



STOCKTON UNIVERSITY

MSW PROGRAM PRACTICUM EDUCATION MANUAL

Fall 2024 – Spring 2025

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Introduction

Welcome to Stockton University's Master of Social Work (MSW) Practicum Education Program. As part of the social work curriculum, practicum education provides important learning experiences for students to integrate classroom learning with applied experiences within human service agencies. Practicum placements are therefore necessary to achieve MSW program curriculum learning outcomes. Through partnerships with students, human service agencies, and the Social Work Program, practicum placements are developed to enhance professional growth and competencies that better serve an increasingly diverse community of service providers and consumers.

This Practicum Education Manual has been developed to help students and practicum instructors understand practicum education policies and procedures. It should be read for a thorough understanding of the practicum education component and used as a reference throughout the student's experience. Forms used by those involved with practicum education are also included. This manual includes information regarding expectations involved in acquiring practice competencies and completing practicum placement experiences. It includes updated practicum education information and links to other pertinent sites such as the National Association of Social Workers' (NASW) *Code of Ethics* ([click to access the Code of Ethics](#)). All partners in the MSW Program work together to offer students a challenging and rewarding practicum experience that enhances professional development.

Nomenclature

MSW Practicum Education Program: The overall program that oversees practicum education for the MSW Program.

Coordinator of Social Work (MSW) Practicum Education: The full-time staff person responsible for developing and coordinating practicum placements, making practicum site visits, and managing issues that emerge among partners in the practicum education experience.

Assistant Coordinator of Social Work (MSW) Practicum Education: The part-time staff person responsible for making practicum site visits and for assisting the Practicum Education Coordinator with placements and issues or concerns with the practicum education experience.

Practicum Instructor/ Supervisor: The practicum agency-based instructor for the student on site; this person develops the learning contract with students, supervises, and evaluates student performance. MSW Practicum Instructors must possess an MSW degree from a CSWE-accredited program and have completed at least 2 years of professional practice experience post-MSW degree.

Task Supervisor: A practicum agency-based instructor for the student on site who does not possess the required MSW degree and/or years of practice experience to assume the role of Practicum Instructor but is otherwise qualified to oversee a student's practicum tasks and

assignments. Task supervisors may oversee the day-to-day work of the student at the practicum site/agency, while a separate, qualified professional assumes the role of Practicum Instructor to provide the required minimum 1-hour of weekly MSW practicum supervision.

Practicum Agency/Site: The human service agency or other appropriate site that has entered into a partnership with the MSW Program has and has agreed to provide a learning experience and practicum site instruction services to the student on site that meet program standards.

Practicum Placement: The learning opportunity or internship that exists within a practicum agency environment.

Stockton University

Stockton University is a coeducational, undergraduate and graduate university of arts, sciences, and professional studies. Stockton is the southernmost and the youngest member in New Jersey's state-wide, state-supported system of higher education. Administratively, there are eight major academic units (Schools): Arts and Humanities (ARHU), Business (BUSN), Education (EDUC), Health Sciences (HLTH), Natural Sciences and Mathematics (NAMS), Social and Behavioral Sciences (SOBL), General Studies (GENS), and Graduate and Continuing Studies (GRAD).

Accreditation

Stockton University's Master of Social Work (MSW) Program is fully accredited by the Council on Social Work Education (CSWE). The Program was initially accredited in 2012, retroactive to 2009. Its accreditation was reaffirmed in 2016 through October 2024. The self-study process for the next eight years of reaffirmation was completed in Spring of 2024.

Faculty

Robert J. Barney, Associate Professor of Social Work

Ph.D. (University of Louisville), MSW (University of Kentucky), B.A. (Asbury University). International social work, family and community development, cultural competence, HIV/AIDS, research practice, human rights, disasters.

Guia Calicdan-Apostle, Associate Professor of Social Work

DSW (University of Pennsylvania), MSW (Asian Social Institute, Philippines), BSW (Philippine Women's University). Clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control), race, ethnicity, and diversity issues.

Robin Hernandez-Mekonnen, MSW Program Chair, Associate Professor of Social Work

Ph.D., MSW (University of Pennsylvania), B.A. (University of Wisconsin-Madison). Social work with children and families, impacting social and child welfare system reform via research and policy, immigration, trauma, abolition, childhood adversity, child well-being, and mixed-methods research.

Dawn M. Konrady-Fanslau Director, Child Welfare Education Institute

EdD (Drexel University), MSW (Stockton University), MBA (Stockton University), MA (La Salle University), BS (Susquehanna University) Social work with children and families, impacting social

and child welfare system reform via training, continuing education, professional development.

- **Loretta Mooney, Assistant Professor of Social Work**

Ph.D. (Widener University), MSW (University of Maryland at Baltimore), BSW (LaSalle University). Suicidology, mental health management and recovery, civil commitment and coercive practices, support for psychological pain.

- **Ian Zepic, Assistant Professor of Social Work**

Ph.D. (The Ohio State University), MSW (Rutgers University), BA (Ramapo College). Internet technologies and social work, macro-level social work and policy practice, relationship and dating violence, online identity development.

Professor Emeritus

- **Diane S. Falk, Professor Emeritus of Social Work**

Ph.D. (Rutgers University), MSW (University of Pennsylvania), M.A., (University of Chicago), LCSW Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work.

- **John W. Searight, Professor Emeritus of Social Work** *MSW (University of Pennsylvania), B.A. (Yale University)* Social work practice, child welfare (protective services).

Professional Staff

- **Jeffrey A. Feldman, Coordinator of Social Work (MSW) Practicum Education**

MSW (Rutgers University), B.S., (University of New Hampshire). Diverse populations, methods of practicum education, policy and legislation, advocacy, social work ethics.

- **Lori Tomaro, Assistant Coordinator of Social Work (MSW) Practicum Education**

MSW (Monmouth University), BSW (Stockton University), LCSW. Child abuse and neglect; impact of infant/childhood relationship traumas and their influence on parenting behaviors; diverse populations; therapeutic services to individuals, couples, and families.

MSW Program Mission, Goals, Competencies, and Behaviors

Mission

The mission of Stockton's MSW Program is to educate social workers who are prepared for specialized practice with diverse individuals, families, and communities. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex,

sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

The Program builds upon a strong foundation of generalist social work practice values, knowledge, and skills. Students are expected to understand and be able to apply an ecosystems perspective, the strengths perspective, and empowerment practice theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other social forces that block people's ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that will strengthen their ability to work effectively with diverse populations. They are expected to critically examine these theories, perspectives, and approaches as they become acquainted with research literature and as they develop experience in an agency setting.

Continuing the central focus of the undergraduate social work program, the MSW Program aims to produce graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives.

Goals

GOAL 1. To prepare graduates for specialized practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

GOAL 2. To provide comprehensive content about generalist social work practice.

GOAL 3. To provide content about the social contexts of social work practice.

GOAL 4. To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.

GOAL 5. To prepare graduates to be conscientious lifelong learners.

GOAL 6. To prepare graduates who demonstrate the ability to think critically, write effectively, use quantitative and qualitative research methods, and be comfortable with the use of computer technology.

GOAL 7. To provide service to the broader university community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work Program's capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton University graduates are prepared to be citizens in a democratic, multicultural society.

Competencies and Behaviors

Note: C = Competency; GB = Generalist Practice Behavior; SB = Specialized Practice Behavior

Generalist Practice Competencies and Behaviors

Competency 1: 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 (knowledge/GB1). 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 (cognitive and affective processes/GB1). Social workers recognize personal values and the distinction between personal and professional values (values/GB2). They also understand how their personal experiences and affective reactions influence their professional judgment and behavior (skills/GB3). 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 (skills/GB5). Social workers also understand emerging forms of technology and the ethical use of technology in social work practice (knowledge/GB4). Social workers:

- C1, GB1: 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;
- C1, GB2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C1, GB3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- C1, GB4: use technology ethically and appropriately to facilitate practice outcomes; and
- C1, GB 5: use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape 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 (knowledge/skill/GB6). Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (values/GB7). 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 (cognitive and affective processes/GB8). Social workers:

- C2, GB6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- C2, GB7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C2, GB8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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 (values/GB9). 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 (knowledge/cognitive and affective processes/GB9). 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 (skills/GB10). Social workers:

- C3, GB9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- C3, GB10: engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice (knowledge/GB12). Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge (values/GB11). Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing (cognitive and affective processes/GB12). They also understand the processes for translating research findings into effective practice (skill/GB13). Social workers:

- C4, GB11: use practice experience and theory to inform scientific inquiry and research;
- C4, GB12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C4, GB13: use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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 (values/GB14). 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 (knowledge/GB15). 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 (cognitive and affective processes/skills/GB16). Social workers:

- C5, GB14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- C5, GB15: assess how social welfare and economic policies impact the delivery of and access to social services;
- C5, GB16: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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 (knowledge/GB17). Social workers value the importance of human relationships (values/GB18). 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 (cognitive and affective processes/GB17). Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness (skills/GB18). Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies (values/GB18). Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (values/GB18). Social workers:

- C6, GB17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- C6, GB18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment 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 (knowledge/GB19). 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 (cognitive and affective processes/GB20). Social workers understand methods of assessment with diverse clients and

constituencies to advance practice effectiveness (skills/GB21/GB22). 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 (skills/GB21/GB22). Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making (values/GB21). Social workers:

- C7, GB19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- C7, GB20: 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;
- C7, GB21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- C7, GB22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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 (skills/GB23/GB27). Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities (knowledge/GB23). 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 (cognitive and affective processes/GB24). Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals (knowledge/skills/GB23). 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 (values/GB25/GB26). Social workers:

- C8, GB23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- C8, GB24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- C8, GB25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- C8, GB26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- C8, GB27: facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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 (knowledge/GB28). Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness (skills/values/GB30). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes (cognitive and affective processes/GB29). Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness (knowledge/GB31). Social workers:

- C9, GB28: select and use appropriate methods for evaluation of outcomes;
- C9, GB29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C9, GB30: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- C9, GB31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialized Practice Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, that may impact practice with diverse populations at the micro, mezzo, and macro levels (knowledge/values/SB2). Social workers understand guidelines of ethical decision-making and how to use critical thinking to address complex ethical dilemmas involving diverse clients (cognitive and affective processes/SB2). Social workers recognize the importance of professional relationships, both with other professionals and in the form of inter-professional teams, and the role these individuals play in providing supervision and consultation for work with diverse clients (skills/SB1). Social workers understand emerging forms of technology and the ethical use of technology in social work research, policy, and practice involving diverse clients (knowledge/values/SB3). Social workers:

- C1, SB1: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.
- C1, SB2: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically informed decisions.
- C1, SB3: Use Technology to promote ethical practice among diverse populations (research/policy/practice)

Competency 2: Engage Diversity and Difference in Practice

Social workers recognize that diversity (which includes but is 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) results in different customs and worldviews (knowledge/SB4). These

different customs and worldviews require social workers to engage in critical thinking to ensure appropriate cross-cultural communication with diverse clients (cognitive and affective processes/SB6). Social workers not only understand how diversity and difference shape the human experience but utilize this understanding to help shape their approaches to practice with diverse clients (knowledge/skills/SB6). Social workers:

- C2, SB4: Demonstrate personal reflection, self-awareness, and self-correction about customs and worldviews in social work practice.
- C2, SB5: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate, create, or enhance privilege and power.
- C2, SB6: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities

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

Social workers understand that although every person has fundamental human rights, based upon privilege and status many diverse client groups experience violations of these human rights (values/SB7). Social workers understand the specific social, economic and environmental injustices the diverse clients face (knowledge/SB7). Social workers engage in critical thinking and dialogue with diverse constituencies to identify strategies to address human rights violations and injustices against diverse client groups (cognitive and affective processes/SB8). Social workers work at the policy level, organizational level, and in service delivery systems to address injustices against diverse clients (skills/SB8). Social workers:

- C3, SB7: Articulate the social, economic, and environmental issues that affect diverse individuals, families, and communities.
- C3, SB8: Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social, economic, and environmental justice for diverse individuals, families, and communities.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand the roles that quantitative and qualitative research can play in evaluating practice specifically with diverse client groups (knowledge/SB9). Social workers understand that multiple knowledge sources can and should be used to help build research to inform practice with diverse clients. Social workers use critical thinking to ensure that these multiple knowledge sources are applied to the process of conducting research about diverse client groups (cognitive and affective processes/SB9). Social workers recognize the importance of using evidence based and evidence informed practices among diverse clients, and how in some cases a lack of evidence exists justifying the use of practices among diverse populations (values/SB10). Social workers use research skills to identify and evaluate practices utilized among diverse client groups (skills/SB10). Social workers:

- C4, SB9: Use practice experiences to formulate research questions relevant to diverse marginalized populations and apply research skills to these questions.

- C4, SB10: Identify and evaluate current advances in evidence-based practice with diverse populations

Competency 5: Engage in Policy Practice

Social workers understand the impact that local, state and federal policy has on the well-being, human rights, and available services for diverse clients (knowledge/SB11). Social workers utilize policy analysis frameworks and principles of evidence-based policy to evaluate the impact that social policies have on diverse clients and agencies (cognitive and affective processes/SB11). Social workers understand the impact that policy has on social work practice, and that the shortcomings of social welfare policies can create barriers to ethical practice with diverse clients (values/SB13). Social workers also understand that social welfare policies need to be designed in ways that are culturally competent, respecting the values, norms and behaviors of diverse client groups (values/ABP12). Social workers use policy practice skills to advocate for policies that benefit diverse clients (skills/SB12). Social Workers:

- C5, SB11: Critically analyze and evaluate the impact of social policies on diverse marginalized communities, client systems, workers, and agencies.
- C5, SB12: Advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families and communities.
- C5, SB13: Address policies that create barriers to ethical practice especially in relations to issues impacting diverse marginalized populations.

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

Social workers recognize the value of language and communication across diverse client groups (values/SB14). Social workers also recognize the relevance of theories of social behavior and the social environment to diverse clients (knowledge/SB14). Social workers critically evaluate and apply language, communication, and theories of human behavior and the social environment to facilitate engagement with diverse clients, including individuals, families, groups, organizations, and communities (cognitive and affective processes/SB14). Social workers recognize how their own values may inhibit their ability to engage client systems, so they work to adopt a stance of not knowing how to discover approaches to engagement that are appropriate to diverse client systems (skills/SB15). Social workers:

- C6, SB14: Apply understanding of human behavior in the social environment, language, communication, and other needs of diverse individuals, families, groups, organizations, and communities in engaging client systems
- C6, SB15: Adopt a stance of “not knowing” with client systems to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, groups, organizations and communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand how culture shapes the experiences, strengths and challenges of diverse individuals, families, groups, organizations and communities (knowledge/SB16). Social workers value the role that cultural priorities play in shaping the development of goals and outcomes for diverse clients (values/SB17). Social workers understand the complex ways in which culture should be accounted for during the assessment process (knowledge/SB17). Social workers recognize that critical thinking is vital to ensure that theory as well as the client's cultural interpretations and priorities are incorporated and applied to a comprehensive assessment model when working with diverse clients (cognitive and affective processes/skills/SB18). Social workers:

- C7, SB16: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.
- C7, SB17: Engage client systems in a collaborative process of developing culturally acceptable goals and outcomes
- C7, SB18: Apply specialized theoretical perspectives creatively and with minimal direction in assessing diverse individuals, families, groups, organizations, and communities.

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

Social workers value the role that clients play in the selection and implementation of interventions that are culturally appropriate (value/SB19). Social workers also value the role that professionals from other agencies and other professions play in this process of intervening with diverse clients (value/SB19). Social workers understand the importance of evidence informed interventions when working with diverse clients, including individuals, families, groups, organizations, and communities (knowledge/SB22). Social workers understand methods for identifying, analyzing and implementing evidence informed interventions specifically among diverse groups (cognitive and affective processes/SB22). Social workers use their knowledge of human behavior and the social environment to intervene with diverse clients (skills/SB21). Social workers are also able to utilize their understanding of biological, psychological, environmental, and social systems to intervene with diverse clients in a culturally competent manner (skills/SB20/SB21). Social workers:

- C8, SB19: Work collaboratively with client systems and other professionals to critically select and implement culturally appropriate interventions
- C8, SB20: Facilitate transitions and endings that meet the diverse needs of client systems.
- C8, SB21: Apply knowledge of theory as well as biological, psychological, environmental, and social variables creatively and critically in working with diverse individuals, families, and communities.
- C8, SB22: Critically choose and implement culturally appropriate interventions to achieve capacities of diverse clients and constituencies.

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

Social workers understand the complexities involved in evaluating social work practice among diverse individuals, families, groups, organizations, and communities (knowledge/SB23). Social workers recognize that due to the culture specific needs of diverse client groups, and the marginalization that they often face, it is important to evaluate just how effective social work practice is among diverse individuals, families, groups, organizations and communities (values/SB23). Social workers understand the multiple knowledge sources that contribute to the design of research and use critical thinking to help apply this understanding to evaluative studies of social work interventions (cognitive and affective processes/SB23). Social workers recognize the importance not only of evaluating practice among diverse groups, but also in using research findings to help improve practice interventions with diverse client systems (skills/SB24). Social workers:

- C9, SB23: Using critical thinking, apply research methodologies and human behavior in the social environment to evaluate practice interventions with diverse client systems
- C9, SB24: Apply research findings to improve practice effectiveness with diverse client systems

MSW Program Curriculum and Plans of Study

MSW Degree Program

Stockton's MSW Program offers one program option for earning the MSW degree. This program offers multiple study plans and completion timelines, including a 60-credit Generalist study plan, completed on either a two-year full-time basis, or a three-year part-time basis, and a 30-credit Advanced Standing status study plan, completed on either a one-year full-time basis, or a two-year part-time basis.

An adjustment to matriculation status (from full-time to part-time or vice versa) may be requested by meeting with the student's preceptorial advisor to review course trajectories and impact on degree completion timeline. Once a student has confirmed their requested changes with their preceptor and mapped their future course schedule, they will submit a written request to the MSW Program Chair.

The Advanced Standing admission option is only available to applicants who have earned a bachelor's degree in the most recent 10 years from an undergraduate social work program accredited by the Council on Social Work Education and who have a cumulative GPA of at least 3.0.

Generalist Study Plans

Two-Year Full-Time Generalist Study Plan

This study plan is offered to qualified applicants who have completed an undergraduate degree with a major other than social work. It is also open to candidates who have an undergraduate degree in social work but do not qualify for Advanced Standing status or those who prefer completing a master's degree program in two years. To graduate, students enrolled in the two-year full-time Generalist study plan must have completed a minimum of 60 credits in the prescribed curriculum and maintained at least a 3.00 overall grade point average (GPA). Because of course sequencing and the limited number of available seats, students who are admitted to the MSW program under a full-time study plan are expected to complete the MSW program on a full-time basis.

Stockton's two-year full-time Generalist study plan consists of both generalist practice and specialized practice courses. In the generalist practice MSW courses, students learn about the value base of the social work profession and about ethical decision-making. Students learn to understand the history of social welfare. They develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. Students develop an understanding of research methodology and of how to apply research findings to their practice. They develop an understanding of social work perspectives and theories, including ecological and systems theories, the person-in-environment perspective, the strengths perspective, and the empowerment approach. Students learn to integrate classroom learning with practicum experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the specialized practice MSW courses, students take specialization study courses and electives. At this level, the expectation is that students develop specialized competencies and greater specialized knowledge, particularly in the area of the MSW program's area of specialized practice (working with diverse individuals, families, and communities). Advanced competency is also expected in elective areas. Students explore many different approaches to developing cultural competence and learn to appreciate the challenge of understanding "the interlocking and complex nature of culture and personal identity," and ensuring that "social services meet the needs of groups served and are culturally relevant" (Council on Social Work Education, 2001). Through their actual practicum education experiences and through case examples introduced in the classroom, students are challenged to develop an understanding of diverse individuals, families, and communities and use relevant theories, perspectives and creativity to develop effective, culturally competent interventions. Finally, students are free to choose three elective courses. Students may choose to combine their electives to complete an elective track in clinical social work. If students desire to take an elective outside the MSW program, they must obtain prior approval from their Advisor/Preceptor. No more than one elective course may be taken outside of the MSW program.

GENERALIST PRACTICE COURSES (Year 1)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5130: Social Welfare Policy	3	SOWK 5140: Social Work Research I	3
SOWK 5101: Human Behavior and the Social Environment I	3	SOWK 5101: Human Behavior and the Social Environment II	3
SOWK 5150: Race, Ethnicity and Diversity: Implications for Social Work	3	SOWK 5120: Social Organizations and Environments Practice	3
SOWK 5601: Generalist Social Work Practice I	3	SOWK 5602: Generalist Social Work Practice II	3
SOWK 5901: Practicum I (200 hours)	3	SOWK 5902: Practicum II (200 hours)	3

SPECIALIZED PRACTICE COURSES (Year 2)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5250: Cultural Competence and Cultural Humility	3	SOWK 5230: Social Justice: Policy and Advocacy	3
SOWK 5240: Social Work Research II	3	ELECTIVE	3
SOWK 5603: Specialized Social Work Practice with Diverse Individuals, Families, and Communities I	3	SOWK 5604: Specialized Social Work Practice with Diverse Individuals, Families, and Communities II	3
ELECTIVE	3	ELECTIVE	3
SOWK 5903: Practicum III (250 hours)	3	SOWK 5904: Practicum IV (250 hours)	3

Three-Year Part-Time Generalist Study Plan

Those students wanting to complete the generalist study plan on a part-time basis will take 60 credit hours over the course of 3 years, rather than two. The number of part-time seats are limited. Those not admitted under the three-year part-time generalist plan of study may still be

offered seats in the full-time two-year generalist study plan. Because of course sequencing and the limited number of available seats, students who are admitted under a part-time study plan are expected to complete the MSW program on a part-time basis.

YEAR 1		
FALL	SPRING	SUMMER
SOWK 5101 Human Behavior and the Social Environment I	SOWK 5102 Human Behavior and the Social Environment II	1 OR 2 ELECTIVES*
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice	SOWK 5140 Social Work Research I	
YEAR 2		
FALL	SPRING	SUMMER
SOWK 5130 Social Welfare Policy	SOWK 5120 Social Organizations and Environments	1 OR 2 ELECTIVES*
SOWK 5601 Generalist Social Work Practice I	SOWK 5602 Generalist Social Work Practice II	
SOWK 5901 Practicum I (200 hours)	SOWK 5902 Practicum II (200 hours)	
YEAR 3		
FALL	SPRING	SUMMER
SOWK 5240 Social Work Research II	SOWK 5230 Social Justice: Policy and Advocacy	SOWK 5250 Cultural Competence and Cultural Humility And/Or ELECTIVE*
SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I	SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II	
SOWK 5903 Practicum III (250 hours)	SOWK 5904 Practicum IV (250 hours)	

* ELECTIVE OPTIONS: MSW Students must take a total of 3 electives. It is permissible to take one elective outside the MSW program with approval. Electives will be offered every semester, but for part-time students it is recommended that the electives be taken over the summer in order to complete the degree in three years.

Advanced Standing Status Study Plans

The Advanced Standing admission status is only available to applicants who have earned a bachelor's degree in the most recent 10 years from an undergraduate social work program accredited by the Council on Social Work Education and who have a cumulative GPA of at least 3.0.

One Year Full-Time Advanced Standing Status Study Plan

In the Advanced Standing status study plan, students complete just the specialization courses, including electives. Students admitted with Advanced Standing status must attend a Advanced Standing Orientation prior to beginning the MSW program. In order to graduate, students admitted with Advanced Standing status must have completed a minimum of 30 credits in the prescribed curriculum and maintained at least a 3.00 overall grade point average (GPA).

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5250: Cultural Competence and Cultural Humility	3	SOWK 5230: Social Welfare Policy II	3
SOWK 5240: Social Work Research II	3	ELECTIVE	3
SOWK 5603: Specialized Social Work Practice with Diverse Individuals, Families, and Committees I	3	SOWK 5604: Specialized Social Work Practice with Diverse Individuals, Families, and Committees II	3
ELECTIVE	3	ELECTIVE	3
SOWK 5903: Practicum III (250 hours)	3	SOWK 5904: Practicum IV (250 hours)	3

Two-Year Part-Time Advanced Standing Status Study Plan

Students admitted with Advanced Standing status who wish to complete their studies on a part-time basis will take 30 credit hours over the course of two years, instead of one year. The number of part-time seats will be limited. Because of course sequencing, and the limited number of available seats, students who are admitted to the part-time Advanced Standing status program are expected to complete the program on a part-time basis

YEAR 1		
FALL	SPRING	SUMMER
SOWK 5250 Cultural Competence and Cultural Humility SOWK 5240 Social Work Research II	SOWK 5230 – Social Justice: Policy and Advocacy ELECTIVE	1 or 2 ELECTIVES*
YEAR 2		
FALL	SPRING	SUMMER

<p>SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I</p> <p>SOWK 5903 Practicum III (250 hours)</p>	<p>SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II</p> <p>SOWK 5904 Practicum IV (250 hours)</p>	<p>ELECTIVE*</p>
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* ELECTIVE OPTIONS: MSW Students must take a total of three electives. It is permissible to take one elective outside the MSW program with approval. Electives will be offered every semester, but for part-time students it is recommended that two electives be taken over the summers to complete the degree in two years. Students can decide to take one or two electives for their first summer. If a student chooses to take one elective their first summer, they will need to take an additional elective their second summer.

Master's Child Welfare Education Program (MCWEP) Contract

Restricted to Current Division of Child Protection and Permanency (DCP&P) Supervisors and Casework Supervisors

The Master's Child Welfare Education Program (MCWEP) Contract is a partnership among the New Jersey Department of Children and Families and a consortium of four New Jersey MSW programs – Ramapo College, Monmouth University, Rutgers University, and Stockton University. Expanding on the Baccalaureate Child Welfare Education Program (BCWEP) with Stockton University as the consortium’s Lead Institution, the purpose of the MCWEP contract is to offer current DCP&P supervisors the opportunity to strengthen their skills in clinical social work practice and supervision, obtain an advanced credential in social work (MSW), and ultimately to enhance the capacity of the Division to deliver the highest quality services to the vulnerable children and families that it serves.

The Curriculum

Stockton’s MSW Program offers two alternative study plans for MCWEP contract participants seeking to earn the MSW degree. Both study plans are available on a part-time basis. There is not a full-time plan of study for MCWEP contract participants.

- a three and a half-year, 60-credit part-time Generalist study plan
- a two-year, 30-credit part-time Advanced Standing status study plan, which consists of only the specialization courses. *Students admitted with Advanced Standing status are required to complete a three-day summer orientation.*

For further information about the MCWEP contract, consult the [Child Welfare Education Institute](#) website.

MCWEP Part-Time Generalist Study Plan

<p>YEAR 1</p>

FALL	SPRING	SUMMER
SOWK 5101 Human Behavior and the Social Environment I	SOWK 5102 Human Behavior and the Social Environment II	SOWK 5571 Trauma Informed Child Welfare Practice
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice	SOWK 5140 Social Work Research I	SOWK 5572 Child Welfare Leadership & Supervision
YEAR 2		
FALL	SPRING	SUMMER
SOWK 5130 Social Welfare Policy	SOWK 5120 Social Organizations and Environments	ELECTIVE*
SOWK 5601 Generalist Social Work Practice I	SOWK 5602 Generalist Social Work Practice II	
SOWK 5901 Practicum I (200 hours)	SOWK 5902 Practicum II (200 hours)	
YEAR 3		
FALL	SPRING	SUMMER
SOWK 5240 Social Work Research II	SOWK 5230 Social Justice: Policy and Advocacy	SOWK 5250 Cultural Competence and Cultural Humility
SOWK 5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I	SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II	And/Or
SOWK 5903 Practicum III (250 hours)	SOWK 5904 Practicum IV (250 hours)	ELECTIVE*

***ELECTIVE OPTIONS:** MCWEP contract participants must take a total of 3 electives, 2 are prescribed and then one additional free elective. It is permissible to take one elective outside the MSW program with approval.

MCWEP Part-Time Advanced Standing Status Study Plan

YEAR 1		
FALL	SPRING	SUMMER
SOWK 5250 Cultural Competence and Cultural Humility	SOWK 5230 Social Justice: Policy and Advocacy	SOWK 5571 Trauma Informed Child Welfare Practice
SOWK 5240 Social Work Research II	ELECTIVE	SOWK 5572 Child Welfare Leadership & Supervision
YEAR 2		
FALL	SPRING	SUMMER

SOWK5603 Specialized Social Work Practice with Diverse Individuals, Families, and Communities I	SOWK 5604 Specialized Social Work Practice with Diverse Individuals, Families, and Communities II	
SOWK 5903 Practicum III (250 hours)	SOWK 5904 Practicum IV (250 hours)	

Schedule is subject to change at the discretion of the MSW Program’s needs

Practicum Education

Practicum education is an important component of the social work curriculum. It provides opportunities for students to develop and apply practice knowledge under the supervision of an experienced practicum instructor. Learning experiences are systematically designed and structured to foster the integration of empirical and practice-based knowledge that promotes development of professional competencies. All practicum learning is grounded within the social work program’s mission, goals and objectives. Student practicum education performance outcomes are assessed in relationship to the achievement of program competencies making the practicum experience the “signature pedagogy” of the MSW program. At this level, students must complete a minimum of 900 hours of supervised practicum experience.

Generalist Practice Year(s)

During the 1st year of the full-time Generalist study plan, and during the 2nd year of the part-time Generalist study plan, practicum experience is integrated with generalist practice course content to provide practice experiences with diverse individuals, families, groups, organizations, and communities. Students will develop beginning social work practice competencies through experience in problem identification, goal setting, data collection, contracting, implementation of plans, differential use of intervention roles, evaluation, termination, cultural competence, critical thinking, evidence-based practice, advocacy and empowerment. These experiences will be provided within the context of social work professional values and ethics with particular emphasis on social justice, human rights, and cultural competence.

Generalist practicum placements require a total of 400 hours. Students will also attend 6 practicum seminars per semester to facilitate successful rehearsal and enactment of behaviors, professional values, ethics, and skills associated with expected generalist learning outcomes. Seminar attendance is required and counts toward the required 400 generalist practicum education hours.

Generalist Practice practicum placement learning contracts, student performance evaluations, and seminar course content are grounded within MSW Program Generalist Practice Competencies and Behaviors.

Generalist Practice practicum sites and practicum instructors are selected based on their knowledge of social work practice, ability to provide appropriate student learning experiences, capacity to assist students in connecting theoretical and conceptual knowledge with applied experience, and opportunities to apply evidence-based practice methods.

Specialized Practice Year(s)

In the 2nd year of the full-time Generalist study plan, and during the 3rd year of the part-time Generalist study plan, the practicum experience is designed to develop specialized practice competencies in work with diverse individuals, families, communities, groups and organizations. Students are required to complete an additional 500 hours in a supervised practicum placement. Students will also attend 6 practicum seminars per semester to facilitate successful behaviors associated with expected specialized practice competencies. Seminar attendance is required and counts toward the required 500 specialized practicum education hours.

Specialized practicum placements are distinct from generalist practicum placements in their support of student mastery of specialized practice year competencies and behaviors. These placements require deeper knowledge, greater skill, and student achievement of specialized competencies in applying a range of theories, concepts, differential assessments and interventions with client systems, advanced critical thinking, case analysis skill, demonstration of cultural competence and use of professional self in practice. Specialized placements are more demanding and involve more complex organizational contexts in which students function. In the specialist year(s) of the MSW program, the student learning contract, performance evaluation, and advanced learning assignments are grounded within MSW Program Specialized Practice Competencies and Behaviors.

Participants in the MSW Program with Advanced Standing status are not required to complete a Generalist practicum placement in the MSW Program, having met that learning requirement while obtaining a baccalaureate degree in social work. Advanced Standing status students completing a one-year full-time study plan enter directly into specialized practicum placements. Students with Advanced Standing status who are completing a two-year part-time plan of study will complete their specialized practicum education experience in their 2nd year of study.

Roles and Responsibilities of Practicum Partners

Students

To fulfill the demands of social work practice, students must be committed and prepared to take some responsibility for their own learning outcomes. Good communication skills, effective interpersonal skills, self-awareness, and a schedule that allows sufficient time and flexibility to meet the demands of the practicum placement are fundamental requirements. Psychological well-being, behavioral, and emotional stability that allow students to withstand the rigors of the practicum education experience are all necessary. Questions or doubts about a student's readiness in these areas to successfully complete the requirements of practicum

education should be addressed prior to placements being finalized with the Coordinator of Practicum Education.

Before beginning the practicum education experience, students are also responsible for making themselves familiar with the NASW Code of Ethics and Stockton University Guidelines for Student Conduct. All activities in the practicum setting involving clients, consumers and staff must meet the standards detailed in the University Guidelines and NASW Code of Ethics (2021). This includes ethical responsibilities for social work professionals as stated in section 4.05, p. 25 of the Code as follows:

“Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.”

Student responsibilities as active participants in practicum education include:

- Educating themselves about the practicum agency’s policies and procedures, including those regarding safety, services, and responsibility to clients/consumers.
- Maintaining confidentiality parameters.
- Professional behavior, both as an agency representative and a representative of the University.
- Cultural competence.
- Completing all assignments and tasks in a timely manner.

Additionally, students should participate in the development of their learning contracts each semester, routinely prepare for their supervision conferences with practicum instructors, and participate in their final evaluation at the end of each semester including signing the evaluation and maintaining a personal copy for their own records.

Students are encouraged to initiate contact with their practicum instructors, the Coordinator and Assistant Coordinator of Practicum Education and MSW Faculty to share information and feedback regarding their experience. Even if it is not a regularly scheduled day for the student to be at the practicum site, students must be present at the agency/site when the Coordinator or Assistant Coordinator of Practicum Education makes site visits.

Finally, to comply with the NASW *Code of Ethics*, students at practicum education sites/agencies must identify themselves with the clients/consumers as students. They should never represent themselves as staff from their practicum agency.

Student Rights

Social Work students have all the rights enumerated in the *Stockton University Bulletin*. Representatives from the MSW Program are invited to participate in all Social Work Program meetings. By practice, officers or their designees are invited to attend such meetings. Faculty members and student representatives discuss issues related to policy and curriculum

changes, course availability, practicum experiences and alumni concerns. Students also participate in the selection of new faculty members. On-going opportunities to evaluate faculty performance are provided each semester through Stockton's student evaluation of teaching process (IDEAS). An MSW Program faculty member serves as adviser to the MSW Alliance. Other members of the Social Work Program faculty also visit MSW Alliance meetings on occasion. This encourages informal interaction among all those involved in the Social Work Program. Student feedback is a crucial component in the assessment of program effectiveness.

If a student has a grievance with faculty, peers or administration, the procedure they should follow, in accordance with the NASW Code of Ethics, is as follows: 1. Address the grievance with the specific faculty member, peer or administration, if not resolved, then 2. Speak to the Chair, if not resolved, then 3. Speak to the Assistant Dean of SOBL. If additional support is needed, students can reach out to their faculty preceptor.

Professional Behavior

Students are responsible for understanding the NASW *Code of Ethics* (available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>) and for conducting themselves in accordance with its core values and principles—in the classroom as well as at the practicum site/agency. Students are also responsible for understanding and abiding by Stockton's *Academic Honesty Policy*, which is fully explained in the *Stockton University Bulletin*.

Stockton's MSW program is focused on preparing students for work with diverse individuals, families, and communities. This preparation begins in the classroom, where students encounter other students and professors with diverse backgrounds, viewpoints, and perspectives on issues.

It is expected that we always treat each other with respect and that we strive to understand and value diversity.

Another aspect of professional behavior is preparation for class. As a professional social worker, you are expected to be prepared for each encounter with a client system and for every meeting you attend. As a student preparing for a professional career, you are expected to come to class prepared for active participation. This means doing required readings before classes, handing in assignments on time, and being attentive in class. It also means assuring that there will be no cell phone interruptions or other disruptions.

Classroom Conduct

Arrive on time. Be prepared. Cell phones or other electronic devices used for communication may only be in the classroom if on “vibrate” function. Computers or other electronic devices are only allowed in the classroom for note-taking or other instructor-specified purposes. Students are encouraged to eat before or after class. Classroom eating is restricted to reasonable drink consumption without excessive noise, at the instructor's discretion. Leaving the classroom at times other than specified by the instructor is restricted to emergencies. Students should not commit to an

on-call or equivalent work obligation during class time.

Attendance and Participation

Students are expected to attend, be on time, and actively participate in all scheduled classes. Students who are unable to attend class due to an emergency are expected to call the instructor and leave a voice mail message. Students who miss more than two classes put themselves at risk of substantial grade reduction.

Students with Special Needs

Through compliance with the *Americans with Disabilities Act of 1990* and Section 504 of the *Rehabilitation Act of 1973*, Stockton's Learning Access Program aids students with disabilities. Every effort will be made to arrange appropriate accommodation based on a student's documented disability. Students in need of special accommodation should contact the [Learning Access Program](#).

Student Health Services

The [Wellness Center](#) offers basic health services to students, access to a nutritionist and health educator, and individual and group counseling.

Please reference Stockton University's MSW Student Handbook for additional policies and expectations of the Graduate Program of Social Work.

Practicum Instructors/Supervisors

Practicum instructors/supervisors who provide MSW supervision to students must have received an MSW from a CSWE accredited institution, and have a minimum of 2 years of professional practice experience post MSW degree. Prospective practicum instructors must complete an application for consideration and provide a copy of their cv/resume in order to be approved as instructors. The application and cv/resume will be reviewed by the Coordinator and/or Assistant Coordinator of Practicum Education. Practicum instructors are strongly encouraged to become certified through the Seminars in Practicum Instruction training (SIPI). The purpose of SIPI certification is to enhance continuity and cohesion of practicum learning experiences as well as the skills of practicum instructors in their role as educational partners.

In an agency that otherwise would provide an excellent experience for a student but does not have a qualified practicum instructor, the Practicum Education Coordinator or Assistant Practicum Education Coordinator will locate a university faculty or professional staff member who meets the criteria for practicum instruction to assure that the student is provided with a social work perspective on their work in the practicum agency, while the agency representative will serve as the task supervisor. The Practicum Education Coordinator and/or Assistant Practicum Education Coordinator has contact with this task supervisor periodically throughout the semester. Should there not be an availability of supervision from university faculty or other professional staff members, then the Practicum Education Coordinator or Assistant Practicum Education Coordinator will fulfill this role.

Practicum instructors are responsible for planning the educational experience for the student and reflect those plans in a learning contract completed at the beginning of each semester, and developed jointly with the student. They are responsible for assisting students ability to make connections between classroom learning and the practicum experience. They are also responsible for providing direct supervision on a regular, consistent basis, a minimum of 1 hour weekly. Individual and/or group supervision formats are equally acceptable for meeting student needs. Additional practicum instructor responsibilities include the selection and timing of specific assignments, conducting ongoing evaluation of student performance, maintaining notes on the practicum instruction process and student experiences that can be used in discussion with the Coordinator of Practicum Education or Assistant Coordinator of Practicum Education during site visits, and providing a written formal evaluation of student performance at the end of each semester.

Practicum instructors are also responsible for initiating contact with the Coordinator of Practicum Education as soon as possible, should problems arise concerning a student's performance at the practicum agency, particularly if that performance is below acceptable standards.

In consultation with the Coordinator of Practicum Education, practicum instructors recommend a grade of pass or fail based on student performance assessed in reference to goals and objectives specified in each student's learning contract. The grade is submitted by the Coordinator of Practicum Education who has final authority in assigning the grade.

Practicum Agencies/Sites

Agencies selected to provide practicum placement opportunities must be committed to the importance of graduate professional education. Specifically, these agencies must have the expertise and resources to provide experiential professional learning opportunities, as well as a commitment to become educational partners with the Stockton University Social Work Program. This commitment will be formalized by each selected agency entering into a formalized affiliation agreement with Stockton University's Social Work Program that stipulates education partnership responsibilities and parameters of liability in providing practicum placement opportunities for students. Generally, the practicum setting must exhibit flexibility and variety in its uses of service delivery methods, enhance student understanding of generalist and/or specialized social work practice, and develop learning experiences that are appropriate to the mission, program competencies and behaviors required to educate masters' level social work practitioners to work with diverse individuals, families, and communities.

Each agency/site must agree to provide students with an orientation to the agency and its services to include: safety information related to client contact and emergency policies and procedures; early and regular contact with client systems; attendance at staff meetings and conferences; the opportunity to learn about agency structure and systemic functioning to facilitate understanding of the agency's macro practice environment; consistent hourly supervision weekly in individual and/or group formats from a CSWE-accredited MSW

instructor; structured learning experiences are also required. It is expected that practicum agencies will provide practicum instructors and task supervisors with the time and support necessary to accomplish the educative, supportive, and administrative tasks necessary to facilitate quality practicum education experiences.

Community Advisory Committee

The Community Advisory Committee assists the Social Work Program in the assessment and implementation of practicum education. This Committee will meet a minimum of 1 time each semester to review practicum policies and procedures, recruit additional practicum agency partners, review the Social Work Program's Annual Report, and to offer suggestions and recommendations for program improvements. Committee members will be recruited based on the recommendation and approval of Program Faculty and the Coordinator of Practicum Education. This Committee serves as an important link between practicum agency partners and the Social Work Program.

Coordinator/Assistant Coordinator of Social Work (MSW) Practicum Education

The Coordinators of MSW Practicum Education are responsible for serving as the intermediary between students, practicum instructors, and the Social Work Program. The Coordinators make practicum site visits, assist practicum instructors in structuring learning experience for students, monitor student performance, and in consultation with practicum instructors evaluate student performance and assign a pass/fail grade. The Coordinators of Practicum Education also assist with problem solving and developing learning strategies to assure that student performance in practicum education meets Program standards. The Coordinators of Practicum Education also assume responsibility for teaching practicum seminars that integrate theoretical curriculum content with applied experiences in student practicum placements.

The Coordinators of Practicum Education are also responsible for developing, coordinating and managing practicum placements. The Coordinators also assist in managing issues that emerge among practicum education partners.

MSW Program Faculty

The MSW Program faculty works closely with the practicum professional staff. Practice faculty with practicum staff assess the relevance of practicum experiences to curriculum goals and anticipated outcomes. Faculty members also advise students, offer feedback, and assist in resolving issues that emerge in reference to student difficulties in practicum education.

Practicum Policies and Procedures

Admission of Students

The following are the MSW Program's criteria for admission into practicum education:

- Students must be formally admitted into the MSW Program.
- Students enrolled in the MSW program must complete the following steps in order to prepare and secure their practicum placement:
 - Students who are newly admitted to a full-time plan of study go right into the practicum placement during their first semester, whether they are completing the generalist or specialization curriculum. These students must complete an *MSW Student Practicum Placement Application* form and return it to the Practicum Education Coordinator immediately after being admitted to the MSW program. This application requests specification of student preferences regarding practicum, including practice setting and geographic location, in addition to general background information.
 - Students admitted to a part-time plan of study begin their practicum work during their second year in the MSW program, whether they are completing the generalist or specialization curriculum. These students must complete the *MSW Student Practicum Placement Application* form and return it to the Practicum Education Coordinator during the first year in the program at the beginning of the spring semester.
 - Once their *MSW Student Practicum Placement Application* form has been reviewed and students have been notified of a potential practicum site/agency opportunity by the Practicum Education Coordinator or Assistant Coordinator, students must contact the assigned practicum agency/instructor and set up an interview.
 - After a successful interview, students must sign an agreement to accept the practicum placement (the *MSW Practicum Placement Site Assignment Confirmation Form*) and return it to the Practicum Education Coordinator. (A successful interview is one that concludes with a mutual agreement that the practicum agency accepts the student, and that the student accepts the practicum placement at the site/agency).
- Students must comply with additional screening requirements of their practicum agencies, if any (such as passing a criminal background check, providing proof of having an active driver's license and a clean driving record, immunizations/TB tests, or drug screenings).
- Students must be concurrently enrolled in a practice course (*Generalist Social Work Practice I, Generalist Social Work Practice II, Specialized Social Work Practice with Diverse Individuals, Families, and Communities I, or Specialized Social Work Practice with Diverse Individuals, Families, and Communities II*)

and a Practicum seminar course. Students completing the Generalist curriculum begin by enrolling in *Generalist Social Work Practice I* and *Practicum I courses*. Students completing the specialization curriculum enroll in *Specialized Social Work Practice with Diverse Individuals, Families, and Communities I* and *Practicum III courses*.

Once beginning the practicum education experience, all students must agree to abide by the National Association of Social Workers (NASW) *Code of Ethics* and the *MSW Program Expectations*, which are outlined in every course syllabus.. Violations of policy, procedural and/or ethical standards by students engaged in practicum education may compromise students' ability to successfully complete degree requirements.

Practicum Placement Process and Monitoring

The Coordinator and Assistant Coordinator of Practicum Education review practicum applications and make placement recommendations based on application materials. Students receive written notification via email of their potential practicum agency assignment with instructions to contact their assigned practicum instructor and/or agency contact person (Human Resources, Executive Director, etc.) for a practicum placement interview within two weeks of notification. Final approval of the assigned practicum placement rests with the decision of the practicum agency representative, practicum instructor, and student following the placement interview. Students are required to complete a *Practicum Acceptance Confirmation Form* indicating their acceptance of the assigned practicum placement. In cases where there are concerns on the part of the practicum agency and/or student regarding a placement assignment, these concerns should be reported to the Coordinator of Practicum Education and, if necessary, reassignment will occur pending MSW Program Chair and/or Faculty approval. The assignment of a student to an agency setting for a practicum placement is an educational decision not dictated by students' personal responsibilities or employment schedules. Placement decisions are made by the Coordinator of Practicum Education in consultation with Faculty and the MSW Program Chair. When a placement is agreed upon, it is highly unlikely that it will change unless there is some highly compelling reason submitted by the student to the Coordinator of Practicum Education in writing with subsequent documentation. Once assigned to a practicum agency, the student is expected to make arrangements for their practicum on-site days and hours in cooperation with the agency. Additionally, some practicum agencies require screenings of prospective students who will be placed there, such as medical examinations, criminal background checks, drug screening and child abuse history investigations.

Students should be aware that some criminal convictions and/or positive drug screening results may prohibit them from completing practicum placements with certain agencies according to their internal policies and procedures. Certain criminal convictions may also affect a student's qualification for licensure in some states, including New Jersey. Should a student be denied a practicum placement opportunity with an agency for any reason, it is their responsibility to notify the Coordinator of Practicum Education as soon as possible. Such

notification is also required if a student's status changes during the course of their practicum placement. If a student is not accepted upon interviewing with a potential practicum agency, the MSW Practicum Education Coordinator will make a reasonable effort to find another suitable practicum placement and offer mentoring about successful interviewing. Students who are not able to successfully secure a practicum placement will not be permitted to enroll in the Practicum Seminar course and respective practice classes for the upcoming academic year.

Learning Contracts and Process Recordings

Students, with their practicum instructor, must complete a learning contract each semester of their Generalist and Specialized practicum placements. The purpose of the learning contract is for joint planning in identifying goals and objectives that structure the learning experience in a manner consistent with MSW Program Competency-Based Learning Objectives. Learning contracts for the Fall semester are due no later than the 2nd convening of the Practicum Seminar and learning contracts for the Spring semester are due no later than the 2nd convening of the Practicum Seminar. Students who do not meet this deadline will not be permitted to continue accruing practicum hours at their placement until the contract has been submitted to their instructor.

Exceptions to this deadline will only be considered when a formal request has been made to the Practicum Education Coordinator with compelling reasons. The learning contract can be revised as needed throughout the semester. More information and sample learning contracts are available in the Appendix.

Process recordings have proven a valuable reflective instructional tool in social work education. Students' development of insight and self-awareness is key to professional growth and development. Reviewing process recordings in supervision is one learning activity useful in promoting such growth. Students are required to complete two process recordings each semester they are engaged in practicum education. It is expected that practicum instructors will review the process recordings in supervision sessions to enhance student learning experiences.

Supervision

All students must receive 1 hour of supervision weekly with their assigned practicum instructor. Both the student and practicum instructor should prepare for supervision sessions by contributing agenda items, reviewing progress in attaining behaviors designated in the learning contract, and discussing process recordings designed to enhance student learning.

Consent for Release and/or Exchange of Student Information

To maintain compliance with the Family Educational Rights and Privacy Act (FERPA),

Stockton University's faculty and staff will protect students' confidentiality and honor their privileged communication. Neither practicum staff nor course faculty will discuss a student's concerns, personal issues, grades, or assignments in open forums or contexts. If there are concerns raised by a student, faculty member, or agency supervisor, they will be reviewed with only those persons with direct knowledge of the situation and/or the capacity to assist in its resolution. For instance, if a student reports to the Practicum Education Coordinator that they have not received a task at their internship toward completing a required class assignment, then the agency supervisor and course professor may be included in the conversation toward resolving that concern. Or, if a student is at risk of failing practicum as reported by the agency supervisor, the student's faculty preceptor may be notified.

All MSW students are also asked to sign a waiver suspending their FERPA rights in situations such as these and authorizing the Practicum Education Coordinator and Assistant Practicum Education Coordinator to initiate discussion with appropriate university agents, including faculty members and staff on issues related to the student's academic achievement and success. MSW students sign the waiver as part of their application for practicum placement, completed prior to the start of the fall semester. Essential information is also shared in placing students in agencies as outlined in that consent and waiver.

General Information

Students should plan on most or all of their required practicum education hours being completed during weekdays (Monday – Friday) during business hours (9 am to 5 pm or 8:30 am to 4:30 pm). Viable weekend and/or evening practicum education opportunities are very, very rare because of lack of supervision and other learning activity requirements stipulated by the Social Work Program and Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS).

Students who have an interest in a particular practicum placement and secure an agreement with that agency on their own must contact the Practicum Education Coordinator immediately to assure the placement will satisfy the MSW educational requirements and that a current affiliation agreement is in place with the agency. Additionally, students must also be registered in the required concurrent practice course for the specific semester they are engaged in practicum education. If the student fails either the practicum seminar course or the concurrent practice course, both must be repeated. Any interruption in completing practicum education requirements must be explained in writing and submitted to the Coordinator of Practicum Education whose written approval is necessary for the student to go forward in the practicum education curriculum.

MSW students must complete 400 practicum education hours during their Generalist practicum experience and 500 hours during their Specialized practicum experience in order to meet graduation requirements. If a student wishes to complete both their Generalist practicum experience and their Specialized practicum experience at the same practicum agency/site, the student and/or the practicum agency/instructor must be able to explain how the specialized practicum experience will build upon and advance the practice knowledge, skills, values, and

behaviors learned by the student in the Generalist practicum experience.

Practicum Agencies

Practicum agencies accept the following requirements when they agree to provide student practicum placements: to provide students opportunities to practice social work in accordance with professional standards, including any applicable ethical codes and licensing laws; to provide orientation to the agency, including training in pertinent safety policies and procedures; to provide sufficient numbers and variety of assignments for learning; to provide space for office work, and telephones; to provide and allow for release time for qualified staff to do practicum instruction and/or task supervision for each student; and, as appropriate, to allow time for practicum instructors to attend the Seminars in Practicum Instruction (SIPI) training and/or orientation for practicum instructors conducted by the Stockton University Social Work Program.

Students should be given appropriate orientation to the practicum agency, its services, and the community. They should also be able to attend staff meetings, training sessions, and other community activities relevant to their practicum assignments. Agencies are expected to carry responsibility for students' clients and assignments when the students are not there and provide alternate practicum instruction to the students in the absence of the assigned practicum instructor. An agency, a student, or the Social Work Program can initiate the process to identify an agency as a practicum internship setting.

Safety Issues

Every student in a practicum agency should receive a full orientation to safety policies and procedures. This orientation should be provided by the practicum agency itself since each agency may differ in terms of its needs and challenges regarding social worker safety in their agencies. Students who do not receive safety orientations and training should take the initiative to inquire about this topic with their practicum instructor. The safety orientation and training may involve information about precautions related to fire and building safety, infection control, dealing with agitated or violent consumers/clients, and emergency procedures generally. If a student at a practicum site/agency is involved in an incident which is a risk to their own safety or security, the student should immediately contact the practicum instructor and follow agency policy and procedures. The practicum instructor and/or the student should notify the Coordinator of Practicum Education and follow that verbal contact with a written incident report (See Appendix). The incident report should include the date, time, and location of the incident; a detailed description of the events and of those involved, and how the situation was managed.

Change of Placement Requests

A practicum placement can only be changed with the approval of the Coordinator of

Practicum Education, MSW Program Chair, and/or Faculty. Preference for another setting or another location is not an adequate reason to change a placement. Students who desire a change must contact the Coordinator of Practicum Education to make a formal request with compelling reasons submitted in writing with subsequent documentation. If it is agreed that the educational environment at the practicum placement is not appropriate, the placement may be changed. If a practicum agency wishes to terminate a student, the practicum instructor must explain the reasons to the student and Coordinator of Practicum Education with notification before the termination of the placement takes place.

Practicum Placements Where Students Are Employed

Practicum placements where students are employed must be approved by the MSW Practicum Education Coordinator. To be considered for a practicum placement with an employer, the student must complete and submit to the Practicum Education Coordinator a written proposal signed by the practicum instructor. The student must also provide a letter on the practicum agency's letterhead and signed by an appropriate agency administrator acknowledging that the agency is committed to providing an MSW practicum education experience for the employee and allotting time for practicum-specific tasks and assignments from the onset of employment and as indicated in the approved learning contract. . All practicum placement arrangements must be pre-approved by the Coordinator of Practicum Education to ensure they adhere to the MSW competencies and related behaviors. Students are required to make a request for a placement in a work setting in writing and follow the specified guidelines outlined in the proposal. Placement in a work setting must specify the duties assigned and MSW supervision arrangements. The completed proposal must be submitted to the Practicum Education Coordinator for approval before the placement can be confirmed. If a student has an approved and confirmed placement with their employer, they are expected to complete their total internship hours for the academic year at that job site. Should the employer terminate the employment of a student completing their practicum experience with the employer, the Practicum Education staff will make every effort to obtain a suitable replacement practicum site/agency; however, there are no guarantees that the replacement practicum opportunity identified will offer a concurrent employment opportunity for the student or a paid/stipend-based practicum placement.

Student practicum assignments and employment tasks may be the same and counted toward required practicum hours if the tasks have a clear link to the social work competencies, including any competencies added by the MSW Program and their related behaviors.

The practicum instructor and employment supervisor of a student may be the same person. In such cases, supervision time for practicum education learning must be separated from supervision time for employment. Please contact the Coordinator of Practicum Education if there are questions regarding the criteria for a worksite practicum placement.

Evaluation of Students in Practicum Education

All Practicum education coursework in the MSW program (the practicum education placement in an agency/site and the in-classroom practicum education component), will be graded based on a Pass/No Credit (P/NC) grading system. Courses graded P (Pass) or NC (No Credit) will be recorded on the student's official transcript, but will not be factored into calculation of the student's GPA.

The faculty or staff member who serves as the instructor of the Practicum in-classroom learning component assigns the P/NC grade for the in-classroom learning component, based on several factors, including completion of required assignments, attendance, and class participation. Each Practicum course syllabus will provide the exact grading rubric for the respective course. This grade constitutes 50% of the final Practicum Education course grade (i.e., Practicums I, II, III, and IV).

The Social Work (MSW) Practicum Education Coordinator or Assistant Coordinator, in consultation with the Practicum Instructor at the practicum site/agency, has final responsibility to assign the P/NC grade for the practicum education experience at the site/agency.

Students will be evaluated on their practicum education experience at the practicum site/agency based on their ability to demonstrate the required competencies and practice behaviors set forth in the learning contract. The Practicum Instructor, task supervisor, and Coordinator and/or Assistant Coordinator of MSW Practicum Education may all have input into this evaluation process. Ultimately, it is the Coordinator and/or Assistant Coordinator of Practicum Education, in consultation with the Practicum Instructor, who will assign the final P or NC grade. A written evaluation of student progress and performance will be required from each practicum instructor signed by their assigned student. The evaluation template is based directly on the competencies and practice behaviors in the learning contract and will be provided to the Practicum Instructor approximately 4 weeks prior to the end of the semester. The written evaluation serves as a basis for Practicum Instructors and students to jointly assess student performance of competency-based measures. It can also serve as a means to clarify the content and direction of student learning. Student performance evaluation forms are to be completed and submitted to the Coordinator of Practicum Education during the 12th week of each semester.

Students and practicum instructors will also be asked to complete surveys addressing their satisfaction with the nature and quality of their practicum education experiences annually. Survey results will be used to develop policies, procedures, and practicum experiences that enhance the quality of the practicum education program.

If a student fails their practicum education site/agency evaluation, they will receive a failing grade for the practicum course (i.e., Practicum I, II, III, or IV). If a student's practicum education placement is terminated by the practicum agency due to issues concerning professionalism, or an inability to complete required tasks or hours, the student will receive

a failing grade for the practicum course. However, the student will be permitted to take a placement at an alternate practicum agency during or between semesters, with the approval of the Practicum Education Coordinator.

Students who fail a practicum course will be required to repeat the course, as well as the co-requisite practice course. Students who fail the practicum course due to agency termination for lack of professionalism will be referred to the Academic and Professional Standing Committee for a Professional Performance Review. Any practicum education hours accrued during a failing semester will not be carried over when the student repeats the practicum course.

Services for Students with Special Needs

Through compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, Stockton's Learning Access Program provides assistance to students with disabilities. Every effort will be made to arrange appropriate accommodations for special needs students in practicum based on a student's documented disability. Students in need of special accommodation should contact the Learning Access Program (609) 652-4988.

Stockton University Nondiscrimination Policies

Stockton University is an equal opportunity University. It does not discriminate in admissions or access to its programs and activities or in treatment or employment on the basis of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, or nationality.

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

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