensic interviewing of children, the impact of trauma on mental health, and research on clinical social work practice. Our graduates are employed at child welfare agencies, non-profit organizations, youth mentoring and development programs, and other agencies.

The Master of Social Work (MSW) Program

The Social Work Profession

According to the Council on Social Work Education, “the purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally” (EPAS, 2015, p. 5).

MSW Program Mission

The MSW program prepares leaders in social work practice with children, youth, and families in a diverse and global society. Graduates will promote the wellbeing and functioning of children, youth and families, as well as their communities, by engaging in ethical, culturally-competent and evidence-informed practice, and by demonstrating a strong commitment to social and economic justice. Graduates will also be prepared to evaluate, apply, and share knowledge, while collaborating at the local and state levels to address issues of societal importance.

The mission of the MSW program is consistent with the purpose and values of the social work profession, as described by the Council on Social Work Education. Our program is committed to

promoting individual, family and community wellbeing through research, teaching and service. Our curriculum is guided by the person-in-environment perspective, while also emphasizing the importance of diversity, cultural competence, social and economic justice, individual and family strengths, and evidence-informed decision making.

Our curriculum promotes a holistic view of the person in their environment, and emphasizes the reciprocal relationships between individuals, their families, their communities, and the society in which they live. Our mission statement also reflects an unequivocal commitment to the principles of diversity and social and economic justice. We believe that social workers must recognize the increasing diversity and globalization in our society, and acquire the necessary skills to engage in culturally-competent and non-oppressive practices for the benefit of all people. Finally, the mission of the MSW program emphasizes the need for evidence-informed practice across various settings. We believe that competent and effective social workers must understand and critically analyze recent research pertaining to their field of practice, and incorporate research findings in their planning and delivery of interventions.

MSW Program Goals:

The MSW program has the following goals:

1. To apply advanced knowledge of social work practice with children, youth and families situated in diverse organizational and social contexts;
2. To identify with the core mission and values of the social work profession, and to demonstrate professional demeanor, ethical decision making, and engagement in reflective practice;
3. To engage in critical thinking, and apply theory and research to various forms of professional practice, including direct practice, policy practice and advocacy;
4. To critically analyze and actively promote policies, practices and programs to advance social and economic justice for children, youth and families, as well as their communities.
5. To demonstrate an understanding and appreciation of diversity, and to engage in culturally competent practice in multidisciplinary settings serving children, youth, families, and their communities.
6. To promote and facilitate clients' abilities to mobilize various strengths and resources within themselves and their environments in order to improve their overall wellbeing and functioning.
7. To promote the wellbeing of local, state, and regional communities, through the evaluation, application, and dissemination of knowledge.

To achieve the program's stated mission and goals, we designed a curriculum that is grounded in the liberal arts tradition and promotes a holistic view of the person in their environment. The program strives to prepare practitioners who respect diversity, advocate for social and economic justice, promote and facilitate clients' strengths, and use scientific research to improve practice at the micro, mezzo and macro levels.

MSW Program Specialization

The MSW program at Montclair State University offers a single specialization in advanced social work practice with children, youth, and families. This specialization prepares competent social work practitioners to provide a range of clinical and advocacy services to children, adolescents, and their families. Students take specialized courses in clinical social work with children, adolescents, and families, and gain an understanding of the major theories and frameworks guiding child and family practice. They also acquire specialized skills to engage, assess, intervene and evaluate practice, with children, youth, and families across a range of practice settings. In addition to clinical skills, students acquire a broad understanding of social policies affecting these populations, and discuss societal issues that impact their wellbeing and functioning (e.g., child abuse and neglect and other forms of trauma). Finally, students further their knowledge of the use of research evidence in micro, mezzo and macro practice, especially as it pertains to evaluating programs and interventions geared to children, youth, and families. In addition to classroom learning, students complete a field practicum in settings serving children, youth, and/or families during the second year of the program.

Competency-Based Education in Social Work

Competency-based education in social work 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. 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 (EPAS, 2015).

The MSW program follows the competency-based education framework presented by the Council on Social Work Education. The overarching goal is to ensure that students are able to demonstrate the integration and application of the competencies in practice. The competencies to be attained during the generalist and specialized practice years of the program are presented in the table below.

Social Work Competencies	Description and Behaviors: Generalist Practice Year (1st year of the program)	Description and Behaviors: Specialized Practice Year (2nd year of the program)
Demonstrate Ethical and Professional Behavior	Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers	Advanced social work practitioners serving children, youth and families are able to effectively utilize frameworks for ethical decision making, engage in theoretically-grounded and evidence-informed practice, and apply principles of critical thinking to interventions at the micro, mezzo and macro levels. They incorporate a range of theoretical

	<p>recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p> <ol style="list-style-type: none"> 1. 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. 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 4. Use technology ethically and appropriately to facilitate practice outcomes. 5. Use supervision and consultation to guide professional judgment and behavior. 	<p>frameworks pertaining to practice with children, youth, and families, including developmental theories, ecological theories, and models of family functioning. They are familiar with laws, regulations and policies that may pertain to children, youth and families in various practice settings, and are able to effectively use this knowledge to enhance service delivery. Advanced practitioners serving children, youth and families are also able to reflect on their personal values, family histories and biases, assess their possible impact on professional practice, and take self-corrective measures when appropriate. They continuously and effectively use clinical supervision and inter-professional collaborations to enhance professional practice, and incorporate relevant technologies in service delivery in an ethical and professional manner. Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Continuously and effectively use relevant theoretical frameworks, practice models and research evidence in professional practice with children, youth and/or families. 2. Demonstrate familiarity and effective use of relevant laws, regulations and frameworks for ethical decision making to enhance service delivery to children, youth, and/or families. 3. Effectively and continuously use clinical supervision to enhance their own professional development and improve service delivery to children, youth, and/or families.
<p>Engage Diversity and Difference in Practice</p>	<p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of</p>	<p>Advanced social work practitioners serving children, youth and families demonstrate a sophisticated understanding of the ways in which diversity and difference characterize and shape individual and family functioning. They recognize that oppression, discrimination and privilege may influence various components of professional practice, including engagement strategies, goal setting and contracting, and implementation of interventions at the micro, mezzo and macro levels. Advanced practitioners serving children, youth and</p>

	<p>difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p> <ol style="list-style-type: none"> 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences. 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>families are also able to customize the aforementioned components to the specific needs, developmental levels, and personal/cultural backgrounds of their clients, and effectively manage conflicts between their own values, beliefs and biases, and those of the children, youth and families they serve. Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Continuously assess the ways in which personal backgrounds, values and biases may influence their interactions with diverse children, youth, and/or families, and apply corrective measures to enhance intervention effectiveness. 2. Tailor engagement and intervention strategies to the specific backgrounds, developmental levels, and other relevant characteristics of the children, youth, and/or families they serve, in ways that enhance intervention effectiveness.
<p>Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <ol style="list-style-type: none"> 1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 2. Engage in practices that advance social, economic, and environmental justice 	<p>Advanced social work practitioners serving children, youth and families recognize the dignity and worth of every child, adolescent, and family member, in spite of the myriad oppressions many face. They demonstrate a nuanced understanding of theories of human need and social justice as they pertain to children, youth and families, and utilize these theories effectively to promote social and economic justice and human rights. They value interpersonal relationships with children, youth and families they serve, and recognize that these relationships may build solidarity and combat injustice. Additionally, they utilize a range of strategies to eliminate oppressive structural barriers that may negatively influence the wellbeing and functioning of children, youth and families and promote equal opportunities and resource distribution for all. Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Identify gaps in community-based services and/or broader social policies that may marginalize children, youth, and/or families. 2. Continuously engage in the promotion of social, economic and environmental

		<p>justice on behalf of children, youth, and/or families.</p>
<p>Engage In Practice-informed Research and Research-informed Practice</p>	<p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> <ol style="list-style-type: none"> 1. Use practice, experience, and theory to inform scientific inquiry and research 2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings 3. Use and translate research evidence to inform and improve practice, policy, and service delivery 	<p>Advanced social work practitioners serving children, youth and families rely on current scholarly literature to guide their practice, and make use of evidence-based inquiry in multiple aspects of their work with clients. They understand that research evidence should inform practice and a knowledge of research methods is necessary to effectively use scholarly literature to make informed practice decisions. Advanced social work practitioners serving children, youth and families are also able to add to the scientific knowledge base of the profession by engaging in meaningful research examining the efficacy of social work practice and sharing that knowledge with other professionals. Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Utilize evidence-based inquiry to guide their work with children, youth and/or families. 2. Use empirical research methods to evaluate their work with children, youth, and/or families, and incorporate such research evidence to inform and improve service delivery.
<p>Engage in Policy Practice</p>	<p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p>	<p>Advanced social work practitioners serving children, youth and families possess the knowledge and skills to develop, advance, and implement policies affecting their clients at all levels of practice (micro, mezzo, and macro). They are able to assess and analyze core policies relevant to children, youth and families (e.g., social insurance/income maintenance, housing, child welfare, and healthcare) at all stages of the policy process. Additionally, they demonstrate a nuanced understanding of the ways in which core policies may help and/or hinder child, youth, and family functioning. Finally, advanced social work practitioners serving children, youth and families leverage their power, privilege, and advanced training to promote equitable opportunities for their clients vis-à-vis policy change. Advanced social work practitioners:</p>

	<ol style="list-style-type: none"> 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services 2. Assess how social welfare and economic policies impact the delivery of and access to social services 3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 	<ol style="list-style-type: none"> 1. Systematically evaluate and analyze core child-and family-oriented policies and incorporate such knowledge to enhance service delivery. 2. Identify, articulate, and debate the ways in which child and family policy interrelates, as well as enhances or challenges the constituencies it purports to serve.
<p>Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p> <ol style="list-style-type: none"> 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 	<p>Advanced social work practitioners serving children, youth and families demonstrate an ability to effectively engage with diverse client systems and establish a positive working alliance. They incorporate a range of conceptual frameworks in their engagement efforts, including theories of child development, ecological frameworks, and knowledge of diversity and cultural competence. They also develop inter-professional collaborations and involve other professionals as necessary to inform and improve engagement efforts. They demonstrate an understanding that their cultural and personal experiences may impact their ability to engage with diverse clients, and apply self-corrective measures when appropriate.</p> <p>Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding that engagement strategies may differ based on a range of individual characteristics (e.g., age, gender, race/ethnicity, sexual orientation, disability), as well lived experiences (e.g., discrimination, oppression, homophobia) of the children, youth, and/or families served. 2. Demonstrate an ability to tailor their engagement strategies to the unique needs and characteristics of the children, youth, and/or families served, in ways that promote the establishment of a positive working alliance.
<p>Assess Individuals, Families,</p>	<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with,</p>	<p>Advanced social work practitioners serving children, youth and families understand that assessment is an ongoing process that</p>

<p>Groups, Organizations, and Communities</p>	<p>and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p> <ol style="list-style-type: none"> 1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 	<p>continuously informs interventions at the micro, mezzo and macro levels. They utilize biopsychosocial assessment as a holistic strategy, and incorporate theories of child development, models of family functioning, and other relevant frameworks in the collection and analysis of assessment data. They also incorporate the strengths perspective and family resilience framework in their assessment strategies, and understand the influence of culture, power and privilege on the interpretation of assessment data and problem formulation. Finally, they utilize inter-professional collaborations as necessary, and obtain data from multiple sources to enhance their understanding of clients' strengths and challenges. Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Critically select and implement assessment methods with children, youth, and/or families, while incorporating relevant developmental theories, family functioning models, and larger social/cultural context. 2. Collect and organize information from various sources (e.g., children, parents, school personnel, etc.) and apply relevant theories and research to critically evaluate and interpret these data. 3. Develop mutually agreed-upon intervention goals based on assessment data and clients' unique preferences, while consulting with other relevant professionals as necessary.
<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand</p>	<p>Advanced social work practitioners serving children, youth and families initiate effective interventions that incorporate evidence-informed practices, and also reflect clients' cultural backgrounds and preferences. They apply integrated knowledge of human development, ecological theories and other relevant frameworks to effectively intervene with diverse client systems at the micro, mezzo and macro levels. They critically select and implement various therapeutic modalities at the individual and family level (e.g., cognitive-behavioral, solution-focused, crisis intervention, etc.) to improve clients'</p>

	<p>methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</p> <ol style="list-style-type: none"> 1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies 3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes 4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies 5. Facilitate effective transitions and endings that advance mutually agreed-on goals 	<p>wellbeing and functioning. Moreover, they continuously and effectively promote inter-professional and inter-organizational collaborations to address the complex needs of the clients. Finally, they are familiar with relevant policies and community resources that may affect clients' presenting difficulties, and are able to utilize such knowledge to enhance intervention effectiveness. Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Critically select and implement specific intervention strategies while incorporating assessment data, relevant theoretical knowledge, evidence regarding intervention effectiveness, and clients' unique preferences. 2. Continuously and effectively use inter-professional and inter-organizational collaborations to address presenting difficulties of the children, youth, and/or families served. 3. Effectively utilize knowledge of relevant policies, services and community resources to enhance intervention effectiveness with children, youth, and/or families.
<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> <ol style="list-style-type: none"> 1. Select and use appropriate methods for evaluation of outcomes 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes 	<p>Advanced social work practitioners serving children, youth and families understand that evaluation is an integral part of the helping process, and it constitutes an ongoing endeavor in professional practice. They recognize the importance of evaluating processes and outcomes to provide critical feedback that informs the development and implementation of interventions at the micro, mezzo and macro levels. Advanced social work practitioners serving children, youth and families incorporate theories of human development, ecological models and other relevant frameworks in the evaluation of clients' outcomes. They understand qualitative and quantitative research methods for evaluating practice effectiveness and apply that knowledge to evaluate their own practice. Advanced social work practitioners:</p> <ol style="list-style-type: none"> 1. Use purposeful reflection and research methods to continually evaluate their

	<ol style="list-style-type: none"> 3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels 	<p>practice with children, youth, and/or families.</p> <ol style="list-style-type: none"> 2. Utilize evaluation findings to assess the effectiveness of their practice, and adapt their practices to fit the needs and preferences of the children, youth, and/or families served.
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MSW Program Structure: Two-Year Program

The program offers a two-year, 60-credit option for students without a bachelor degree in social work. The program is offered on a full-time basis only. Students are required to complete 60 credit hours over the course of two years in order to graduate. Moreover, they complete a minimum of 1,000 field education hours over the course of their studies. During the first year of the program (i.e., generalist practice year), students acquire the knowledge and skills necessary to engage in generalist social work practice with individuals, families, groups, organizations and communities. During the second year of the program (i.e., specialized practice year), students extend their knowledge and skills to become specialized practitioners providing clinical and advocacy services to children, youth, and families. Students take courses and complete their field hours during the fall and spring semesters only (though some elective courses may be offered in the summer, there are no required courses or field placements during the summer months).

MSW Program Structure: Advanced Standing Program

Advanced Standing option is offered to students who possess a baccalaureate social work degree (BSW) from a CSWE-accredited institution, or a degree that is recognized through the CSWE International Social Work Degree Recognition and Evaluation Services or covered under a memorandum of understanding with international social work accreditors. To qualify for the Advanced Standing program, the following conditions must be met: (a) applicants must possess a BSW degree from a CSWE-accredited institution, or a degree that is recognized through the CSWE International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors; (b) the BSW degree must be obtained within five years from the application to the MSW program; and (c) applicants must show competency in all required undergraduate social work courses, as demonstrated by a grade of C- or above. Students admitted to the Advanced Standing program are required to complete 33 credit hours over the course of three semesters (i.e., summer, fall and spring). Moreover, they must complete a minimum of 600 field education hours over during the fall and spring semesters of the program. The Advanced Standing option is offered on a full-time basis only, similarly to the two-year program. Advanced Standing students begin the program in the summer, where they take the Social Work Assessment and Diagnosis course. Once the course is successfully completed, they enroll in the specialization courses and field education during the fall and spring semesters of the subsequent academic year.

Cohort-Based Structure of the Program

Our program is unique in its small, cohort-based structure geared to full-time students who are expected to progress through the curriculum together. We believe that this structure is conducive

to in-depth learning, as it allows students to develop close relationships with peers and faculty and provides opportunities for both formal and informal mentoring. Our goal is to become familiar with the strengths and challenges of every student in our program, and assist them in becoming competent social work professionals. We match students with field placements where they can utilize their existing strengths, while also improving their knowledge and skills in areas that they find more challenging. Furthermore, we strive to create an environment where students can learn from each other; where they feel comfortable to discuss their values and biases; and where they are able to rely on their peers and faculty when challenging situations arise.

The MSW Curriculum: Two-Year, Full-Time Program

The structure of the MSW curriculum for the standard, two-year program is presented in the table below.

Year 1	Fall Semester	Credits
SOWK 500	Generalist Social Work Practice I: Individuals, Families and Groups	3
SOWK 501	Diversity, Oppression and Social Justice	3
SOWK 502	Social Welfare Policy and Services	3
SOWK 503	Human Behavior and the Social Environment	3
SOWK 504	Field Education Seminar I	3
Year 1	Spring Semester	Credits
SOWK 520	Generalist Social Work Practice II: Organizations and Communities	3
CHAD 603	Research and Evaluation	3
SOWK 522	Social Work Assessment and Diagnosis	3
SOWK 523	Field Education Seminar II	3
	Elective	3
Year 2	Fall Semester	Credits
SOWK 600	Clinical Practice with Children, Youth and Families I	3
SOWK 601	Practice Evaluation	3
SOWK 602	Child and Family Policy	3
SOWK 603	Field Education Seminar III	3
	Elective	3
Year 2	Spring Semester	Credits
SOWK 620	Clinical Practice with Children, Youth and Families II	3
CHAD 502	Child Abuse and Neglect	3
SOWK 622	Field Education Seminar IV	3
	Elective	3
	Elective	3
Total Credits		60

The MSW Curriculum: Advanced Standing Program

The structure of the MSW curriculum for the Advanced Standing program is presented in the table below.

Year 1	Summer Semester	Credits
SOWK 522	Social Work Assessment and Diagnosis	3
Year 2	Fall Semester	Credits
SOWK 600	Clinical Practice with Children, Youth and Families I	3
SOWK 601	Practice Evaluation	3
SOWK 602	Child and Family Policy	3
SOWK 603	Field Education Seminar III	3
	Elective	3
Year 2	Spring Semester	Credits
SOWK 620	Clinical Practice with Children, Youth and Families II	3
CHAD 502	Child Abuse and Neglect	3
SOWK 622	Field Education Seminar IV	3
	Elective	3
	Elective	3
Total Credits		33

Course Descriptions for Required Courses: Generalist Practice Year

SOWK 500 Generalist Social Work Practice I: Individuals, Families and Groups

Prerequisite: N/A Co-requisite: N/A

The goal of this course is to introduce students to basic principles of generalist social work practice with individuals, families and groups. Students will be introduced to a variety of practice skills needed for establishing professional relationships; defining problems and conducting assessments; setting goals, planning and contracting; selecting and implementing interventions; monitoring and evaluating client outcomes, etc. Students will also develop an understanding of human diversity (e.g. racial/ethnic, cultural, sexual orientation, socioeconomic) and its relevance to social work practice. Rigorous standards for ethical and culturally competent delivery of interventions and the concept of evidence-based practice will be discussed.

SOWK 501 Diversity, Oppression and Social Justice

Prerequisite: N/A Co-requisite: N/A

This course is designed to heighten students' knowledge and awareness of differences among people, as well as raise students' consciousness and sensitivity to socially constructed problems resulting from difference. Students will learn about the roles that power, oppression and social justice play in the context of cultural expression, language, poverty, availability of resources and services, powerlessness, racism, sexism, homophobia, classism, and ageism. Through a process of didactic teaching, reading, critical thinking and analysis, and self-reflection, students will explore themselves and the society in which we live, develop an appreciation for the multifaceted meanings of diversity and cultivate professional skillset that combats discrimination, stereotyping and oppression across age groups, races, ethnicities, genders, religions, level of disability and sexual orientation.

SOWK 502 Social Welfare Policy and Services

Prerequisite: N/A Co-requisite: N/A

This class discusses the history, philosophical roots, and stages of development of social welfare as an institution in the United States, with a specific emphasis on policies, programs and services affecting children, youth and families. The class explores patterns of current service provision and introduces students to various frameworks used to analyze social policies. Students will learn to critically evaluate the strengths and limitations of various policies and services, and understand their impact on children, adolescents, and families. Major fields of social welfare service provision will be discussed, including alleviation of child and family poverty, health and mental health care, child abuse and neglect, and the criminal justice system. Students will discuss the ethics and values dimension of social welfare, and will reflect on their own values, beliefs and biases.

SOWK 503 Human Behavior and the Social Environment

Prerequisite: N/A Co-requisite: N/A

This course focuses on theories (e.g. ecological systems) and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as the conceptual foundation for understanding social work's person-in-environment approach. Other traditional and alternative theories are also examined. Methodological, empirical, and ethical considerations of contemporary issues (i.e., poverty, privilege, oppression, risk and resiliency) and multi-dimensional aspects of the human experience and change across the lifespan (i.e., biological, psychological, social, cultural and spiritual) will be explored.

SOWK 504 Field Education Seminar I

Prerequisite: N/A Co-requisite: SOWK 500

The purpose of this course is to help students integrate classroom learning and a supervised practice experience in a human service agency. An emphasis will be placed on generalist social work practice with individuals, families and groups. The requirements for this course include participation in an agency-based practicum for approximately 220 hours per semester, as well as weekly supervision sessions with a field instructor assigned by the agency. In addition, students are required to participate in campus seminars throughout the semester, as well as in online seminars providing opportunities for case presentations, discussion and consultation. Field Education Seminar I (SOWK 504) must be taken concurrently with Generalist Practice Social Work Practice I: Individuals, Families and Groups (SOWK 500).

SOWK 520 Generalist Social Work Practice II: Organizations and Communities

Prerequisite: SOWK 500 Co-requisite: SOWK 523

The goal of this course is to introduce students to the idea that problems exist in communities. These problems negatively affect groups of people, including populations at risk. Addressing social problems necessitates that social workers intervene beyond one-on-one efforts, and into organizational and community realms. Social workers must understand social problems, and help develop and implement solutions. The scope of this course is to help students develop skills in community assessment, intervention planning, advocacy, and group facilitation.

SOWK 522 Social Work Assessment and Diagnosis¹

Prerequisite: N/A Co-requisite: N/A

¹ This course is also taken by students enrolled in the Advanced Standing program.

The purpose of the course is to provide students with a comprehensive understanding of assessment and diagnosis of psychological disorders through the lifespan. Students will acquire diagnostic skills as they relate to social work assessment. Emphasis will be placed on evaluating clients from a biopsychosocial perspective. Further, ethical considerations (e.g., personal bias, cultural competency, client rights, clinician responsibilities) will be discussed throughout the course. The *Diagnostic and Statistical Manual of Mental Disorders* (DSM-V) is used to organize and review the major psychological disorders.

SOWK 523 Field Education Seminar II

Prerequisite: SOWK 504 Co-requisite: SOWK 520

The purpose of this course is to help students integrate classroom learning and a supervised practice experience in a human service agency. An emphasis will be placed on generalist social work practice with organizations and communities. The requirements for this course include participation in an agency-based practicum for approximately 220 hours per semester, as well as weekly supervision sessions with a field instructor assigned by the agency. In addition, students are required to participate in campus seminars throughout the semester, as well as in online seminars providing opportunities for case presentations, discussion and consultation. Field Education Seminar II (SOWK 523) must be taken concurrently with Generalist Practice Social Work Practice II: Organizations and Communities (SOWK 520).

CHAD 603 Research and Evaluation

Prerequisite: N/A Co-requisite: N/A

This course provides an introduction to the fundamentals of social work research with children, youth and families. In this course, research is presented as a logical and necessary extension of service delivery rooted in the ethical imperatives to not harm clients and to provide the most effective services possible. As such, this course will focus on the following topics: research ethics, evidence-based practice, formulation of research questions, operationalizing variables, data analysis, and report writing.

[Course Descriptions for Required Courses: Specialized Practice Year/Advanced Standing](#)

SOWK 600 Clinical Practice with Children, Youth and Families I

Prerequisite: SOWK 520 Co-requisite: SOWK 603

This course discusses clinical interventions with children and adolescents across multiple service systems, including child welfare, juvenile justice, mental health, education, etc. At the intersection of biology, psychology and the social environment, students will explore a range of social work interventions at different stages of development, and advance their clinical skills to adequately meet the needs of at-risk children and youths. An emphasis will be placed on developmentally-appropriate, trauma-informed and culturally-responsive interventions at different levels of the social ecology. In addition, students will critically evaluate the continuum of services available to at-risk children and adolescents at various practice settings, and consider new directions to improve policy and practice. This course must be taken concurrently with Field Education Seminar III.

SOWK 601 Practice Evaluation Research

Prerequisite: SOWK 521 Co-requisite: N/A

The need to evaluate social work interventions is key to effective practice and is an ethical

imperative. This specialization year course focuses on practice evaluation, in general, with a focus on practice evaluation of single client systems. The goal of this courses is to impart students with an understanding and appreciation of an empirical approach to building knowledge for practice and service delivery. This course affords students the opportunity to develop evaluative skills that can be used to assess their own practice methods and outcomes. The culminating assignment of this course is an active learning research project in which students conceptualize, formulate, design, and execute a research project based upon their own practice. Reporting findings and practice accountability are emphasized.

SWOK 602 Child and Family Policy

Prerequisite: SOWK 502 Co-requisite: N/A

This course provides an advanced understanding of public policies, programs, and services that impact children and families. The formation, implementation, and evaluation of national, state, and local policies are explored in-depth. Building on knowledge acquired in SOWK502, students will analyze these policies through formalized frameworks for analysis, with an eye towards issues of equity and efficiency.

SOWK 603 Field Education Seminar III

Prerequisite: SOWK 523 Co-requisite: SOWK 600

The goal of this course is to integrate classroom learning of clinical social work practice with children and adolescents, and a supervised practice experience in a human service agency. The requirements for this course include participation in an agency-based practicum for a minimum of 250 hours, as well as weekly supervision sessions with a field instructor assigned by the agency. In addition, students are required to participate in campus and online seminars throughout the semester, providing opportunities for case presentations, discussion and consultation. The Field Education Seminar III (SOWK 603) must be taken concurrently with Clinical Practice with Children, Youth and Families I (SOWK 600).

SOWK 620 Clinical Practice with Children, Youth and Families II

Prerequisite: SOWK 600 Co-requisite: SOWK 622

This course discusses clinical interventions with diverse family configurations across a range of service delivery systems. Students will continue learning about major theories and concepts guiding family practice, including the systems perspective, psychoanalytic and experiential perspectives, cognitive-behavioral perspective, etc. Students will acquire specialized knowledge and skills for delivering interventions to family systems experiencing a range of difficulties. An emphasis will be placed on serving diverse family configurations (e.g. single-parent, same-sex, multigenerational), and engaging in culturally-sensitive practice. Students will be encouraged to critically evaluate the continuum of services available to at-risk families, and consider new directions to improve policy and practice. This course must be taken concurrently with Field Education IV.

SOWK 622 Field Education Seminar IV

Prerequisite: SOWK 603 Co-requisite: SOWK 620

The goal of this course is to integrate classroom learning of clinical social work practice with families, and a supervised practice experience in a human service agency. The requirements for the course include participation in an agency-based practicum for a minimum of 250 hours, as

well as weekly supervision sessions with a field instructor assigned by the agency. In addition, students are required to participate in campus and online seminars throughout the semester, providing opportunities for case presentations, discussion and consultation. The Field Education Seminar IV (SOWK 622) must be taken concurrently with Clinical Practice with Children, Youth and Families II (SOWK 620).

CHAD 502 Child Abuse and Neglect

Prerequisite: N/A Co-requisite: N/A

This course will take a comprehensive look at the problem of child abuse and neglect from a multidisciplinary perspective. There will be a consideration of the multiple levels of causation of child maltreatment as well as its impact on children. Major models of service delivery, child welfare policies and cultural competency considerations will be discussed.

Sample Elective Courses

CHAD 518 Development and Trauma in Adolescence

Prerequisite: N/A Co-requisite: N/A

Through the text, journal articles, class lecture and class discussion, students will gain an understanding of the various forms of trauma affecting adolescents. Particular focus will be placed on familial (e.g., incest, physical abuse), non-familial (e.g., gang related violence, sexual and non-sexual assault), as well as other forms of trauma, such as those that may emanate from the service delivery system, interpersonal losses associated with termination of parental rights and removal from the home, among others. To achieve these course goals, students will explore issues of adolescent development as they relate to the impact of trauma on adolescents. Effects on psychological, personality, and interpersonal relationship processes will be examined. In addition, individual and systemic intervention approaches often used to promote healing and recovery for adolescents in the child welfare system will be discussed and evaluated. Students will also explore the role of the service delivery system in both aggravating and ameliorating the impact of trauma on the adolescent.

CHAD 521 Substance Abuse and Families

Prerequisite: N/A Co-requisite: N/A

This course will explore the impact of substance abuse on families involved with the child welfare system. Current research regarding the connection between substance abuse, domestic violence and child abuse will be reviewed. Residential and outpatient models of treatment will be evaluated.

CHAD 610 Selected Topics: Social Work with Groups

Prerequisite: N/A Co-requisite: N/A

This course presents an overview of the history and current application of group work in social work practice. It exposes students to theories of group intervention and group dynamics, and includes experiential exercises designed to help students gain familiarity with both participating in and facilitating groups. The course will explore various modalities of group work in social work practice, stages of group development, and factors associated with effectiveness for both task and treatment groups. Readings and class discussions will emphasize the importance of the professional use of self for social workers leading groups. This course will cover each phase of the intervention process, from planning and recruitment, group composition, through goal formulation, intervention, evaluation and termination. In addition, the course will explore how

these phases may be modified to account for the diverse identities based on age, race, class, gender, ethnic, sexual orientations, and abilities of clients.

CHAD 501 Forensic Interviewing of Children

Prerequisite: N/A Co-requisite: N/A

This course will provide students with an understanding of various theoretical and applied models for interviewing children who may have been abused. Recent research on the communication process and the significance of integrating age-appropriate interviewing strategies and child development will be explored. Appropriate models for interviewing children of diverse backgrounds will be presented.

CHAD 504 Children and Justice

Prerequisite: N/A Co-requisite: N/A

This course will provide students with a multisystem view of children's rights and the justice system. Students will comprehensively examine the law as it relates to children as victims and as witnesses. Common issues in child abuse and neglect will be explored. Advocacy protocols and practice will be examined. Confidentiality, expert-testimony and child abuse reporting laws will be studied.

The list of electives above is not all-inclusive and additional electives may be offered each semester. Furthermore, students may request to take an elective in another graduate program at the University, providing that the course is relevant to social work. Requests for outside electives must be approved by the MSW Program Director.

MSW Program Policies and Procedures

MSW Admissions

Graduate admissions are overseen by the MSU Graduate School, which sets basic standards for student admission. Nevertheless, each program may determine specific admission standards, including minimum GPA requirements, number of reference letters, interview requirements, etc. For applicants who have graduated from institutions where English is not the primary language of instruction, a minimum TOEFL score of 83 on the internet-based test or 550 on the paper-based test is required. The Graduate School will conduct a preliminary screening of applicants based on the criteria determined by individual programs, and forward all eligible applications for departmental review.

To be considered for admission to the Master's in Social Work program, applicants must:

1. Possess a bachelor's degree from a college or university accredited by a recognized, regional accrediting association, with a *recommended* GPA of 3.0
2. Submit two letters of recommendation. The letters may come from faculty members, employers, supervisors or professional colleagues, but may not come from relatives, friends, partners or other informal contacts.
3. Submit a resume detailing educational attainment and any prior employment and/or volunteer experience.
4. Submit a personal statement that clearly articulates educational and professional goals.

The personal statement should explain the applicant's reasons for applying to the social work program, any practice experience relevant to the social work profession, and long-term professional goals. Additionally, the applicants should reflect on their desire and commitment to work with diverse clients.

5. ***Advanced Standing applicants*** must demonstrate that they (a) possess a BSW degree from a CSWE-accredited institution, or a degree that is recognized through the CSWE International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors; (b) the BSW degree must be obtained within five years from the application to the MSW program; and (c) applicants must show competency in all required undergraduate social work courses, as demonstrated by a grade of C- or above. The rest of the application requirements (i.e., two letters of recommendation, a resume and a personal statement) are identical to the two-year program.

Upon receiving applications, the departmental admissions will carefully review and evaluate each prospective applicant. Attention will be paid to the applicant's academic potential, life experiences, professional goals and perceived appropriateness for the social work profession. All decisions regarding admission will be communicated to prospective applicants by email and a formal letter.

Conditional Acceptance

Conditional acceptance to the two-year MSW program may be granted to applicants who have a GPA below the recommended standard (i.e., 3.0), but who otherwise have a strong application and demonstrate an interest and commitment to the field of social work. Conditionally-accepted students will be required to obtain a 3.0 GPA during the first semester of the program. These conditions will be detailed in a formal letter sent to the student by the MSW Program Director.

Conditional acceptance to the Advanced Standing program may be granted to students whose overall GPA is below the recommended threshold of 3.0, provided that they obtained a grade of C- or above on all required undergraduate social work courses, and met the rest of the admission criteria (i.e., a CSWE-accredited degree obtained within the past five years, recommendation letters, personal statement, etc.). Conditionally accepted Advanced Standing students must obtain a 3.0 GPA during the first semester of the program (i.e., this includes the summer Assessment and Diagnosis course, as well as all fall semester courses).

Transfer Credit

As per the standard policy of the Graduate School, up to six credit hours completed at another institution may be transferred into a graduate program at MSU, providing that a grade of B or higher was obtained. All transfer credits must be approved by the MSW Program Director, as well as by the Graduate School. For students who do not come from another MSW program accredited by the CSWE, transfer credits may count towards elective courses only; no waivers will be granted for any of the required courses or for field education hours. Moreover, all courses must have been completed within five years prior to the application to the MSW program.

Academic Credit for Life/Work Experience

MSU does not grant any academic credit for life experience or previous work experience. This applies to all required and elective courses in the MSW program, and to field education hours. No exceptions to this policy will be granted for any reason.

Academic Advising

Academic advising is an integral part of student development. Advising provides an opportunity to guide each student through the curriculum and ensure progress towards degree completion. Moreover, advising is a key opportunity for students to interact with faculty outside of the classroom, and discuss any concerns or challenges they may encounter in the program.

All students are assigned a faculty advisor, who will provide guidance in planning a schedule to complete all program requirements. The advisor will be part of the program faculty, and ideally, will remain with the student throughout the course of his or her studies. Faculty advisors will maintain office hours for meeting with students, and will be available by phone and email during arranged hours.

New students will meet with their advisor in the first semester of the program to ensure they are registered for all the necessary classes, and have sufficient knowledge of University and the Department. Advisors will also be available throughout the year to discuss any challenges students may encounter, and to provide guidance as necessary. However, students are expected to initiate these advising sessions, and to do so in a timely manner. Appointments should be scheduled directly with the advisor. If a specific advisor is unavailable, and the matter is urgent, the student may contact the MSW Program Director.

After semester grades are available, advisors will review their advisees' records. Students whose grade-point average is below the minimum required (i.e., 3.0), and those who have received a grade of C or lower in any required course, will meet with the advisor and discuss their academic progress. Students with GPAs below 3.0 will be formally placed on academic probation and a remediation plan will be discussed with their faculty advisor.

Students in the *last* semester of the program are required to meet with their advisor to review their progress and ensure that all graduation requirements are met. At this time, students may also request career counseling, licensure exam information, and any other information necessary for a successful graduation experience.

Students may change advisors by contacting the MSW Program Director with a formal request and a brief explanation for the request. If the issue cannot be resolved, a new advisor will be assigned based on faculty availability. Students are not guaranteed to be assigned a specific advisor of their choice— assignments will be made primarily based on the faculty's advising load.

Evaluating Students' Academic Performance

Academic performance is evaluated by a letter grade assigned at the end of each course. Professors are required to provide a syllabus in the beginning of the semester, which must include the departmental grading scale and an explanation of how grades are assigned. Students

must meet the Graduate School's requirements for good academic standing, which include maintaining a minimum GPA of 3.0 for every semester in which they are enrolled. As per the Graduate School policy, students who fail to achieve a 3.0 GPA in any given semester must raise his/her GPA to at least a 3.0 within the next six credits of course work, taken in the next two semesters from the date of notification of probation.

Academic Probation Policies

Any student who fails to maintain a minimum GPA of 3.0 every semester, will be placed on academic probation. Students on probation will be formally notified of their status by the Graduate School, and required to meet with their advisor to develop a plan for remediation. Advisors must notify the MSW Program Director any time probation proceedings are initiated, and present a remediation strategy for the student. If a student is in jeopardy of being dismissed due to difficulties in their field placements, advisors must also notify the Field Education Director, who will schedule a meeting with the student to develop an action plan.

In cases where students on probation continue to perform poorly in the subsequent semester, a Student Review Committee will meet to discuss dismissal procedures. This committee will generally include the MSW Program Director, the Field Education Director and at least one additional MSW faculty member, and may involve others who are able to shed light on the student's progress (e.g., faculty advisor). The committee will discuss the issues at hand and recommend dismissal, if appropriate. A formal letter detailing the committee's decision will be issued to the student.

Evaluating Students' Professional Performance

At times, concerns may arise regarding a student's professional performance, and or his or her overall compatibility with the field of social work. Such concerns often originate from field or task instructors and field seminar instructors, but may also stem from faculty members or faculty advisors, as well as from the MSW Program Director or the Field Education Director. Specific concerns may include exhibiting unethical or unprofessional behaviors at the agency, such as violating established practice standards, frequent absences or tardiness, failure to meet documentation and/or reporting requirements, difficulties with authority and use of supervision, failure to show adequate progress in learning, violation of agency-specific policies, etc. Concerns may also arise from the classroom context, such as difficulty managing class discussions in a respectful manner, exhibiting erratic or aggressive behaviors, etc.

The following list describes the major professional performance expectations required of all social work students. These expectations will be used as a basis for evaluating students' professional performance throughout their studies.

1. Attendance and Punctuality: Students must report to their field placement on time and stay for the duration of their assigned hours. Excessive tardiness and/or leaving early is not acceptable. Students must notify their supervisor in advance if they are coming late or leaving early due to unanticipated circumstances. Students must attend and participate in all required activities, including staff meetings, training, and other activities.
2. Professional Appearance: Students must exhibit professional appearance that is neat and tidy. The student's attire must be appropriate to the agency's protocol (e.g., business-

casual). Students are encouraged to inquire with their immediate supervisors about the appropriate dress code for the agency, as well as issues such as exposure of tattoos and piercings.

3. Communication: Students must be able to manage all communications in a professional manner, and demonstrate adequate verbal, written and electronic communication. Students must be proactive in notifying their supervisors in case of unexpected circumstances that may affect their hours and/or performance in the field. Students must be able to clearly and respectfully communicate with clients, peers, supervisors and other professionals, including listening attentively, offering constructive feedback, and managing conflict and disagreements in a cooperative and positive manner.
4. Respect: Students must demonstrate courtesy, politeness and civility towards clients, supervisors, staff, and other professionals. Overall, students must exhibit calm and professional demeanor in all interactions, and use professional and respectful language when communicating with others.
5. Self-Awareness: Students must show an ability to monitor and critically evaluate their thoughts, emotions and biases, and act consciously in difficult situations. When constructive feedback is offered, students must be willing to critically reflect on it and modify their behaviors as necessary.
6. Diversity Awareness: Students must demonstrate cultural sensitivity in their personal and professional interactions. This includes, but is not limited to, respecting and appreciating diverse opinions, experiences and/or people. Overall, students must be willing to learn about and respect people, beliefs and ideas different from their own.
7. Collegiality: Students must be able to work cooperatively, collaboratively and respectfully with classmates, faculty, agency staff and supervisors. Students must approach any conflicts or divergence in opinion in a collegial and respectful manner.
8. Initiative and Reliability: Students must take appropriate initiative in their field placements and classroom experiences, and demonstrate self-direction, self-motivation and persistence in completing assignments, tasks and projects. Students must strictly adhere to deadlines, and complete all assignments in a timely manner.
9. Responsiveness to Feedback: Students must show receptivity to feedback from their supervisors, faculty and colleagues. Students must be willing to critically evaluate the feedback provided, respectfully discuss any disagreements, and adjust their behaviors as necessary.
10. Compliance with the NASW Code of Ethics: Students must demonstrate full compliance with the NASW Code of Ethics at all times. The Code should guide students' interactions at their field placements, classroom settings, home/community visits and other professional activities.

When concerns regarding any of these expectations arise, the first step is to resolve the situation informally, if possible. This may include a meeting between the student and the initiating party (e.g., field instructor, field seminar instructor, faculty member, task instructor) to discuss the concerns at hand and provide recommendations for remediation. If the attempt to informally resolve the issue is unsuccessful, or if the issue is serious enough to warrant an immediate formal response (e.g., a serious ethical violation), the Student Review Committee will meet, and upon deliberation, may ask the student to modify their behavior in some way, and/or seek professional help to address specific concerns. The Committee may also request additional meetings, and/or

involve other individuals, such as the field instructor or field seminar instructor.

At the conclusion of this process, a student will be given a time frame to address the committee's recommendations (with the exception of serious ethical/professional violations which may result in an immediate recommendation for dismissal). If the concerns are not addressed sufficiently, and within the designated time frame, a student may be subject to dismissal from the MSW program. A formal meeting of the Student Review Committee is required to initiate dismissal proceedings, and a student will be notified in writing of the Committee's decision. Further details about professional performance expectations and problem resolution are available in the Field Education Manual.

Termination Policies

According to the policies set by the MSW program, students can be terminated from the program for the following reasons:

1. Obtaining three or more Cs on any required or elective courses, including the field education seminars.
2. Obtaining a failing grade on a field seminar course in any semester. In circumstances that warrant special consideration (e.g., an illness, a serious personal emergency), students who earn a failing grade on a field seminar course may be allowed to repeat the seminar and the associated field hours in the subsequent year. In this instance, they will also be required to repeat the corresponding practice course, irrespective of the grade earned.
3. Obtain a failing grade on a practice course (i.e., Generalist Social Work Practice I & II, and Clinical Social Work Practice I & II) in any semester. In circumstances that warrant special consideration, students will be required to retake the course prior to continuing with their field placement or taking subsequent practice courses. Students will not be allowed to repeat a practice course more than once under any circumstances.
4. Dismissal from a field placement due to significant performance difficulties and/or serious ethical violations. In these instances, students will receive a failing grade on the field education seminar and be subject to dismissal. In the unlikely event that a student is dismissed from their placement mid-semester for reasons other than their professional performance (e.g., agency closure, supervisor-related difficulties, etc.), attempts will be made to match the student with an alternative field placement. If the program is unable to re-match the student, he/she will be given an opportunity to repeat the field placement and the associated practice courses and field seminars in the subsequent academic year.
5. Exhibiting behaviors that are considered inappropriate for the social work profession and failing to meet remediation requirements to address these issues within the time frame designated by the Student Review Committee.
6. For students on academic probation and for conditionally accepted students, failure to obtain a GPA of 3.0 or higher in the semester following their probation/conditional acceptance decision.

The Student Review Committee is charged with making decisions regarding dismissals in accordance with the standards described above. The Committee generally consists of the MSW Program Director, the Field Education Director, and at least one additional faculty member. The Committee will review the student's academic and professional progress, and issue a written

recommendation to the Department Chair to terminate the student from the program. The Chair will then issue a formal letter to the student notifying them of the dismissal, followed by a formal letter from the Graduate School. If a student is dismissed from the program, he/she is entitled to appeal the dismissal in accordance with policies and procedures set by the Graduate School.

Appeal/Grievance Procedures

Students may appeal a grade if they believe it reflects a biased or inaccurate assessment of their work. Appeals should be made only after the final grade appears in the online system. As per the Graduate School policy, the student will then have three weeks to initiate appeal proceedings. The student should initiate the appeal by meeting with the relevant instructor who has issued the grade. The instructor will hear the student's concerns and review the work in question to determine whether or not the original grade was accurate. If errors are detected, the instructor will adjust the student's grade by submitting a change of grade form. If no errors are detected, the instructor should provide an explanation regarding the method of grade calculation.

If the student still feels that their grade is inaccurate or not reflective of their work after meeting with the instructor, they can appeal the grade to the Department Chair. The student must prepare a written statement explaining their desire to appeal, detailing the steps that have been taken thus far, and providing copies of any disputed assignments. The Chair will carefully evaluate these materials, and may involve the MSW Program Director and other faculty members if necessary. The Chair will also inform the relevant instructor of the appeal proceedings and obtain their opinion on the matter. After conducting a thorough review, a final decision regarding the appeal will be made by the Chair and communicated in writing to the student, as well as the relevant instructor.

Should the appeal still not be resolved, it must be reported to the Dean of the College of Humanities and Social Sciences. The Dean will attempt to resolve the problem informally, meeting separately or jointly with the individuals involved. The Dean will prepare a written statement concerning the student-faculty conflict. All concerned parties must receive a copy of the Dean's statement within eight weeks from the beginning of the regular semester. If the conflict is still not resolved, the Dean notify the Vice Provost for Academic Affairs in writing of the unresolved grievance and must forward all paperwork to the Associate Vice Provost for Academic Affairs within one week of the issuance of the Dean's statement. Both parties to the grievance must be apprised of this action. The Associate Vice Provost shall decide whether the institution of a formal grievance is warranted. If a formal grievance is deemed warranted, a grievance committee will be convened, and they will decide on the matter in accordance with the steps detailed by the University.

In addition to grievance procedures for specific grades, students may appeal any decisions made by the Student Review Committee regarding their academic or professional performance, including dismissal recommendations. The appeal must be made in writing to the Department Chair, within two weeks of the written recommendation of the Student Review Committee. The Chair will review all the relevant materials and may meet with the student and/or any involved parties prior to issuing a final decision. If the matter is still unresolved, the steps described above will be initiated (i.e., involving the Dean of the College of Humanities and Social Sciences,

forwarding the grievance to the Associate Vice Provost for Academic Affairs, and convening the university's grievance committee, if necessary).

Student Participation

We consider student feedback and participation to be of paramount importance and encourage active student participation in formulating and modifying policies affecting the program. The MSW Program Director, the Field Education Director and the program faculty maintain an open-door policy and encourage students to bring any concerns or feedback about their academic and/or professional experiences. Moreover, students are encouraged to keep regular contact with their faculty advisors and share any feedback and suggestions regarding programmatic matters.

Student Advisory Board

In the fall semester of each year, we will solicit applications from students to serve on the MSW Student Advisory Board. The Board is tasked with providing feedback and suggestions on program policies affecting academic and student affairs. The Board also serves as an organizing body representing students' interests in the program. Students will generally serve on the Board for one academic year, with the option of extending their term for an additional year, especially if they wish to take a leadership role. Board members will be invited to participate in faculty meetings when curricular and programmatic matters are discussed. Members' feedback will also be solicited when new courses are considered; field education policies are evaluated; and new academic and/or field education procedures are proposed. The Board will also be involved in organizing program-wide events, such as Diversity Day and Lobbying and Advocacy Day. The Advisory Board will generally consist of 5-6 members, and elect their own President, Vice President and Secretary.

A Faculty Liaison for Student Involvement is assigned each year to facilitate student participation on the Advisory Board. The Liaison is a full-time member of the program, and his/her responsibilities include recruiting student members to serve on the Advisory Board, facilitating student involvement in faculty meetings when appropriate, organizing brown bag lunches and other student events, and soliciting formal feedback from the Advisory Board members on a variety of programmatic matters.

Graduate Assistantships

Graduate Assistantships are highly competitive. Students should mark the appropriate area on the admission application if interested in a graduate assistantship. All applicants must undergo a review and approval process, which involves initial review by the department, interview, selection and recommendation for a position to the CHSS Dean's office and the Graduate school. The student will then need approval by both The Graduate School and the Dean's office. If chosen, an offer of an Assistantship position is only official when it is sent to the student from The Graduate School. Offers are sent via U.S. mail.

Graduate assistantships will be awarded for a full academic year (September 1 through June 30) beginning in the Fall of each year. Graduate Assistants receive tuition and university-wide fee remission for up to 24 graduate credits per academic year. Fees that are specific to courses or to individual students are not included in the remission (e.g. housing, studio fees, supplies, parking,

and/or Health Insurance, etc.). Graduate assistants also receive a stipend for their work throughout the term of their appointment. The value of the stipend payment may vary and is taxable. For more information about the application process see:

<http://www.montclair.edu/graduate/current-students/grad-assistantships/>.

Graduate assistants will be assigned a faculty member from the Department to serve as their official supervisor. The primary responsibility of a graduate assistant is to assist research-producing faculty members (tenured or tenure-track) in research-related efforts (e.g., conducting literature reviews; performing data collection, analysis, write-up, and/or dissemination of findings). Graduate assistants may also be called upon to assist in teaching and administrative efforts, as needed (though their primary responsibilities shall be research-oriented). Noteworthy, graduate assistants can only perform teaching-related duties for undergraduate courses.

Montclair State University Policies and Procedures

Notice of Equal Opportunity and Non-Discrimination

Montclair State University does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, disability, age, marital status, affectional or sexual orientation, gender identity and expression, and veteran status, and provides equal access to its online programs, services and activities.

Academic Dishonesty Policy

Academic dishonesty is any attempt by a student to submit 1) work completed by another person without proper citation or 2) to give improper aid to another student in the completion of an assignment, such as plagiarism. No student may intentionally or knowingly give or receive aid on any test or examination, or on any academic exercise, that requires independent work. This includes, but is not limited to using technology (i.e., instant messaging, text messaging, or using a camera phone) or any other unauthorized materials of any sort, or giving or receiving aid on a test or examination without the express permission of the instructor. Specific policies regarding academic dishonesty are available at: <http://www.montclair.edu/dean-of-students/student-conduct/code-conduct/#academic-dishonesty>

Disability Resource Center

Montclair State University is committed to the full inclusion of students with disabilities in all curricular and co-curricular activities as mandated by Section 504 of the Rehabilitation Act of 1973. The Disability Resource Center (DRC) will assist you in receiving the accommodations and services necessary to equalize access. The DRC provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities. To learn about the Disability Resource Center and the Academic Adjustment Policy, see: <http://www.montclair.edu/media/montclair.edu/disabilityresourcecenter/academicadjustmentspolicy8.4.2014.pdf>

Continuous Matriculation

Master's students must be continuously enrolled in the Fall and Spring semesters until completion of all requirements for graduation. Students who do not register for a credit-bearing course or who have not been granted an approved leave of absence in either the Fall or Spring semesters must register for the Continuous Matriculation course (GRAD-MC1 for Master's/Certificate programs, GRAD-DC1 for Doctoral programs) in that semester and pay a continuous enrollment fee (\$50.00 for GRADMC-1, \$100.00 for GRAD-DC1). This course is not part of the degree program and is not assigned a grade. Students must register for the Continuous Matriculation course on NEST by the end of the Add/Drop period (the second week of the semester). Register on NEST, under the subject "Generic Graduate Course", and select GRAD-MC1 or GRAD-DC1. The semesters registered for Continuous Matriculation will not be excluded from the time limit for completion of the graduate program. If you have been approved for a leave of absence, you are not required to register for Continuous Matriculation. Students who are registering for thesis, dissertation, comprehensive/qualifying exam or comprehensive experience are not required to enroll in the Continuous Matriculation course. Please see below on how to register for thesis/dissertation and comprehensive/qualifying examination. Students who have completed all coursework but are NOT ready to begin the required comprehensive experience (thesis, dissertation, comprehensive/qualifying exam or comprehensive experience) must register for the Continuous Matriculation course.

Leave of Absence

Students may request ONE leave of absence for the entire duration of the graduate program. A leave of absence is considered ONE semester. The leave of absence will be excluded from the time limit for completion of a graduate program. Requests for a leave of absence must be submitted to The Graduate School using online Leave of Absence form by the end of the Add/Drop period (the second week of the semester) and no requests will be granted retroactively. There will be no exceptions. If a leave of absence is granted, it is the student's responsibility to withdraw from any registered courses. Students on a leave of absence are not required to register for the Continuous Matriculation course. Students will be held accountable for any costs incurred for registered courses. If you are readmitted into a graduate program and have taken a leave of absence previously, you will not be granted an additional leave of absence.

Withdrawal Policies

MSW students who wish to withdraw from the program or request a leave of absence must notify their academic advisor and the MSW Program Director immediately, and schedule a formal meeting to discuss withdrawal/leave procedures. Graduate Students requesting a leave of absence or withdrawal must also contact The Graduate School:
<https://gradschool.montclair.edu/gradweb/forms/loa.php>.

Sexual Harassment

Montclair State University, in accordance with State and Federal laws, prohibits sexual harassment in the workplace and in academic settings and does not tolerate sexual harassment of employees or students. Specific policies regarding sexual harassment are available at <https://www.montclair.edu/policies/student/sexual-harassment/>

Student Conduct

Montclair State University is committed to the overall educational and personal growth of its students. In order to facilitate this growth most effectively, it is essential to maintain an appropriate environment. The University establishes this set of policies, standards of behavior, regulations, procedures, sanctions and appeal processes. It is intended to prevent, limit and correct actions that may impede, obstruct or damage the educational environment, and threaten the maintenance of order. All students are expected to make themselves familiar with this code. Specific Policies regarding the Student Code of Conduct are available at:

<https://www.montclair.edu/policies/student/student-conduct/code-of-conduct/>

Counseling and Psychological Services (CAPS)

CAPS is a department within the University Health and Counseling Services designed to provide free personal counseling and psychological services for MSU students, as well as referrals and consultations for faculty and staff. We are fully accredited by the International Association of Counseling Centers (IACS). The goals of CAPS are to allow students to make the most of their academic experience; help prevent future problems; help students develop to their fullest potential by learning new skills and resolving issues that may limit their performance; assist and support faculty and staff through consultation; promote wellness through workshops, presentations and major campus events, etc.

To make an appointment, students should call **973-655-5211**. Additional information about CAPS services is available at: <https://www.montclair.edu/counseling-and-psychological-services/about-caps/>