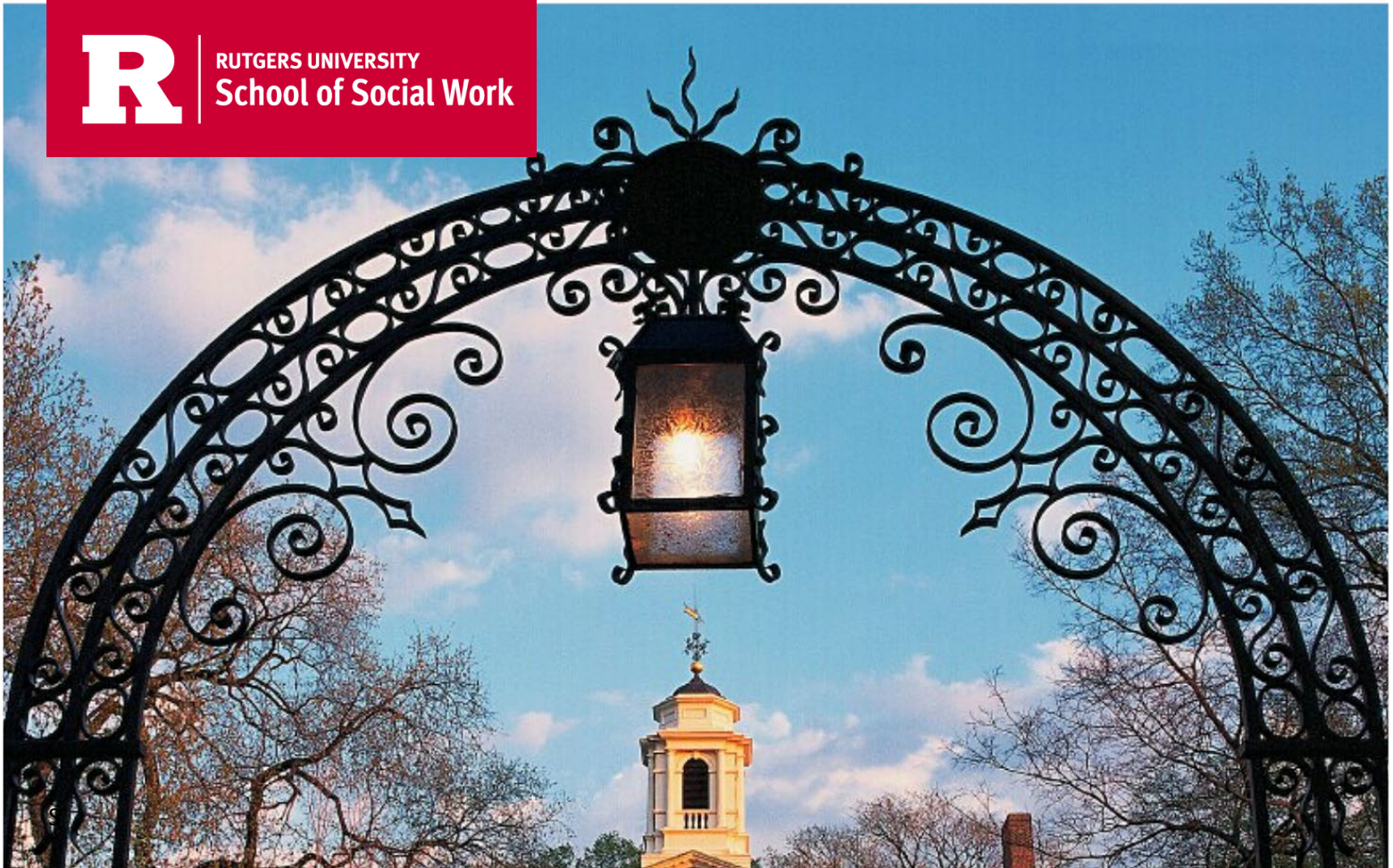


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School of Social Work
Rutgers, The State University of New Jersey



SCHOOL OF SOCIAL WORK | PRACTICUM MANUAL



September 2025

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DEAR SOCIAL WORK STUDENTS,

O

n behalf of The Rutgers University School of Social Work, the faculty in the Office of Practicum Learning welcomes you.

Practicum Learning is the practical, hands-on experience of your social work education. The Council on Social Work Education (CSWE), which establishes standards and educational policies for social work education and accredits baccalaureate and master's degree programs in social work education in the United States and its territories.

As the fourth largest school of social work in the United States, Rutgers has established training affiliations with hundreds of Practicum Learning partners nationwide. We prepare over 2,000 social work students every year for professional social work. Our graduates go on to work in government, all areas of the extensive nonprofit sector, and in the for-profit, corporate world. Every year, a number of our graduates are hired by their practicum organizations.

Practicum Learning represents the operationalized component of your education. In your practicums, under the supervision and instruction of a professional social worker, you will understand the CSWE social work competencies and use new skills that are based upon the theories and concepts that students have been learning in your social work classroom courses.

The Office of Practicum Learning is committed to the success of every student. Three professional social workers, the practicum instructor, the practicum liaison, and a Practicum Learning faculty or staff member from this office, support each student's Practicum through planning, teaching, guidance, and evaluation.

The School of Social will make every effort to match your vision for your professional social work education and your areas of interest with our practicum learning opportunities. Please read this manual and become familiar with Practicum Learning. Understanding your role and the learning expectations for your practicum work will help you to succeed as a professional social worker in training. We welcome you and look forward to working with you.

Yours, in partnering for change,

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INTRODUCTION

According to the Council on Social Work Education, practicum learning is the “signature pedagogy” of social work education, the central educational experience in the preparation of students for the social work profession. At the Rutgers University School of Social Work, practicum and class experience are closely related.

This manual has been developed to help students understand the policies and procedures of the practicum learning program. Please use this manual to better understand the practicum program and answer your questions. We wish students a highly successful educational experience.

Practicum Definitions

Office of Practicum Learning: Oversees practicum learning for the School of Social Work at the graduate and the undergraduate levels.

Executive Director of Practicum Learning: Chief executive officer directs the Office of Practicum Learning. The Executive Director develops new practicum opportunities and assures program compliance with Council on Social Work Education (CSWE) standards.

Associate/Assistant Director: Works directly with students in arranging practicums, and monitoring student placements, and is accessible to students and practicum agencies offering consultation in all aspects of the practicum process. This role is involved in all problem resolution.

Practicum Coordinator/Senior Program Coordinator: Arranges and monitors student placements and is accessible to students and practicum agencies offering consultation in all aspects of the practicum process.

Program Coordinators of Certificate Programs: Coordinates placements, training, and practicum learning support for students in the Aging and Health, Addictions Counselor Training (ACT), Child and Adolescent Well Being (CHAP), and Certificate on Interpersonal Violence and Trauma; Latina/o/x Initiative Services Training and Assessment (LISTA) certificates.

Practicum Liaison: Acts as the connection between the agency, the student, and the school and provides support for the Practicum Instructor and the student.

Practicum Instructor: The agency based MSW instructor on-site; this person meets with the student weekly and prepares written evaluations at the end of each semester.

Task Supervisor: The agency-based instructor on site who may not have an MSW, but who assigns tasks to the students and oversees the student’s schedule.

Faculty Advisor: Faculty member assigned for academic advising and overall educational planning.

BASW and MSW Advisory Committee: The Committee, approved by the Dean, led by the Associate Dean, and consisting of agency representatives, practicum instructors, and practicum liaisons, serves as an important link between the community and the School. The purpose of this committee is to advise the school regarding the internal operations of the program, including practicum, to discuss the pedagogical outcomes of social work education, as well as the interface between coursework and practicum. The Committee meets several times a year and forms subcommittees for projects as needed.



RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

The University

Rutgers, The State University of New Jersey, has a unique history as a colonial college, a land-grant institution, and a state university. The University was chartered in 1766 as Queen's College and is the eighth institution of higher learning to be founded in the colonies. The school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period, the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and Revolutionary War veteran, Colonel Henry Rutgers. Today, with more than 65,000 students on campuses in Camden, Newark, and New Brunswick, it is one of the nation's major state university systems. The University comprises twenty-nine degree-granting divisions; twelve undergraduate colleges, eleven graduate schools, and six schools offering both undergraduate and graduate degrees.

For nearly 70 years, the School of Social Work has offered accredited graduate degree programs in social work in the state of New Jersey. The Doctor of Philosophy is offered on the New Brunswick campus as well as the Doctorate in Social Work (DSW). The Master of Social Work degree is offered on three campuses: New Brunswick, Newark, and Camden, and the undergraduate degree, the Bachelor of Arts with a major in Social Work is offered in cooperation with the Faculty of Arts and Sciences on the New Brunswick and Camden Campuses. The MSW program also offers a 100% online, blended online, and Intensive Weekend format.

Mission of the School of Social Work

To develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens family and community well-being in this diverse and increasingly global environment of New Jersey and beyond.



Rutgers University School of Social Work MSW Program

RUTGERS UNIVERSITY POLICIES

Discrimination or Harassment

If a student believes that they have experienced discrimination or harassment at Rutgers University or in their practicum, please access the links below to the university's policies. If this harassment or discrimination involved another Rutgers student, please contact the SSW Office of Student Affairs, which can direct students to additional resources. Please also notify your practicum learning office if this occurred at your practicum.

[Policy 60.1.28, Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct by Employees and Third Parties](#)

[Discrimination, Harassment, Workplace Violence, Sexual Misconduct, and Retaliation Complaint Process: Complaints Against University Employees and Third Parties](#)

Academic Integrity

All alleged academic and professional integrity violations by students at the Graduate School of Social Work are referred to the Academic Integrity Facilitator (AIF), Dr. Patricia Findley. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TF (temporary Fail), NG (No Grade) or incomplete grade shall be assigned until the case is resolved. For the full policy and additional information go to: <http://academicintegrity.rutgers.edu/>

Office of Disability Services

Rutgers, The State University of New Jersey is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Title II of the Americans with Disabilities Act of 1990. The University Office of Disability Services assists students who require accommodations in the classroom or practicum setting. For details about accessing those services go to: <http://disabilityservices.rutgers.edu/>

A person with a disability is someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual; or a person with a record of such impairment; or a person who is regarded as having such impairment.

The community of Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 506 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1988, and the Americans with Disabilities Act Amendments (ADAA) of 2008. An individual with a disability who is qualified to admission will have the same access to programs, services, and activities as all other students. Rutgers University will make reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue administrative or financial burden. The university will provide services in a manner that promotes independence and inclusion in all aspects of university life.

University Liability Policy

In their practicums, students are covered by University malpractice insurance for their own personal and professional protection. An agency wishing to have more information about University insurance may obtain it from the Practicum Learning Department or the Risk Management Office of the University. Students may purchase additional malpractice insurance which is available to members of the National Association of Social Workers.

The following statement clarifies the policy of the University regarding insurance coverage of students while they are completing their practicums.

Rutgers, the State University of New Jersey, shall indemnify and save harmless the Agency from any claim or suit or action alleging bodily injury to any student from the University and such indemnification shall be against any cost of judgment or cost of defense. This shall not apply in the case of a specific act of negligence against an individual agency or employee of the Agency.

The Agency shall indemnify and save harmless the University and the student against any claim, suit or action or cost of defense brought by a third party alleging any act or omission by the student from the University which results from, or is alleged to result from, any inadequacy of training or supervision of the agent or employees of the Agency or inadequate supervision or training of the student by Agency agents or employees. Regarding protection for the student and faculty members as a result of suits stemming from their participation in practicum experience, our comprehensive general liability policy contains an endorsement to provide coverage for University employees and students "while acting within the scope of their duties with respect to the Named Insured (Rutgers, The State University of New Jersey)."

Standards of Professional and Ethical Conduct

As the Rutgers University MSW program seeks to prepare students for professional and ethical social work practice, MSW students are expected to maintain a high level of professional and ethical conduct and adhere as closely as possible to professional and ethical standards articulated in the *NASW Code of Ethics* and the Rutgers University School of Social Work's professional conduct standards as articulated below. The program expects students to conduct themselves in a manner concordant with a professional social work practitioner. In addition to the clearly defined academic standards specified in the School of Social Work (SSW) Academics website, students are expected to meet the following Standards of Professional and Ethical conduct in the classroom, in the wider university community, and in their practicum learning settings. Failure to maintain these standards at a level appropriate to their years in the program may result in a review by the School of Social Work's Committee on Students. A temporary suspension from practicum participation may occur during the period of review by the Committee.

- **Adherence to the *NASW Code of Ethics***
- **Professional Communication:** The social work student must communicate effectively and professionally with other students, faculty, staff, clients, practicum supervisors and other professionals. These standards include, but are not limited to, civility and respectful communication; respectful attention and responsiveness to feedback in communication; self-awareness in communication, including controlling one's emotional reactions and personal stress in communications with others; effective communication of academic and professional challenges and problem solving around these challenges with appropriate supports; and the minimization of inappropriate personal mobile communication device usage in professional and academic settings.
- **Professional Commitment and Behavior:** The social work student must demonstrate a commitment to the profession and behave in a professionally appropriate manner. Demonstration of professional commitment and behavior includes, but is not limited to, adherence to the *NASW Code of Ethics*, maintaining client confidentiality, adherence to appropriate professional boundaries in client-worker relationships, self-care and the ability to control emotional reactions and personal stress so it does not impact professional judgement and performance; appropriate professional attire in professional settings; and, refraining from impaired practice and

not allowing one's own personal circumstances or issues to interfere with their professional judgment and performance. Use of alcohol and unlawful use of substances during practicum learning, coursework and other university events may demonstrate a failure to behave and conduct oneself in a professional manner.

- **Respect for Diversity and Commitment to Social Justice:** The social work student must appreciate the value of human diversity and demonstrate a commitment to understanding cultural difference and practicing cultural humility. The student must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system. The student should also respect cultural differences among their peers, faculty, supervisors, and other professionals. The student should recognize how larger social inequalities impact the individuals and communities they serve and integrate social work methods that address the eradication of social injustice into their practice as professionally appropriate.

Students who are suspected of violating the SSW's Standards of Professional and Ethical Conduct or engage in behaviors that are harmful to clients, themselves, or the larger professional community while enrolled in the MSW program may be referred to the School of Social Work MSW Program's Committee on Students. Prior to a committee referral, the committee expects that involved parties be engaged in a problem-solving process with the support of the appropriate RU SSW offices (practicum learning, student affairs, academic affairs etc.).



Committee on Students

In accordance with the Rutgers University School of Social Work MSW Program's Policy Statement on Standards of Professional and Ethical Conduct, students who are suspected of violating the SSW's Standards of Professional and Ethical Conduct or engage in behaviors that are harmful to clients, themselves, or the larger professional community while enrolled in the MSW program may be referred to the School of Social Work MSW Program's Committee on Students (COS). A temporary suspension from practicum participation may occur during the period of review by the Committee. Referral to the Rutgers' University School of Social Work's Committee on Students does not bar other compliance offices within Rutgers University from investigating and charging students under the appropriate and applicable student policies (including but not limited to the University Code of Student Conduct and the Rutgers University Academic Integrity Policy). The outcomes of such investigations may be considered by the committee to the extent that the committee deems it relevant to the standards.

The Committee will uphold professional social work values and ethics and is concerned with the well-being of current and future clients as well as students. Committee members will act judiciously and expect students to engage the School of Social Work's Standards of Professional and Ethical Conduct at the level appropriate for a student.

The Committee on Students is comprised of two elected members of the voting faculty (TT and/or NTT), the MSW Director, the Associate Dean of Academic Affairs, the Director of Practicum Education or their designee from the practicum education faculty, and the Assistant Dean of Student Affairs (ex-officio and standing chair). Committee members who have a potential conflict of interest or dual relationship with a student referred to the COS will be recused from participation. The Dean, if they deem appropriate, may appoint an alternative member for that session.

The committee meets on an as needed basis and no later than 30 days following a referral.

Procedures Prior to the COS Hearing

- 1) Prior to a committee referral, the committee expects that all involved parties have engaged in a problem-solving process with the appropriate RU SSW faculty or offices (Certificate Directors, Practicum Learning, Student Affairs, Academic Affairs etc.). In cases where the issue/s cannot be resolved, the referring faculty/lecturers/staff-members will consult with the MSW Director to discuss whether there has been possible violation of the SSW's Standards of Ethical or Professional Conduct.
- 2) If upon consultation, it is determined that a possible violation has occurred, the MSW Director will instruct the referring party to place their concerns in writing using the referral form and email it to the MSW Director. Supporting documentation can also be included with the referral that is sent to the MSW Director for the committee to review.
- 3) Once the referral is received, the MSW Director will email the committee within 2 business days to provide them with the referral and other documentation to review. The MSW Director will ask committee members to provide their availability to schedule the COS hearing with the student within 7-10 business days.
- 4) The MSW Director will then inform the Assistant Dean of Student Affairs by email that the student has been referred to the COS. The MSW Director will provide the Assistant Dean of Student Affairs with the referral. The MSW Director will also provide the Assistant Dean of Student Affairs with potential dates/times for scheduling the COS hearing with the student.
- 5) Once the Assistant Dean of Student Affairs receives the referral, they will inform the student by email and attach the referral document. In the email, the Assistant Dean of Student Affairs will ask the student to submit a written response to the committee via the Assistant Dean of Student Affairs within 5 business days. The Assistant Dean of Student Affairs will also schedule a meeting with the student within 2 business days to discuss

the referral. The Assistant Dean of Student Affairs will also email the student's advisor to notify them of the referral.

- 6) During the meeting with the Assistant Dean of Student Affairs, the student will be informed of COS procedures and their rights, including the right to submit a written response to the committee and to seek the support of their advisor. The Assistant Dean of Student Affairs will also schedule the COS hearing with the student, based on the dates/times provided by the MSW Director.
- 7) Following the meeting with the student, the Assistant Dean of Student Affairs will inform the committee of the chosen date and time of the COS hearing. The Assistant Dean of Student Affairs will also email the committee with the student's written response as soon as it is received.

Procedures for the COS Hearing

- 1) For the COS hearing, the student is encouraged to consult with and engage the support of their assigned School of Social Work advisor throughout the review process. The advisor may be present at the COS hearing, if the student desires. If present at the hearing, the advisor cannot advocate for the student or participate in the committee's processes. To maintain confidentiality and student privacy, the student cannot bring anyone other than their advisor to the COS hearing.
- 2) The student will be invited to speak with the COS during this process. The student can also choose to read their statement instead. The student has the right to refuse participation.
- 3) At the COS hearing, after allowing the student to leave, the committee will meet in closed session to engage in deliberations and determine if the evidence substantiates the concerns.
- 4) If the violation of the SSW's Standards of Professional and Ethical Conduct is substantiated by the committee, the committee will determine appropriate sanctions and/or make recommendations to the student. If the committee believes issues beyond the scope of the Standards of Professional and Ethical conduct are implicated, the committee will notify School leadership. Sanctions and/or recommendations to students may include but are not limited to:
 - Continuation of student in the program with no conditions. The concern has been addressed by the committee and no follow up action is necessary.
 - Warning or reprimand
 - Continuation of the student in the program with conditions that may include:
 - Task assignments/papers (such as restitution, extra work, specialized work, or written reflections and/or research on various topics including ethics, specific policies or procedures).
 - Failure to comply with conditions may result in further recommendations or sanctions.
 - Suspension/withdrawal from practicum and/or withdrawal from co-requisite classes
 - Probation with terms
 - Leave of Absence (recommendation/advisement only)
 - Suspension from MSW program
 - Dismissal

- 5) The Committee's hearing will be documented by the MSW Director and distributed to the members for review. All decisions, recommendations, or requirements determined by the Committee will be provided to the student and their advisor in writing by the MSW Director within 10 business days of the committee meeting. This letter will include information regarding appeal procedures. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the review process.

After the COS Hearing

- 1) The student may appeal in writing to the Dean of the School within 10 business days of receiving the written determinations of the Committee on Students. The appeal process is an entirely written process. The Dean may uphold, modify, or remand the actions of the Committee. Grounds for appeal are limited to:
 - Unsupported Conclusion: The decision made by the COS is not supported by the facts of the case.
 - Procedural Error: The COS did not conform with prescribed procedures. The error committed must be determined to have substantially impacted the fairness of the disciplinary process.
 - New Information: There is new information available that wasn't available at the time of the COS meeting, and it is sufficient to alter the original decision.
 - Disproportionate Sanction: The sanction imposed against the student was not appropriate for the offense committed.
- 2) The response to the appeal will be granted within 10 business days. The decision of the Dean of the School of Social Work is final and binding.
- 3) Throughout the process, all administrative procedures will be monitored by the MSW Director and the Associate Dean of Academic Affairs to ensure the COS procedures, intentions, and determinations are fully in compliance with School of Social Work policy and protects students' rights articulated below.
- 4) All decisions/actions made by the COS are considered private and only shared with appropriate school personnel on a need-to-know basis.
- 5) If at any point in the review process, any member of the COS believes there is an immediate threat to the safety and security of the student or the community (including clients served), the appropriate University/community authorities will be contacted

Students' Rights: The Rutgers University School of Social Work MSW program values student rights and adherence to procedural processes. The student has the right to:

- 1) Review the written request for committee review and receive a copy of committee procedures in writing.
- 2) Consult with the Assistant Dean of Student Affairs concerning the suspected violation, their rights and committee procedures.
- 3) Consult with their advisor throughout the review process.
- 4) Submit a written response to the committee.
- 5) Appear at the committee hearing.
- 6) Invite their advisor to attend, but not participate in, the committee hearing with them.
- 7) Right to a reasonable accommodation as necessary to participate in this review process.
- 8) Receive a written summary of the committee's findings and decisions within 10 business days of the committee's meeting.
- 9) Appeal the Committee's decision.
- 10) Receive a written response to an appeal with 10 business days of the appeal's submission.



Technical Standards for Admission, Matriculation, Progression and Program Completion

As the Rutgers University MSW program seeks to prepare students for professional and ethical social work practice, MSW candidates are expected to meet the program's academic standards, maintain an elevated level of professional and ethical conduct, and adhere as closely as possible to professional and ethical standards articulated in the NASW Code of Ethics. In addition to the clearly defined academic standards specified in the [School of Social Work \(SSW\) Academics website](#) and the School's Standards for Professional and Ethical conduct delineated in the MSW program handbook, the School has identified a set of technical standards that specify the non-academic attributes, abilities, and skills candidates must demonstrate for admission, retention, progression, and graduation from the MSW program.

Admission to the School of Social Work is conditional on the candidate's¹ ability to achieve and meet these technical standards in conjunction with the academic standards, with or without reasonable accommodation, and depends on a process that examines and values all pertinent skills, attitudes, and attributes of each candidate on a case-by-case basis. The School of Social Work adheres to the highest ethical and professional standards of the Social Work profession. In doing so, the School of Social Work reserves the right to deny admission to candidates or to discharge candidates who, upon completion of this interactive process, cannot meet these technical and/or academic standards or who would be deemed to pose a threat to patients and others in the educational and clinical (i.e., practicum learning) environment. Under all circumstances, a candidate should be able to perform in an independent manner. The use of an intermediary in the clinical setting is ordinarily not permitted and may never be used as a substitute for a candidate's judgment or intellectual acumen. The use of an intermediary would be considered only when it does not alter an essential element or function of these technical and/or academic standards.

- **Professional Communication:** The social work candidate must be able to communicate effectively and professionally with other students, faculty, staff, clients, practicum supervisors and other professionals from a variety of educational and cultural backgrounds in accordance with the NASW Code of Ethics. Candidates must be able to communicate effectively and efficiently (in English) and must be able to clearly and accurately record information and interpret verbal, written, and nonverbal communication. Candidates must also be open to receive feedback from other social work or allied professionals as well as their peers.
- **Observation Skills:** Observation requires the use of visual, auditory, and somatic senses (or the functional equivalent) in a variety of areas related to contemporary social work practice. Candidates must have the ability to observe and evaluate in classroom settings, small group teaching exercises, one-on-one evaluation, social work settings and practice sites. Candidates must be able to observe a client accurately, particularly as related to social work assessment and intervention.
- **Motor and Sensory:** A candidate must demonstrate sufficient motor and sensory function to successfully complete a class and practicum, with or without reasonable accommodations.
- **Intellectual, Conceptual, and Integrative Abilities:** Candidates must possess adequate intellectual, conceptual, and integrative abilities to successfully complete coursework and practicum. Social work practice entails assessing and intervening in complex situations with vulnerable populations and social workers must possess these abilities to engage in complex problem-solving and practice effectively.
- **Behavioral and Interpersonal Attributes:** A candidate must possess the appropriate behavioral and interpersonal attributes to develop and maintain professional relationships with clients, colleagues, instructors, and community members in accordance with the NASW Code of Ethics and the RU SSW Standards of Professional and Ethical Conduct. These include, but are not limited to, emotional self-regulation, self-awareness, flexibility, and compassion. The candidate must be able to serve (in an appropriate manner), all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system. The candidate should also respect cultural differences among their peers, faculty, supervisors, and other professionals.

¹ The term "candidate" refers to candidates for admission to SSW as well as current SSW students who are enrolled and seek to progress and graduate.

- **Practicum Learning Practicum:** An integral part of the social work education process is the completion of generalist and specialized social work practicum learning practicum experience. Within the constraints established by law, in these experiences student social work students are placed in social work practice settings and expected to function at the professional level of a social worker with the highest ethical standards.

Candidates are expected to maintain a high standard of professional behavior including adherence to the School's standards of professional and ethical conduct and the NASW code of ethics. Additionally, candidates are expected to adhere to HIPAA regulations (if applicable), which include but are not limited to maintaining client confidentiality, and the protection of access to client records. Candidates are expected to take responsibility for their own learning and demonstrate a willingness to engage clients, social workers and allied professionals, and others in the provision of client-focused services and care.

A candidate, whose behavior or performance raises questions concerning their ability to fulfill these technical standards, will be referred to the Assistant Dean of Student Affairs (amhunter@ssw.rutgers.edu) and may be required to obtain an evaluation and/or testing by a health care provider designated/approved by the School, if appropriate. The results will be provided to appropriate School/University leadership to determine whether the student is fit to pursue the educational and/or practicum learning program. If the candidate is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including but not limited to further testing, counseling, monitoring, and leaves of absence.

Candidates who cannot meet the technical standards with or without reasonable accommodations may be subject to review by the appropriate University officials to determine the appropriate action, which can include dismissal from the program. Candidates must be proactive in addressing deficiencies in meeting the standards and follow appropriate University policies set forth in doing so.

The RU SSW complies with all applicable laws concerning applicants and students with disabilities. For any eligible student, Rutgers University provides reasonable accommodations to ensure that all candidates have an equal opportunity to participate in all programs, services, and practical training activities. These technical standards are not intended to deter any candidate for whom reasonable accommodation would allow the fulfillment of the complete curriculum. RU SSW will provide reasonable accommodations, according to University policies and procedures, to otherwise qualified applicants and matriculated students with disabilities unless: (a) such accommodations impose undue hardship to the institution, (b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available, or (c) such accommodations fundamentally alter the educational program or academic standards.

For any general questions about this form or its contents, please contact the SSW Student Affairs Office at studentaffairs@ssw.rutgers.edu. Students with questions regarding what types of accommodations may be considered to achieve these standards are encouraged to contact the Office of Disability Services at the Rutgers Campus they are enrolled immediately to begin discussions and register for services at <https://ods.rutgers.edu/students/applying-for-services>.



MSW and BASW CURRICULUM

Goals and Objectives

The goals and objectives of the MSW and BASW program are aligned with the ten competencies, developed by the Council of Social Work Education and the School's faculty, and operationalized through the tasks accomplished in the Foundation, and in the MSW program, the Clinical Social Work, and Management and Policy Curricula. The ten competencies, which need to be achieved by students in the course of their social work education, are addressed in practicums, substantiated in the Learning Contract, and are evaluated at the end of each semester.

2022 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Graduates of the MSW and BASW program will display competency in the following:

Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4	Engage In Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Practice
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 10	Liberatory Consciousness



Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Generalist (RU SSW Specific): Liberatory Consciousness

Social workers identify how the development of a liberatory consciousness is a pre-condition for engaging in effective liberation and social justice work. Social workers recognize that all members of society have been socialized into various systems of oppression and that the development of a liberatory consciousness “enables humans to live their lives in oppressive systems and institutions with awareness and intentionality, rather than on the basis of the socialization to which they have been subjected” ([Love, 1980, p. 470](#)). Social workers understand and actively engage the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial, and economic justice.

Social workers:

- a. practice Awareness by “noticing what happens in the world around” them and use this awareness to recognize and acknowledge stigma, discrimination, and oppression (Love, p. 471);
- b. analyze “what is happening from a stance of awareness” (Love, p. 471) of oppression and consider a range of possible activities to promote greater social, economic, and racial justice;
- c. act “to transform society” and “move to a more just world” and by encouraging and/or organizing others to take action, locating resources to empower others, and encouraging others to exercise their voice and power (Love, p. 472);
- d. hold themselves Accountable and practice in Allyship by working in collaboration and connection with others, disentangling patterns of internalized oppression (both internalized subordination and internalized domination), and remaining open to perspective sharing and analyses of inevitable mistakes and/or oppressive positions and/or behaviors.

Competency 10: Specialized Clinical Competency (RU SSW Specific): Liberatory Consciousness

Clinical social workers will continually work toward recognizing and utilizing a liberatory consciousness framework which “requires every individual to not only notice what is going on in the world around [them], but to think about it and theorize about it—that is, to get information and develop [their]own explanation for what is happening, why it is happening and what needs to be done about it” ([Love, 1980, p. 472](#)). They understand and identify how racism and other forms of stigma, prejudice, discrimination, and oppression intersect and contribute to various sources of stress. Clinical social workers continue to develop self-awareness of their intersectional identities recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They employ clinical interventions that appropriately account for power differentials and use culturally relevant interventions and consider how clients’ intersectional identities impact their lives. They promote equity and justice through collaborative healing relationships. Clinical social workers will apply the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) to challenge oppression and promote social, racial, and economic justice. Clinical social workers will:

- a. practice awareness by recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They will practice reflexivity when in engaging clinical techniques and in supervisory processes;
- b. analyze widely used clinical interventions to ensure they: recognize power differentials based on the intersection of social identities including race, class, age, gender, and ability status in the client-worker relationship are trauma and culturally informed;
- c. act by using culturally relevant assessment and interventions and by helping clients understand how their intersectional identities may affect various facets of their lives;
- d. hold themselves Accountable and practice in Allyship by actively promoting equity and justice. This includes fostering collaborative healing relationships with clients, embracing client feedback, and ensuring clients play a key role in directing their treatment process.

Competency 10: Specialized MAP Competency (RU SSW Specific): Liberatory Consciousness

Social workers engaged in management and policy practice recognize their roles as liberation workers who are “committed to changing systems and institutions characterized by oppression to create greater equity and social justice.” ([Love, 1980, p. 470](#)). They also understand and identify how racism and other forms of stigma, prejudice, discrimination, and oppression intersect to impact groups, organizations, and communities within which they work and live. They recognize their own power as well as systems of power and oppression in the organizations in which they work. Through advocacy, they challenge unjust systems of power and oppression. Such social workers understand and actively engage with the four elements of developing a liberatory consciousness (Awareness, Analysis, Action, and Accountability/Allyship) to challenge stigma, discrimination, and oppression and promote social, racial, and economic justice with groups, organizations, communities, and society-.

MAP-educated social workers will:

- a. practice awareness through continually examining their own power and privilege and that of the organizations with which they work to acknowledge systems of oppression in the structures and institutions where they work.
- b. Analyze how all systems of oppression impact groups, organizations, and communities within which they work and live.
- c. Act with intention to intervene when they encounter institutional racism and other forms of stigma, prejudice, discrimination, and oppression in groups, organizations, communities, structures, and/or institutions.
- d. hold themselves Accountable and practice Allyship by consistently being aware of and evaluating how their actions and practices affect others and whether their actions are challenging oppression.



PRACTICUM OVERVIEW

Rationale

Practicum provides the opportunity for the student to learn and demonstrate the required competencies as defined by CSWE (Council on Social Work Education), 2022. In the 2022 Educational and Policy Accreditation Standards of CSWE, Educational Policy 2.3 states that the “signature pedagogy represents the central form of instruction and learning in a profession that socializes its students to perform the role of the practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work the signature pedagogy is practicum learning. The intent of practicum learning is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-- classroom and practicum--are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.”

In keeping with the Mission of the School of Social Work, the practicum learning component of the curriculum aims to provide students with opportunities to gain practice skills in the areas of generalist social work, clinical social work, and nonprofit and public management, depending on the student’s place in the program or chosen concentration. It is the learning venue through which students gain firsthand experience with evidence-based practice and begin to learn practice wisdom. Practicum also provides students with opportunities to gain experience working with diverse social, economic, and ethnic populations in a variety of public and private organizations.

The practicum is the environment in which to learn and integrate the profession’s role in focusing on both social/economic justice and the dignity and worth of the person. A variety of practicums are available representing the range of social work practice.

Objectives of Practicum Learning

The objectives of Practicum Learning are to educate students who will be able to:

1	Apply the intervention skills of a generalist problem-solving approach as learned in class and applied in a generalist practicum, to work with individuals, families, groups, organizations, and communities in a variety of settings.	2	Apply and develop the knowledge and intervention skills learned in the advanced curriculum in a practicum focused on Clinical Practice or Management and Policy in a setting that provides experience and exposure to the social work profession.
3	Use professional supervision to enhance intervention skills, develop leadership skills, gain self-awareness, and identify learning needs and solutions.	4	Integrate theories from the generalist and advanced curricula, apply them with discretion within a practicum, and evaluate their appropriateness and effectiveness with client and organizational systems in the practicum.
5	Use collaborative and advocacy skills and other social change strategies to address client and community needs, and to demonstrate an understanding of the ways in which social policies, institutions, and social forces such as discrimination and oppression contribute to the presenting problems of diverse clients and their communities.	6	Develop skills to assess and communicate client and service needs.
7	Demonstrate an understanding of, and commitment to, the values and ethics of the social work profession while providing culturally appropriate services to vulnerable populations through demonstration of competence, professional self-awareness, integrity, and respect.	8	Develop practice skills and efficacy through the application of research knowledge, critical thinking, problem-solving, logic, and reason to the implementation and evaluation of practice.
9	Develop professional interpersonal skills that reflect a disciplined, differential, and conscious use of self, including openness to constructive criticism and a capacity for self-critique.	10	Develop an appreciation for the ongoing nature of social work education and instruction that can be realized through post-graduation professional development.

ROLES AND RESPONSIBILITIES

The School

Rutgers University, through its degree-conferring authority, is responsible for the total learning experience of its students. The School has primary responsibility for identification of curriculum content for practicum instruction as a part of the total curriculum. It determines the criteria for assessment of student performance. It provides continual educational advisement to students through a faculty advisor, and consultation to the agency and the student through the Practicum Liaison. The School, through the Office of Practicum Learning, selects from among potential practicum practice settings those which offer students a variety of experiences consistent with the objectives of professional education, and specifically, in keeping with the mission statement of the School. It participates with agencies in furthering the professional development of personnel by providing continuing education opportunities for agency staff currently engaged in practicum instruction.

The Office of Practicum Learning

The Office of Practicum Learning is dedicated to arranging, monitoring, and assuring the quality of each student placement. The goal is to foster the connection between the theoretical and conceptual contributions of the classroom and practicum practice setting. Practicum is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of the CSWE competencies.

The Executive Director of Practicum Learning

- Oversees the Office of Practicum Learning
- Assures program compliance with Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards.
- Leads the development and execution of practicum policies.
- Leads strategic planning for the Practicum Learning Department.
- Develops new practicum opportunities through serving on community boards and participating in the social work community.
- Consults regularly with the Assistant/Associate Directors
- Consults regularly with the MSW and BASW Program Directors to ensure integration of practicum and coursework.
- Delivers annual reports on practicum learning to faculty and staff, as well as the Dean and the University, delineating the activities, developments, and accomplishments of the practicum learning department, the relationship between class and practicum, and how practicum learning reflects the competencies.
- Serves as a member of the Curriculum Committee to participate in the design of the explicit curriculum of the School.
- Recruits members for and conducts the Advisory Committee for Practicum Learning.
- Represents the Practicum Learning Department about student academic and judicial review in matters related to student infractions in the practicum setting.
- Approves all grades and makes the final decisions on grades of F or Incomplete in Practicum Learning.
- Approves all Temporary F (TF) grades as well as all Performance Improvement Plans for practicum assignment completion.
- Participates in (or selects a representative to participate in) Regional Practicum Directors groups.
- Ensures that practicum instructors and practicum settings provide opportunities for students to learn and demonstrate the competencies.
- Works with liaisons to ensure their understanding of the competencies that are the expected outcomes of practicum.

Associate/Assistant Directors of Practicum Learning

Each campus has a Regional Office of Practicum Learning which is led by an Associate Director of Practicum Learning. The Associate/Assistant Directors of Practicum Learning:

- Direct daily operations
- Recruit and select practicum agencies and instructors.
- Recruit and supervise Practicum Liaisons.
- Arrange student placements.
- Maintain regular contact with practicum instructors and liaisons.
- Monitor and evaluate student practicum experiences.
- Teach Pre-Practicum Workshops.
- Determine and posts grades for the Practicum.
- Consult with students, practicum instructors and liaisons on all aspects of the practicum process.
- Develop and conduct Practicum Liaison training sessions.
- Assist in the long-range development and implementation of procedures, training, staffing, quality measurement, marketing, and promotion for the Office of Practicum Learning.
- Participate in external practicum consortia
- Approves all grades and makes the final decisions on grades of F or Incomplete in Practicum Learning.
- Approves all Temporary F (TF) grades as well as all Action Plans for practicum assignment completion.



The Practicum Learning Coordinator or Senior Program Coordinator

- Works closely with the Associate/Assistant Directors to arrange and monitor student placements.
- Recruits and selects practicum agencies and instructors.
- Consults with students, practicum instructors and liaisons on all aspects of the practicum process.
- Recruits and guide Practicum Liaisons.
- Arranges student placements.
- Maintains regular contact with practicum instructors and liaisons.

The Practicum Liaison

The Practicum Liaison connects the agency, the student, and the school. The Practicum Liaison provides support for the Practicum Instructor and serves as a mentor for the student. The Practicum Liaison holds a MSW from a CSWE accredited program, a), a minimum of two (2) years of practice experience after receiving the MSW and must have experience as a Practicum Instructor. It is expected that the Practicum Liaison will be available to both the student and the Practicum Instructor for consultation and advice as often as needed. The Liaison keeps the Associate/Assistant Director informed of any problems and meets with them along with the student as needed. The Practicum Liaison reviews student's process recordings and provides feedback to both the student and the Practicum Instructor. The liaison's ongoing review assures that the student is learning the competencies as demonstrated through doing related tasks.

An orientation to practicum learning policies, procedures, and requirements is provided, detailing practicum learning policies, procedures, requirements, and the core competencies.

Liaisons will make agency site visits remotely via Zoom to meet with the student and the Practicum Instructor at least once a semester, and more, if necessary, through the identification of need by any party (student, Practicum Instructor, practicum agency administrator, practicum learning staff). Practicum liaisons will be available to meet via phone, email, and/or videoconferencing with students and practicum instructors additionally as needed throughout the semester.

The goals of the practicum site visit are to:

1. Review the student's assignments and tasks (via the learning contract).
2. Provide support for the student.
3. Provide support for the Practicum Instructor.
4. Promote discussion of the student's performance, potential, and interests.
5. Monitor that the student is receiving a quality experience.
6. Ensure that the student is receiving appropriate supervision (1 hour per week).
7. Verify that the student is completing the work and that the Practicum Instructor is commenting on process recordings.
8. Discuss the integration of class and practicum work.
9. Write a report to Practicum Learning staff.

It is the responsibility of the Practicum Liaison to recommend the student practicum grades (pass or fail), while the final grading decision rests with the Associate/Assistant Director and Executive Director of Practicum Learning.

The Practicum Agency

The Practicum Agency provides students with the opportunity to develop an identity as professional social workers and conduct themselves accordingly. This is done by providing learning experiences that enable students to demonstrate the ten competencies.

The Practicum Agency provides a qualified MSW Practicum Instructor (qualifications listed under The Practicum Instructor) for each student. The Practicum Agency supports the Practicum Instructor in assigning the student a sufficient number and variety of assignments for learning, and provides space for office work, telephone, and computer access.

Students should be provided with an orientation to the agency, its services, personal safety, policies and procedures and the community. Students should also attend staff meetings, training sessions, and other community activities relevant to their assignments. Agencies are expected to assume responsibility for students' assignments when the students are not in practicum and provide alternate practicum instruction and support to the students in the absence of the Practicum Instructor.

The Practicum Instructor

The Practicum Instructor for MSW students must hold an MSW, and a minimum of two (2) years of social work employment since completion of the degree from a CSWE accredited program, or for BASW students, the same or a BSW and minimum of two (2) years of social work employment since completion of the degree from a CSWE accredited program. If the individual has never supervised a student, they must take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement. The SIFI curriculum guides Practicum Instructors in designing and identifying learning opportunities that permit students to demonstrate achievement of the competencies. Practicum Instructors must follow all state licensing laws and regulations for their scope of practice as defined by the state's Board of Social Work Examiners and the regulations of the agency.

An orientation to the practicum learning policies, procedures, and requirements is provided to Practicum Instructors, detailing the competencies. An electronic copy of this manual is available to all Practicum Instructors. The Practicum Instructor is expected to know the policies in this manual and to act in compliance with them. The Practicum Instructor orients, constructs, and oversees the student's experience in the agency.

It is the responsibility of the Practicum Instructor to comply with the NASW Code of Ethics and with any social work licensing laws that may apply.

Practicum Instructors will:

- Meets weekly with the student for individual or group supervision.
- Reviews all learning contracts and practicum recordings.
- Participates in the liaison visit along with the student and task supervisor.
- Monitors student in developing competent practice.
- Ensures integration of classroom theory and learning with practice experience.
- Completes student's evaluation and recommends a final grade.

The Task Supervisor:

- Oversees the student's day to day learning experiences.
- Collaborates with the Practicum Instructor in integrating assignments.
- Provides constructive feedback to the student on specific tasks and agency operations.
- Participates in meetings and evaluations regarding the placement.

The Student

The learning demands and time commitments of the practicum are rigorous. Each student must realistically assess their level of readiness to engage in practicum learning and to fulfill the demands of professional social work practice. Readiness for practicum is dependent upon the presence of various factors, including, commitment, energy, communication skills (both verbal and written), interpersonal skills, objectivity, personal self-awareness, and a schedule that allows sufficient time and flexibility. The student must possess a level of psychological, behavioral, and emotional stability to successfully complete their practicum. Questions or doubts about a student's readiness must be addressed by the Associate/Assistant Director before a practicum match can be finalized.

Student responsibilities include:

1. Being available for practicum
2. Attending interviews for potential placements and having confirmation forms signed and returned to finalize the placement.
3. Arranging, completing, and paying for background checks and fingerprinting as required by individual practicum sites.
4. Passing the Social Work ethics course in Canvas
5. Participating in the practicum training prior to starting placement
6. Educating themselves about the agency and its clients and services.
7. Maintaining the confidentiality of client information and using knowledge of the agency in a professionally responsible manner.
8. Acting in a professional manner as a representative of the agency.
9. Completing all agency and school paperwork, recordings, and assignments in a timely way.
10. Completing all professional duties in compliance with the NASW Code of Ethics.

Additionally, students are expected to contribute to their own learning in the practicum instruction process by completing written recordings for supervision, preparing an agenda, and participating actively in the evaluation process.

Students initiate contact with their Practicum Liaison to share information and feedback and must be present at the agency when the Practicum Liaison visits.

Students are responsible for providing their own health insurance.

In order to comply with the NASW Code of Ethics, students in practicum agencies must identify themselves to clients as students in training for a specific period. They should never be asked or agree to represent themselves as staff of the agency unless they are, in fact, employees under an employment-based agreement.

PRACTICUM POLICIES AND PROCEDURES

Schedules and Hours

Students in the MSW program complete 900 hours of practicum during their two years of practicum, 450 in the Generalist Curriculum, and 450 hours in the Specialized Curriculum.* Students in the BASW program complete 450 hours of practicum in the Generalist Curriculum. Advanced standing MSW students complete 500 hours. Specific curriculum options are available via the student's academic advisor.

***Please note:** Students in the online and blended programs complete 400 hours of practicum in the Generalist Curriculum and 500 hours of practicum in the specialized curriculum, including within the advanced standing program.

Any student whose hours fall below these requirements must make up the hours within the semester. The Practicum Liaison and Associate/Assistant Director will consider a Performance Improvement Plan with the student. If the hours are not completed by the end of the semester (last day of examinations per the Rutgers academic calendar) a grade of F (Fail) will be issued. In the event of extenuating circumstances, such as extended illness, the student may receive a TF (temporary failure) for the course. All requests for a TF grade must be accompanied by a TF plan which includes the date by which the practicum hours and assignments will be completed, to be submitted to the Executive Director for approval. If the hours are not finished according to the written plan, the TF will be changed to an F grade and the student will be dismissed from the program.

Practicums cannot be provided for evenings and weekends only. It is the responsibility of the student to have the hours available to do the practicum, Monday-Friday during the business day (9-5). Placements with some weekend and evening hours may be available pending approval of the practicum office. Occasionally, students may need to accommodate the agency and participate in events that are not during their usually scheduled practicum hours.

Calendars are distributed for each semester indicating dates for classes, practicum, and holidays. A practicum workday is defined as whatever is consistent with agency policy regarding a usual agency working day.

If an agency is closed for a holiday the student is still expected to complete the required number of hours. If the hours are reduced in a particular week, students should plan to make up those hours in consultation with the Practicum Instructor. This also applies to missing practicum for religious observances.

"Banking hours" for early completion of the practicum is not permitted. All students are to attend the last day of practicum as indicated by the practicum calendar for that semester. If the student exceeds the required hours at the end of the academic year that is at the student's discretion and no credit is awarded for those hours.

If the student has a medical issue or an official disability accommodation related to hours, all plans must be reviewed and approved by the Executive Director of Practicum Learning.

General Information

The following are basic requirements for students in relation to their practicum placements.

1. Students complete the Placement Planning Form which indicates the students' experience and interests.
2. Students will work with the office of Practicum Learning to secure a practicum placement.
3. All disability accommodation plans that involve practicum must be developed by the University Office of Disability Services for Students in coordination with the Assistant /Associate Director of Practicum Learning. Such plans should be developed prior to the start of education whenever possible.

Hours for Process Recordings

Process recordings, which detail a student's practice interactions in practicum, can be done at the practicum agency if time and the Practicum Instructor (or Task Supervisor) permit. These may also be done after practicum and should equal no more than one hour per recording. These may count as practicum hours. This does not allow students to end their practicum placements early or miss significant blocks of time throughout the semester as process recordings and related hours are to be completed throughout the semester.

Self-Care Hours

Students are encouraged to arrange for up to three hours of self-care activity during a semester. These may count as practicum hours and can be part of a self-care plan in a student's learning contract. Time used for self-care should be planned together in advance with the student's practicum instructor (or Task Supervisor.)

SELECTION OF AGENCIES AND PRACTICUM INSTRUCTORS

Practicum sites reflect the diverse settings where professional social workers practice. Some agencies are staffed primarily by social workers; some are “host settings” where other professionals predominate and where social work is part of a multi-disciplinary team, such as in medical center or school.

The School requires that agencies have a clear definition of the social worker role so that students will strengthen their identification as social workers. Appropriate assignments, a qualified MSW with adequate time to supervise a student, and a commitment to teaching the competencies outlined in the learning contract and evaluation, must be provided.

If an agency provides a quality service experience but lacks an MSW supervisor, or where the MSW supervisor has fewer than two years post MSW experience, the agency will provide a Task Supervisor and the School will provide an off-site Practicum Instructor.

Criteria for the selection of Practicum Agencies

An agency, student, or practicum staff at the School of Social Work can initiate the process to become a practicum setting. Occasionally, students will initiate this process with applications for Employment-based plans that involve an agency not previously utilized as a practicum setting. All prospective agencies complete the Agency Interest Form which initiates the formal selection process. The fully executed affiliation agreement finalizes the process. After these are accomplished, the agency can host students.

Criteria used for screening and selecting organizations for practicum settings:

- The agency's philosophy of service must be compatible with the values and ethics of the social work profession, and the mission, goals, and objectives of the School of Social Work.
- Agencies must be involved in the joint endeavor to educate social work students and accept and follow the School requirements for participation in the practicum program. This is formalized by signing the Affiliation Agreement.
- The agency must provide experienced staff to act as Practicum Instructors and provide them with the time and resources necessary to fulfill their teaching and supervisory roles.
- The agency must provide a comprehensive learning experience for students, including opportunities to work in agency client services, and attend staff meetings and other training sessions.
- The agency must provide the physical resources, such as workspace and access to telephones or computers, as appropriate, to accommodate student placements.
- The agency program and services must be delivered without reliance on students, thus protecting students' educational needs, purpose, and function.

Criteria for the selection of Practicum Instructors

The Practicum Instructor is critical to the success of the placement and the student's learning. Each prospective Practicum Instructor completes a New Practicum Instructor Application which delineates the individual's credentials and interest. The following criteria for Practicum Instructor selection should be met:

- The Practicum Instructor should be committed to the values of the social work profession.
- Practicum Instructors must hold an MSW degree from a CSWE accredited school and have a minimum of two years of employment in the practicum since completion of the graduate degree.
- The Practicum Instructor should demonstrate a high level of skill in practice.
- The Practicum Instructor must have the capacity to teach knowledge and skills to students. This should include sensitivity to the student's contributions and needs as an adult learner in the practicum learning process.
- The Practicum Instructor should hold state social work licensure as required by the scope of practice and requirements of the agency.
- Practicum Instructors must be able to supervise the student in a minimum of one hour of weekly supervision.



Assignment to Practicum Agency

The assignment of a student to an agency setting for practicum is an educational decision made by an Associate/Assistant Director or Practicum Coordinator. Students are asked to contribute information about their experience and interests on the Practicum Planning Form. Prior work experience, geographical location, and student's interests, when feasible, are considered when making a match with an agency. The Office of Practicum Learning continuously develops new partnerships and supports existing relationships across the country to ensure a purposeful learning experience for students.

Practicum staff will consider the preferences of the students whenever possible. Students are expected to accept referrals for practicum assignments and should consider the opportunities presented. Student learning opportunities provide transferable skills that can be applied to a variety of settings.

The Office of Practicum Learning will discuss potential placement opportunities with the student, so students should not contact agencies directly or attempt to make arrangements without approval. Rutgers University and the practicums enter into formal affiliation agreements which include liability insurance coverage and organizational responsibilities.

When the referral is made, the student is given the contact information for the agency and arranges an interview at the potential practicum site. It is the responsibility of the student to familiarize themselves with the agency before the interview. If the interview goes well and the Practicum Instructor approves, a match is made. The Practicum Confirmation form is then signed by the agency and the student and returned to the practicum office, finalizing the practicum.

Before each practicum starts, practicum information orientation packets are made available to each Practicum Instructor. Orientation packets include the practicum calendar, practicum manual, learning contract, evaluation information, and other materials.



Employment-based Practicum Requirements

It may be possible for a student to obtain a practicum in their current place of employment, known as an employment-based practicum, within the following guidelines. The details must be clarified between the student and agency, and an application must be submitted for approval before such an arrangement can be finalized.

To be approved, the following guidelines must be met:



- a. Employment-based practicums are placements that are completed at the student's place of employment under certain specific conditions. The School of Social Work has the responsibility of providing the final approval for the arrangement. For an employment-based practicum to be considered for approval, the following conditions must be met:

- Student practicum assignments and employment tasks may be the same and counted toward required practicum hours if the tasks have clear links to the social work competencies, including any competencies added by the 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 learning must be separate from supervision time for employment. While these options are permissible, each program has the autonomy, authority, and discretion to develop its own policies regarding practicums in an organization in which the student is also employed. These interpretations present options, not requirements.
- For MSW practicums, the proposed Practicum Instructor must have an MSW and a minimum of two (2) years of employment in the practicum since completion of the graduate degree.
- The employment situation should be stable enough to bear the challenges of practicum learning. That is, the student, Practicum Instructor, and practicum learning representative should be reasonably certain that the position will not be disrupted in some way prior to the end of the practicum learning period. Furthermore, the student's schedule needs to take into consideration time for course work, for practicum activities that are educationally focused, and for receiving practicum supervision. The required time for practicum instruction supervision is at least one (1) hour per week.



- b. The employment-based agreement must be signed by the proposed Practicum Instructor, agency executive/administrator, and the student. A fully executed copy will be sent to the agency and the student when final approval has been granted.
- c. The agency and Practicum Instructor must meet all criteria established for other practicum settings and supervisors, including a fully executed agency affiliation agreement.
- d. Final decision of a practicum as an employment-based placement is determined by approval of the Associate/Assistant Director of Practicum Learning.



REQUIRED STUDENT PRACTICUM DOCUMENTS

Submitting Practicum Documents via Canvas

To ensure accuracy, students use Canvas to submit their timesheets, learning contracts, recordings, and evaluations to the school. Ongoing tracking of practicum hours via time sheets, and process recordings entries prevents surprises at the end of the semester and enables early intervention for students who may be having difficulty. The goal is to ensure accountability, accessibility of the documents, and transparency so that all parties have verification of what has been submitted by the student.

The students, practicum office, and the liaisons have access to the Practicum Course. The responsibility belongs to the student to complete the work in a timely fashion. All work that needs to be reviewed by the agency Practicum Instructor must be emailed or printed by the student and given to the Practicum Instructor. No signatures are needed on any materials submitted through Canvas. The student's progress and completion of the work will be monitored by the liaison and the practicum office monthly. All work and hours will be verified by the liaison at the agency visit.

Timesheets

Time sheets are kept in an Excel workbook available to students in Canvas. The workbook is designed to calculate the student's hours and total them in a summary tab. At the end of each month, the student uploads to Canvas the same workbook with the various monthly hours added. This workbook will total the hours completed and be monitored by the Practicum Liaison.

Learning Contracts

All students in the practicum complete a Learning Contract with their Practicum Instructor at the beginning of the first semester of their Foundation and Advanced practicums. The Learning Contract allows the student and the Practicum Instructor to plan jointly for the assignments and the learning to be accomplished during the year. The Learning Contract creates an understanding of expectations for both the student and the agency. It should be specific and measurable and be used as the basis for the end of semester evaluation.

The Learning Contract incorporates the competencies of social work education. Through tasks at their practicum work, students operationalize and demonstrate the competencies. The Learning Contract is available in Canvas and accessible to all practicum learning students. Students download the document and complete it with their Practicum Instructor. The completed document is then electronically submitted by the student to Canvas. The Learning Contract is read and given a PASS or FAIL grade by the Practicum Liaison. If the Learning Contract is deemed to be unsatisfactory, the student will modify it as needed for the Liaison's approval.

The Learning Contract is revised by the student and the Practicum Instructor for each subsequent semester and should be resubmitted to Canvas by the designated due date on the practicum calendar.

Process Recordings

The forms for and examples of process recording entries are found in Canvas. The recording formats detailed in the examples in Canvas are the only acceptable formats. The process recordings entries are all to be submitted via Canvas. This allows for efficient storage and tracking of all student work. Recordings submitted to Canvas are not required to include the Practicum Instructor's comments. In addition to submission to Canvas, recordings are to be printed or sent electronically to the Practicum Instructor for comment and discussion during supervisory sessions. The recordings, with comments, will be reviewed by the Practicum Liaison at the agency visit and upon request.

Recording Requirements

Recordings (process recording entries) are to be done on a regular basis after an appropriate encounter. Recording submissions will be periodically reviewed by the liaison. Students will be notified by email if they are falling out of compliance.

Purpose of Process Recordings

- Serves as the basic instrument in guiding learning, and helps students conceptualize and organize ongoing activities with client systems.
- Helps to clarify the purpose of an interview or activity, and the role of the student in it.
- Provides a basic tool for stimulating communication and self-awareness.
- Provides a base for both the student and Practicum Instructor to identify the student's strengths and areas for growth.
- Plays an important part in providing direction and a structural framework for the supervisory conference.
- Enables the Practicum Instructor to quickly assess the student's response to emotion, process, and content.
- Reflects the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.
- Provides "data" for end-of-the semester student evaluation.

Writing process recordings is an acquired skill. It takes time for most students to produce a recording that fits both the student's needs and the Practicum Instructor's objectives for learning.

Process recordings differ from agency client charts or recordings and are not to be included in agency files. Any encounter may be used for recording: individual sessions with clients; family or group meetings; professional contacts including agency staff, community, school, or service providers. It is expected that records will vary in detail, as some aspect of an interview, such as the beginning, might be highlighted for teaching purposes, while in another record the beginning might be summarized, and another part of the interview written in detail to focus on supervisory work.

Instructional Use of Recordings

Practicum Instructors: Practicum Instructors should read the student's recordings prior to supervisory conferences and prepare an agenda for teaching. Practicum Instructors should make comments on each recording, as they are useful for the student to review before and after conferences. Practicum Instructors should keep in mind that the use of recordings is intended to meet learning goals. For example, summary records require students to conceptualize their ideas. The student's effort to comment on the non-verbal content of a session will help develop awareness of their professional selves and their use of self as therapeutic agents. Assessment paragraphs increase the ability of the student to make assessments and diagnoses in a variety of situations.

Practicum Liaisons: The liaison will track that regular submissions (at least monthly) are being made to Canvas. The liaison may choose to read the recordings to assist the student with an issue or question. Prior to visiting the student at placement, the liaison will review a sampling of the recordings in Canvas.

During the visit, the liaison will review the student's recordings and other agency work, including time sheets and recordings with the Practicum Instructor's comments. The Practicum Liaison will assess the student's work and progress as well as the overall placement experience, and submit an Agency Visit Report to the regional practicum office.

Supervision

All students must receive at least one hour of supervision per week with the designated Practicum Instructor. Both the student and Practicum Instructor should fully prepare for supervisory conferences. Practicum Instructors should receive recordings in a timely fashion to read them prior to conferences. Students and Practicum Instructors should prepare an agenda ahead of the conference.

ORIENTATION, TRAINING AND MONITORING

Practicum Liaisons

When a new Practicum Liaison is hired, the Office of Practicum Learning provides an orientation and training that includes a review and orientation to the following: mission of the school; curriculum and program guidelines; policies and procedures of the Practicum Learning Office; travel policies and reimbursements; payroll procedures; learning contracts and their implementation; practicum visitations and monitoring of the practicum; use of recording/documentation; grading; guidelines on providing technical assistance to students and Practicum Instructors; guidelines and requirements of Employment-based placements; NASW Code of Ethics, and requirements that students self-identify as students; safety and risk management; procedures to evaluate the quality of practicum setting.

The Associate/Assistant Directors of Practicum Learning monitors the quality of practicum consultation throughout the year by meeting regularly with Practicum Liaisons as a group, providing one-to-one supervision as needed with Practicum Liaisons, and reviewing the Liaison's documentation (including records of practicum site visits and of the Liaison's written assessment of agency/practicum instruction quality).

Practicum Instructors

Seminar in Field Instruction (SIFI) certification is required for all Practicum Instructors providing supervision to students in placement at the Rutgers University School of Social Work. The SIFI certification is offered by Rutgers online. Twenty continuing education credits are awarded for course completion, which includes ten clinical credits.

The content of SIFI includes: mission of the School; curriculum and program guidelines, policies and procedures of the Practicum Learning Department, competencies; orientation of student to agency; learning contracts and their implementation; concept of recording/documentation; grading; guidelines and requirements of Employment-based placements; NASW Code of Ethics, and requirements that students self-identify as students; practicum visitations and monitoring of the practicum; procedures for evaluation of student practicum performance; characteristics and needs of adult learners; stages of learning for a social worker; learning patterns and style; issues of cultural competence and humility in supervision and practice; processes and relationships in practicum learning; parallel process, transference, counter-transference; safety and risk management; and issues of termination.

Practicum instructors will also be provided opportunities for virtual training throughout the year on different topics such as supervision, problem resolution or completing required documentation. Practicum instructors will also receive an orientation packet at the start of each semester to orient them to the program requirements.

Students

As part of the first practicum experience, students are required to participate in a workshop/seminar. The workshop/seminar provides the opportunity for students to ask questions and become fully acquainted with the practicum policies and procedures. Completion of the workshop/seminar is required.

Background Checks and Screening

Students should be aware that most practicum agencies require screening procedures, such as medical examinations, criminal background screenings, and child abuse screenings. If a fee is charged for background checks or other screening procedures, this fee is the student's responsibility. Students with a criminal conviction or arrest record must understand that this may restrict practicum placements and qualification for social work licensure in some states.

Licensure

MSW students in their last semester of the Rutgers University Social Work Program may apply for New Jersey State Licensure. The BASW graduate is eligible for licensure as a Certified Social Worker (CSW). The new MSW graduate may qualify to become a Licensed Social Worker (LSW). A social worker may only apply for and obtain the status of Licensed Clinical Social Worker (LCSW) with specifically defined post-graduate experience and supervision. For more information about licensure, go to: <https://www.njconsumeraffairs.gov/sw/Pages/default.aspx>

For more information please visit:

<https://socialwork.rutgers.edu/alumni/licensing>

Student Safety in Practicums

Every student in their practicum should receive a full orientation to agency safety policies and procedures. This training should be provided by the practicum agency itself since each agency may differ in terms of its needs and challenges regarding worker safety in their organization. Students who do not receive safety orientation and training should take the initiative to inquire about this topic with the Practicum Instructor. Training may involve information about precautions related to fire and building safety, infection control, home-based services, and working with agitated or violent clients and consumers.

It is not acceptable for social work students to refuse practicums or related practicum assignments because the neighborhoods where the agencies or clients reside are considered blighted or have elevated crime rates. In such circumstances it is especially important that students learn the agency policies and procedures designed to keep staff safe. Students may not transport clients in their own vehicles. Students may transport clients in agency owned vehicles, with the agency's permission.

If a student in practicum is involved in an incident that is a risk to their own 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 regional Associate/Assistant Director, the regional Practicum Coordinator, and the Practicum Liaison, and follow that with a written report. 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.

EVALUATION OF STUDENT PERFORMANCE

Evaluation

At the end of each semester the student receives an evaluation. The evaluation is completed by the Practicum Instructor with input from the student and task supervisor, if applicable. There are separate evaluation forms for the Generalist Practica and for the Advanced Practica in Clinical Social Work and Management and Policy, as there are distinct competencies addressed in these three types of practicums. The evaluation is based on demonstration of the competencies, through assignments specified by the Learning Contract. A grade of Pass or Fail is recommended by the Practicum Instructor. The evaluation sent to the Practicum Instructor by Rutgers with a link to an electronic version managed in Qualtrics. After completion, the evaluation is submitted by the practicum instructor by the due date on the practicum calendar.

Grades

The grade for practicum is either Pass or Fail (no credit.) The Associate/Assistant Director gives the grade at the end of each semester; however, the Executive Director must approve and enter all F's. The Practicum Instructor is asked to rate the level of student performance with submission of the written evaluation. The Practicum Liaison also recommends a grade based on the site visit. The written evaluation must be received before grades are due. A passing grade is given if the student successfully completed the required hours and recordings and received a passing evaluation. To receive a passing practicum grade, students must be rated as "Meets or Exceeds Competencies" in at least 70% of the competencies.

If a student receives a grade of F in practicum, the student will be referred to the Associate/Assistant Director of Practicum Learning for review and the student will be referred to the Associate Dean or Director of Student Affairs for appropriate follow-up.

GUIDELINES FOR PROBLEM RESOLUTION

To most effectively address problems related to practicum, the student must follow the following procedure. The goal is to resolve the issue quickly and to promote the relationship between the student and the Practicum Instructor.

STEP 1 | Speak to the Practicum Instructor at the agency. Many issues can be resolved at this level.

STEP 2 | Speak to the Practicum Liaison. The Practicum Liaison is there to assist students and facilitate communication between all parties.

STEP 3 | Contact the appropriate regional office or program to speak to the Associate/Assistant Director of Practicum Learning

STEP 4 | Speak to the Associate/Assistant Director of Practicum Learning.

STEP 5 | Speak to the Executive Director of Practicum Learning.

Stability of Practicum Settings

The School of Social Work requires stability in the administration and continuity of agency programs as important components of a solid educational climate for practicum instruction.

Acceptance of an agency as a practicum teaching setting is predicated upon both parties' agreement that such an educational climate can be provided to the student. An affiliation agreement is signed by the School and the practicum agency to formalize the terms of the relationship. Temporary or long-term disruptions of agency operations and programs adversely affect the educational environment. A labor strike is construed as constituting a disruption of services and requires the removal of students from the agency for the duration of the strike. In the event of a strike, students must contact their regional Associate/Assistant Director, or Practicum Coordinator.

Major changes in personnel, which may affect the educational program of students such as transfers, departures, or protracted illnesses, are also considered disruptions.

Discontinuation of services in programs through which student learning was to have taken place, and other incidents of this nature, are included in the category of disruption of the stability or continuity of the agency administration, or program. In the event of such disruptions, the Practicum Liaison, in consultation with the Practicum Instructor (if available) and agency administrators (if relevant), shall recommend a suitable course of action to the Associate/Assistant Director of Practicum Learning. Practicum staff are responsible for monitoring stability of practicums.

Requesting a Change of Placement

A practicum can be changed only with the approval of the regional Associate/ Assistant Director of Practicum Learning and Executive Director of Practicum Learning. Students who desire a change must contact their Practicum Instructor and Practicum Liaison to discuss the situation and make a formal request to the Office of Practicum Learning. Student preference for another setting or another location is not an adequate reason for changing a placement. If it is agreed that the educational environment is not appropriate, the Associate/Assistant Director may reassign the student to another agency.

Practicum Disruption

Practicum is an integral component of social work education, and a disruption for any reason may interfere with a student's professional development and their timely completion of the program and eventual graduation.

Therefore, it is essential that if a practicum is at risk of disruption for any reason including, but not limited to, the student's dismissal, harassment of any kind, and/or unethical behavior on the part of the agency staff or student, the student should immediately contact their Practicum Liaison, the practicum office, and their academic advisor to set up a meeting to discuss and resolve the problems.

If a student is dismissed from a practicum because of the student's unprofessional behaviors/actions, the Office of Practicum Learning is not obligated to find an alternative placement. If a student is dismissed from a practicum as a result of the student's unprofessional behaviors/actions, and the practicum learning department decides to not replace the student, the student will be referred to the [Committee on Students](#).

Student Termination of Practicum without Authorization

When students are assigned practicums, they are committing themselves to that agency and its clients for the entirety of the practicum. Very rarely, problems will arise in practicum that may lead to a student being reassigned. If students are experiencing problems in practicum they must follow proper procedure, namely, to discuss their difficulties with their Practicum Instructor, Practicum Liaison and Practicum Coordinator or Associate/Assistant Director. Only a Practicum Learning staff member can authorize a premature termination of practicum. Students who terminate their practicums without prior authorization from the Office of Practicum Learning may fail their practicum and be dismissed from the MSW program.

Performance Improvement Plan

The Performance Improvement Plan (PIP) is intended to identify behavior or performance problems clearly, with the written participation of all parties, to improve the behavior or performance outcomes.

The Performance Improvement Plan is a form document and is to be completed by the Practicum Instructor in consultation with the Practicum Learning Liaison, and the student. Upon completion, the form must be submitted for approval to the student's Associate/Assistant Director of Practicum Learning. Performance Improvement Plan forms may be obtained through the Office of Practicum Learning which placed the student in practicum.

Grade Grievance Procedure

1. A grade grievance may be initiated by the student notifying their advisor and by submitting a letter outlining the basis of the grievance to the Associate/ Assistant Director weeks of notification or posting of the grade. The Associate/Assistant Director of Practicum Learning will render a decision in writing whether to uphold the grade within two weeks of receipt of the grievance letter.
2. If the outcome of step one is not satisfactory to all involved parties, the student may appeal in writing to the Executive Director of Practicum Learning. This appeal must be communicated in writing no later than one week after the student has received the letter from the Associate/Assistant Director. Within one week of receipt of this letter, the Executive Director will render a decision as to whether to uphold the grade.

If the outcome of step two is not satisfactory to all involved parties within one week of the determination of the Executive Director of Practicum Learning, the grievance may be presented in writing to the Director of the MSW program or the Director of the BASW program. The Program Director will decide as to whether to uphold the grade within two weeks of receipt of the grievance letter. The Program Director's decision is final and binding.

CO-REQUISITE REQUIREMENTS

Co-requisite Social Work Practice and Practicum Learning courses

All students must be enrolled in the appropriate co-requisite practicum learning course while they are enrolled in the required social work practice classes at the generalist and specialized level. These classes include Social Work Practice with Individuals, Families and Groups and Practice with Organizations and Communities at the generalist level and Clinical Social Work I (CSW), Clinical Social Work II (CSW) or Management Practice (MAP) and Theory and Program and Strategic Planning (MAP). Again, all these courses require a co-requisite practicum learning course. Please see the appropriate curriculum at-a-glance for details.

Co-Requisite Course Failure

Furthermore, a student must pass both the Social Work Practice course and the related Practicum Learning course to receive credit for either. A student must pass the Social Work Practice course to receive credit for the related Practicum Learning course. Likewise, a student must pass the Practicum Learning course to receive credit for the related Social Work Practice course. If a student fails one of the co-requisite classes, they will not be given credit for the other co-requisite course (E marking on transcript) and they will be expected to repeat both co-requisite classes concurrently.

Course Withdrawal

If a student withdraws from one co-requisite practicum or practice course at any point in the semester they should withdraw from the co-requisite practicum or practice class. If they continue in the MSW program, it is expected that the student will re-enroll in the co-requisite concurrently. If a student fails to withdraw appropriately from the co-requisite course, they will not be given credit for this course (E marking on transcript) and they will be expected to repeat both co-requisite classes concurrently.

Co-Requisite Exemptions

Failure to Properly Enroll in Practicum Learning and Practice co-requisite courses:

In rare instances, where a student unintentionally failed to properly enroll themselves in co-requisite Social Work practice courses and practicum learning courses, or if they withdrew from one course without appropriately withdrawing from the co-requisite) and completed one of the courses successfully, the Office of Academic Affairs will allow for the granting of course credit and independent enrollment in the co-requisite course moving forward in keeping with all other curricular requirements, in some cases. These exemptions are granted by the Senior Associate Dean of Academic Affairs. The student is expected to notify their advisor and prepare a statement for review by the Office of Academic Affairs. The student must be in good academic standing. The student will need to demonstrate that this co-requisite enrollment failure was unintentional. The Assistant Dean of Student Affairs will facilitate this process.

Failing One Co-Requisite Course and Passing the Other:

When a student fails one of their co-requisite courses but passes the other (passes Social Work Practice but fails Practicum Learning or passes Practicum Learning but fails the Social Work Practice course) the Office of Academic Affairs will allow for the granting of course credit and independent enrollment in the co-requisite course moving forward in keeping with all other curricular requirements, in some cases. These exemptions are granted by the Senior Associate Dean of Academic Affairs. The student is expected to notify their advisor and prepare a statement for review by the Office of Academic Affairs. The student must be in good academic standing. The Assistant Dean of Student Affairs will facilitate this process.

ETHICS

NASW Ethical Principles

The following broad ethical principles are based on social work's values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

SERVICE

Ethical Principle: ***Social workers' primary goal is to help people in need and to address social problems.***

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems.

Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

SOCIAL JUSTICE

Ethical Principle: ***Social workers challenge social injustice.***

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice.

These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

DIGNITY AND WORTH OF A PERSON

Ethical Principle: ***Social workers respect the inherent dignity and worth of the person.***

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

IMPORTANCE OF HUMAN RELATIONSHIPS

Ethical Principle: ***Social workers recognize the central importance of human relationships.***

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

INTEGRITY

Ethical Principle: ***Social workers behave in a trustworthy manner.***

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

COMPETENCE

Ethical Principle: ***Social workers practice within their area of competence and develop and enhance their professional expertise.***

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.



Professional Ethics

Students are responsible for following the NASW Code of Ethics. This includes the successful completion of the online Ethics Course. All activities in the practicum setting involving clients and staff must meet the standards detailed in the Code. This includes an ethical responsibility as social work professionals, as stated in the section of the Code titled "Impairment":

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. (Section 4.05, p. 23)

To comply with the NASW Code of Ethics, students in practicum agencies must identify themselves to clients as students in training for a specific period. They should never be asked to represent themselves as staff workers of the agency unless they are, in fact, employees under an employment-based agreement.

REGISTRATION, CURRICULUM, AND REQUIREMENTS

The MSW Goals and Objectives are operationalized through a practicum curriculum comprised of a (Generalist) practicum and an Advanced Practice practicum in an area of specialization: Clinical Social Work or Management and Policy.



GENERALIST CURRICULUM

The primary purpose of the Generalist Practicum is to educate students to:

- Apply a generalist problem-solving approach within a person-in-environment perspective.
- Use professional supervision to advance learning.
- Apply foundation knowledge and social work ethics and values to practice that enhance social well-being.

The Generalist Practice Curriculum includes two required foundation courses: Social Work Practice I, which introduces the generalist perspective and its application to the early phases of problem-solving on the individual, family, and group levels; Social Work Practice II, which covers the problem-solving process to the agency, community, and societal levels. The two-course sequence assumes that the social welfare of individuals is paramount, and that the application of the generalist perspective means that practitioners differentially engage with, make formal assessments of, and intervene on the individual, family, group, community, and organizational levels to promote social well-being, and prevent its deterioration. Thus, the curriculum applies a person-in-environment framework to analyze systems, with an eye to understanding how systems may disadvantage individuals, especially those who are more vulnerable in our society due to their race-ethnicity, gender, sexual orientation, or socioeconomic background. The course is conducted concurrently with practicum requirements.

Goals and Expectations: First Semester

Students have a beginning understanding of an agency's mission and goals and its role within the social service community and neighborhood, as well as a basic understanding of the agency's structure, organization, and policies. Students can work within and interpret agency policies and regulations. Students learn about the generalist perspective with an emphasis on the problem-solving approach to working with clients and begin to apply this to the practicum setting.

Students have an initial identification with the profession and are beginning to incorporate social work values in practice (e.g., they understand the value of self-determination for clients). Students are familiar with the NASW Code of Ethics and how it applies to social work. Students are punctual, conscientious about the use of time and presentation of their professional self, and efficient in completing paperwork and other tasks in a timely way.

Students can take a self-reflective stance on a beginning level and respond to constructive criticism or feedback in a positive way. They develop the ability to identify their own strengths and weaknesses and train for supervision by preparing an agenda and recording contacts with clients and other agency experiences.

Goals and Expectations: Subsequent Semester/s

Students should have a thorough knowledge of the agency and the community and should understand the interaction of the larger organizations related to the agency and the positive and negative impacts these have on client services. Students should be able to not only recognize these influences but be able to articulate needed changes. Students should view and address the individual client or family presenting problem within the context of the larger systems. Students should be able to apply the generalist perspective to organizations and communities and integrate these ideas with assessments and practice (for example, how discriminatory housing policies established by a community affect who can live in a neighborhood).

Students' knowledge of the agency goes beyond an understanding of broadly stated goals to an appreciation of how effectively and efficiently the agency structure and function carry out or inhibit those goals.

Students' views of the social services for the target population of the agency extends beyond the concrete knowledge of agencies and their eligibility requirements, and they can identify gaps in services and use collaborative and advocacy skills to address client and community needs.

Students will be able to enter a range of types of groups, from therapeutic to community task-based, with an ability to make a beginning assessment of the dynamics and stages of group development. Students will clearly understand their functions in the different groups and will be active in participating in the formation of contracts, goal-setting, and problem-solving.

Students understand the variety of types of families and are aware of their biases and judgments about them. Their ability to make a beginning assessment of a family is expected. Depending on the amount of work done with family groups, students will have some basic intervention skills related to problem-solving and using the self in family work.

All students should be able to make assessments that consider factors from the client's intrapersonal, interpersonal, and social milieu. Students will be able to obtain histories and personal data and will be able to tell the difference between facts and inferences.

Students will demonstrate empathy and consistent listening and focusing skills. The ability to relate to a wide range of feelings is present and students can use the skills of confrontation, clarification, partialization, and exploration. Students will be problem and strength focused and able to help client's problem-solve in an organized, thoughtful, and supportive way.

Students will understand and accept the impact of cultural, racial, gender and other differences in their clients, and talk with them about these influences. Students should understand the importance of the termination process and their own impact on this process.

Students will identify with the profession's social work values, ethics, and mission while providing generalist services to vulnerable populations.

All work behavior should be thoroughly professional and consistent with agency policies and practices. Students should be open to new learning and ready to experience the stress that accompanies change and be willing to hear both positive and negative criticism. There may be areas that are still difficult for the student, but the overall motivation to learn and take risks should be present at year's end. Student self-awareness should include a realistic appraisal of abilities and biases. It is expected that there will be an ability to abstract principles of generalist practice from practicum experience, to translate concepts into action, to carry over learning from case to case or conference to case, and to generalize from learning to other situations. Students should show the ability to make connections between theory and practice and to assess the relevance of practice.

There should be a reflection of learning issues identified in the Learning Contract. Also, students should be able to identify areas for their future work and assume responsibility for their own learning.

Skills and Tasks

The Generalist Practicum emphasizes the use of a problem-solving model of practice within a person-in- environment framework, incorporating social work values and ethics. It is expected that practicum agencies will provide opportunities for students to use the skills of engagement, assessment, contracting, intervention, evaluation, and termination. An effort should be made to assign students at least one client or client system that will allow for a sustained, on-going relationship. Note that the Generalist practicum requires that students participate in both micro and macro-oriented activities so learning will take place not just in the traditional worker-client dyad, but also within the context of group, community, and organization. Examples of appropriate tasks include:

Social Work with Individuals: Intake and assessments; creating service plans; provision of concrete services; case management; advocacy; supportive counseling and psychotherapy; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues, (i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Families: Intake and assessments; assessment of impact of family dynamics on individuals; helping families change dysfunctional dynamics, creating service plans; provision of concrete services; case management; advocacy; supportive counseling; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues, (i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Groups (groups include treatment groups, peer support groups, boards of directors, task groups, committees, staff groups): Review of membership criteria; interviews with potential group members; review of prior minutes and group reports; contracting with a group; co-facilitation or facilitation of a group; committee participation; staff group participation; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues, (i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Organizations (this category includes both the placement site and outside organizations): Awareness of placement site policies and procedures, mission, goals, and role (required for all students); identification of management theories/structure; organizational assessment; program assessment; program implementation and coordination; grant-writing; in-service training; supervisory activities; research and evaluation via program monitoring, program evaluation design, organizational analysis; termination issues, (i.e., transferring workload, summarizing status of projects/activities, exit interview); follow-up.

Social Work with the Community: Research on community demographics and characteristics; speaking with residents and members; identification of resources; program implementation; outreach services; community education; resource coordination; research and evaluation via community organization scale, monitoring attendance and participation, community feedback, monitoring rates of problem incidence; termination issues, (i.e., transferring workload, informing cooperating agencies); follow-up.



ADVANCED CURRICULUM SPECIALIZATIONS OVERVIEW

The specialized practicum curriculum provides students with opportunities to gain expertise in an area of concentration, either Clinical Social Work or Management and Policy. This is the second level of the graduate practicum curriculum.

Clinical Social Work Specialization

The specialization in Clinical Social Work prepares students to conceptualize, provide, and supervise the delivery of clinical social work services to individuals, couples, families, and small groups. Emphasis is on developing competence in those helping processes used to ameliorate psychological, social, and behavioral problems and to enhance, develop, and restore social functioning. Courses required for the specialization, and which must be taken concurrently with a direct practice practicum are:

19:910:511 Clinical Social Work I (3)

19:910:512 Clinical Social Work II (3)

Management and Policy Specialization

The specialization in Management and Policy is designed to prepare social workers to perform administrative functions or planning, organizing, and policy functions within organizations, communities, and in the larger society. Courses required for the specialization, and which must be taken concurrently with a Management and Policy practicum are:

19:910:535 Management Practice and Theory (3)

19:910:536 Program and Strategic Planning (3)

CLINICAL SOCIAL WORK PRACTICUM

The Clinical Social Work specialization focuses on methods of intervention with individuals, couples, families, and groups. As a result of this specialization, students in practicum will:

- Develop professional interpersonal skills including the disciplined, differential, and conscious use of the self, the ability to establish working alliances, and collaborative relationships.
- Develop the conceptual and logical skills involved in problem analysis and planning of direct practice interventions with client systems, and the mastery of assessment and case formulation from a variety of clinical perspectives.
- Analyze, evaluate, and integrate clinical practice theories to become a more sophisticated and critical consumer of theory.
- Use psychotherapy skills such as engagement, assessment, and intervention in a variety of settings including those that do not primarily provide psychotherapy, such as child welfare settings, hospitals, hospices, and schools.
- Enhance skills in engaging with diversity and difference in practice.
- Identify, analyze, and respond professionally to ethical and value dilemmas encountered in day-to-day clinical practice.

The Clinical Social Work practicum experience emphasizes clinical and advanced casework interventions with diverse individuals, couples, families, and groups. Students are provided assignments that allow sustained, on-going relationships with individuals, couples, families, and groups.

The Clinical Social Work practicum builds on the skills and perspectives taught in the foundation curriculum and Social Work Practice, in which there is an emphasis on the roles of advocate, broker, and case manager. Advanced clinical theories are applied within the context of person-in-environment, with assessment including interventions that address personal and/or interpersonal systems. The roles of clinician, counselor, and advanced case manager are emphasized.

Goals and Expectations

Advanced-year practicum students in the Clinical Social Work curriculum will build upon their work during the foundation of their previous year of generalist practice. This will provide students with an understanding and ability to assess and interact with the systems that impact clients. As they work to alleviate the emotional suffering of their clients, their approach should consider the effects of society's discrimination, organizational perspectives, and the opportunities and limitations of service agencies.

This understanding will have been integrated in the student's work with individuals, families, and small groups in their practicum. Students will have learned to practice with their clients within the systems in which their clients operate, from family to school to community to organization.

Students in their first semester of advanced practice will develop skills in identifying gaps in services in local social service systems. They will be sensitive to the need for activity on behalf of their clients and be willing to become involved in working on concrete issues. Students will have a beginning understanding of the bureaucratic structure and its concomitant opportunities and demands.

Students' assessment skills should be well-developed in this semester, and they should perceive this development as a dynamic process. They will be applying various conceptualizations of family structures and patterns and evaluating their clients within these family systems. Their ability to present themselves as professionals with empathy and respect is present in this semester, and students should be comfortable with clients who are different from themselves. Students' intervention skills will be uneven as they are applying skills and specialized knowledge learned from class and readings.

Theory is understood in some situations, and students are expected to seek out information when needed. Students will continue to identify their own biases and judgments of clients and should be willing to criticize their own work. Openness in the approach to learning is expected in this semester, as well as a willingness to experience the stress that

accompanies learning. Work with other professionals and staff should be done with respect and full understanding of confidentiality needs. By the end of this semester, students should be taking responsibility for their continued learning and should be clear about their skill deficits and how they will address them.

An important aspect of this first semester advanced evaluation is the assessment of the kind of learner that a student is, including the identification of strengths and learning needs and the patterns that are beginning to emerge in the work. A Practicum Instructor who is clear about the ways in which a student learns best, e.g., through detailed examination of written recording or through role playing of troublesome interactions, will be able to plan the learning for the rest of the year in a productive manner. Students should be contributing their own understanding of how they learn best, thus increasing the mutuality of the educational process and helping to take responsibility for their own progress and learning.

Students about to graduate from the master's program who specialized in the Clinical Social Work track should be ready to assume a professional role. This means they will have integrated the ethics and values of the profession and will provide services to vulnerable populations. They should have a sophisticated understanding of the interplay of the social policies, social institutions, and social norms that contribute to the presenting problems of clients. They should identify themselves as professional social workers ready to provide any necessary services for clients.

Students should be skilled in making assessments and providing clinical services to individuals, families, and small groups, based on a solid foundation of knowledge and theory about human behavior and social systems.

There will, of course, be variations in the levels of specific skills; some will be stronger than others. All students, however, should be performing as beginning professionals. Students should be able to make skillful judgments about the services needed for their clients and be comfortable providing different kinds of services. Their advanced-year specialization of cluster courses has provided them with in-depth knowledge and theory about a specific population. Finally, graduating students will have self-awareness and a sense of responsibility about the quality of their practice knowledge and skills, and will be motivated to continue their learning.

Skills and Tasks

Social Work with Individuals: Intake and assessments including development of diagnostic impression using the DSM- 5-TR and other instruments; creating service plans; advanced case management; advocacy; counseling and therapy; research and evaluation of service via single subject design, client feedback, goal attainment, measurement of task completion; termination issues.

Social Work with Couples and Families: Intake and assessments; assessment of the impact of family dynamics on individuals; creating service plans; advanced case management; advocacy; counseling and therapy; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues.

Social Work with Groups (including treatment groups, peer support groups, boards of directors, task groups, committees): Review of membership criteria; interviews with potential members; review of minutes and reports; contracting with a group; co-facilitation or facilitation of a group; committee participation; staff group participation; research and evaluation; termination issues.

Social Work Supervision and Consultation: Prepare and present a staff training; prepare and present a workshop to members of the community; participate in supervising agency volunteers; provide consultation to a community volunteer organization.

MANAGEMENT AND POLICY PRACTICUM

Goals and Expectations: First Semester

The Management and Policy specialization at the School of Social Work has been designed to train social workers to perform administrative, policy, and/or planning functions within organizations, communities, and the larger society. The MAP specialization educates and prepares social work students to:

- Apply a theory and knowledge base which enables them to initiate, design, operate, and evaluate the delivery of social policies and services. Develop a set of intervention skills appropriate for managerial, planning, and policy functions. Function as change agents in a variety of organizational and community contexts.
- Integrate the knowledge, ethics, values, and skills needed for practice in this area, and apply them to practice with diverse groups and communities. Students in their advanced year of practicum who specialize in the MAP track will build on the foundation of the generalist first year or the undergraduate practicum year. They then can focus on several macro areas of practice: planning, organizational management, human resources management, fiscal management, leadership, communications/marketing, and research/analysis/evaluation. A description of some of these skills and tasks follows.

By the end of this first semester in this track, students should know basic information about their agencies, for example, the kinds of services given, demographics of the client groups, and the relationship of the presenting problems to the community context. They will understand the relationship of their assignments to the agency purpose and will be comfortable initiating their tasks and responsibilities.

After one semester in the agency, students should be able to present their work and their learning concerns to their Practicum Instructor for discussion and criticism. They will have the ability to self-criticize and consider alternatives for their thinking and work.

An important aspect of this first semester advanced evaluation is the assessment of the kind of learner that a student is, including the identification of strengths and learning needs, and the patterns that are beginning to emerge in their work. A Practicum Instructor who is clear about the ways in which a student learns best, e.g., through detailed examination of written recording or through role playing of troublesome interactions, will be able to plan the learning for the rest of the year in a productive manner. Students should be contributing their own understanding of how they learn best, thus increasing the mutuality of the educational process and helping to take responsibility for their own progress and learning.

Goals and Expectations: Subsequent Semester/s

Students who are ready to graduate from the MAP track have been taught to perform a variety of functions and tasks. The expectation is that students are ready for practice that involves autonomy and initiative in the work.

It is expected that students have achieved the following goals of social work professionals:

- a. They accept a societal responsibility for working to meet basic human needs.
- b. They possess a theory and knowledge base that enables them to initiate, design, operate, and evaluate the delivery of social services within, between, and among social agencies, governmental bodies, and geographical entities.
- c. They have developed a set of intervention skills appropriate for administrative, planning, and/or policy functions.
- d. They function as change agents in a variety of contexts.
- e. They integrate the knowledge, ethics, values, and skills needed for practice in these areas as a professional social worker. The second-semester MAP student takes full responsibility for their own work and continued growth as a professional.

Skills and Tasks

The following are examples of the skills and tasks that advanced MAP practicums may cover in the areas of planning, organizational management, human resources management, fiscal management, leadership, community work, communications/marketing, and research/analysis/evaluation.

Planning:

- Analyze political, economic, social, and technological trends
- Conduct community needs assessments
- Evaluate alternative courses of action
- Determine goals and measurable objectives
- Involve citizens, consumers, boards, target groups and others in a participatory planning process
- Understand and use structured group processes (nominal group, focus groups) as data collection and participatory processes
- Design service delivery system/participation in program development
- Distinguish between short-range and long-range planning procedures and methods
- Design and participate in strategic planning processes
- Prepare a time schedule/Gantt chart for planning process
- Draft a preliminary budget
- Design and integrate program evaluation into the planning process
- Assess process and outcome objectives

Human Resources Management:

- Involves the selection and training of employees, performance appraisal, and planning.
- Develop job descriptions
- Observe and participate in processes for interviewing, hiring, and staffing
- Understand and implement hiring directives consistent with Affirmative Action and Equal Employment Opportunity legislation
- Develop policy and procedures manuals
- Develop and design staff training, orientation, or professional development seminars
- Analyze systems of staff rewards and sanctions
- Understand and participate in performance appraisals
- Develop employee evaluation and satisfaction surveys
- Conduct needs assessment regarding staffing, resources, and facilities

Organizational Management:

- Develop an understanding of an organization's policies, functions, and structure
- Participate in staff meetings, board meetings (as appropriate), committee and other meetings
- Prepare agendas for meetings
- Understand and use appropriate parliamentary procedures for meetings
- Design feedback or reporting forms
- Construct an organizational chart
- Facilitate program implementation through task delegation
- Monitor program implementation via supervision

Leadership:

- Clarify an agency's goals and values; articulate the agency's mission and staff alignment with that mission
- Resolve ethical dilemmas in accord with values and standards of the social work profession
- Identify and implement ways to motivate and generate enthusiasm among staff
- Facilitate consensus building and conflict resolution
- Involve staff, consumers, and stakeholders in organizational processes
- Identify different supervisory techniques and the basis for their selective use with agency staff
- Recognize key influential formal and informal organizational participants

Research/Analysis/Evaluation:

- Expand knowledge, skills, and understanding in program evaluation
- Determine sample design and appropriate sampling techniques for research and evaluation
- Collect and analyze empirical data
- Evaluate program or policy objectives
- Participate in quality assurance/utilization reviews
- Analyze data with appropriate software (SPSS, Excel)
- Understand and manage Management Information Systems
- Design, develop, or monitor information systems
- Design, develop, or monitor database systems
- Analyze service delivery systems to determine program efficiency and effectiveness
- Conduct evaluations of practice
- Develop implications from findings
- Prepare policy or research reports
- Distribute results to consumers, decision makers, and constituents

Communications/Marketing:

- Be able to communicate the agency's purpose, goals, and objectives
- Write descriptive materials including organizational flyers, pamphlets, or brochures
- Prepare press releases
- Analyze and assess local public opinion toward social services or a particular agency
- Write memos
- Prepare grant proposals
- Create and deliver PowerPoint presentations
- Participate in public forums or other venues for presenting agency mission/work
- Prepare and disseminate findings from organizational evaluations or research

Fiscal Management:

- Develop an understanding of financial statements, audits, and tax compliance
- Expand knowledge, skills, and understanding of an agency's funding process, including sources of funds
- Create a flow chart of funding sources and uses
- Develop and monitor budgets
- Observe, understand, and oversee grant and contract administration
- Design and implement purchase of service contracts

Community Work:

- Monitor policy and legislation relevant to an agency's mission
- Participate in community education and outreach activities
- Serve as liaison with other agencies for inter-agency coordination
- Attend professional association and other conferences
- Participate in community task forces or other associations
- Understand, design, and implement strategies for policy or social change

PROGRAM FORMATS

Traditional, On-Campus

With a critical practicum learning experience and the ability to focus in areas students care about, this program option prepares students to make a difference in the lives of the most vulnerable members of society without missing out on Rutgers' in-person campus culture.

Rutgers' traditional, on-campus MSW gives students the flexibility to choose from a schedule of daytime classes and a full complement of evening classes and is offered at all three Rutgers locations: New Brunswick, Camden, and Newark. Additionally, a selection of online and synchronous remote courses is available for students choosing the on-campus option.

Full-time students can complete the on-campus program within two years. Part-time students can complete the program in three or four years.



Intensive Weekend

Designed for employed students with an experiential background in the human services or related work, the Intensive Weekend (IW) program combines an emphasis on in-person teaching and learning with the convenience of hybrid activities. In person classes meet one weekend a month and are supported by online activity in the interim weeks. In-person classes provide dynamic opportunities to process theory and its application to practice, critical for experienced practitioners. Asynchronous online components permit students to prepare material in accordance with their schedules and a synchronous online class each month facilitates communication among students and their instructor.

Classes with a cohort of similarly employed students creates a supportive educational environment, with opportunities to examine, process, and apply new knowledge, as well as learn from the experience of others.

September is the start date for this year-round, three-term program. All students, including students admitted with Advanced Standing who have an undergraduate degree in social work, begin their studies in the fall semester.



Online

Rutgers School of Social Work's 100% Online Master of Social Work (MSW) degree program is designed to allow professionals to grow their credentials and seek further career advancement in their practicum from anywhere in the country, at their own pace.

Online MSW students can complete their degree, including valuable practicum experience, in either two or three years.

The 100% online format offers the same deep sense of community as other Rutgers School of Social Work programs. Students will get the same engaging content taught by accomplished faculty—the only difference is that students turn in assignments and connect with peers and professors virtually, through interactive quizzes, modules, readings, and online discussions. As a cohort program, the online MSW allows students to forge lifelong relationships in a supportive, collaborative environment, learning new perspectives from peers of various professional backgrounds while focusing their education on their goals.

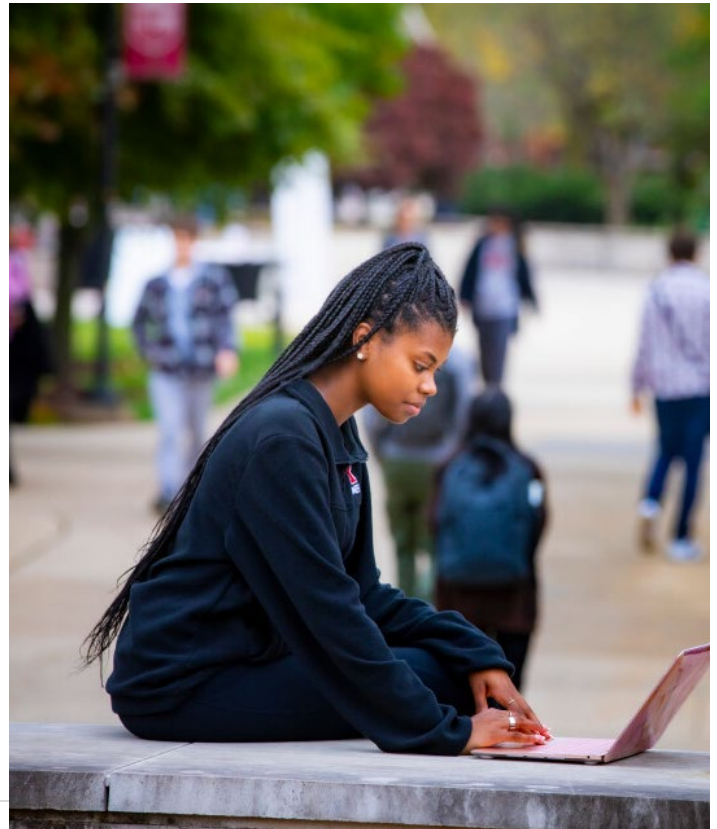


Blended

The MSW blended online program offers significant flexibility, as well as the benefits of a live classroom experience to acquire advanced practice skills and competencies.

The blended online program is completed in three years. In the first two years, classes are offered online in an asynchronous format and include regularly scheduled assignments and due dates. In the third semester, when practicum work begins, students will participate in a synchronous online practicum skills seminar that will meet at a designated time four times during the semester. For in-person courses, students can choose from a flexible schedule of daytime and evening classes at any of our three campuses in New Brunswick, Camden, or Newark.

Practicum begins in the third semester of the program and continues through the student's final year. Students can choose to specialize in either Clinical Social Work or Management and Policy in the third year. Practicum is an essential pedagogical component of MSW education. As students plan their course of study, there are opportunities to explore the many practicum learning options available.



CERTIFICATE PROGRAMS

Rutgers School of Social Work offer several certificate programs to pursue alongside an MSW. Each program is uniquely designed to prepare students for certification and in some cases, licensure, in key areas of the practice. Students will gain the essential knowledge in their specialty and distinguish themselves in the job market, often through a combination of additional coursework and in their practicum.

Reference the table below to see which certificate programs are available per program format:

	PROGRAM FORMAT			
	Traditional, On Campus	Intensive Weekend*	100% Online	Blended
Aging & Health	✓	X	✓	✓
C-IVT	✓	X	✓	✓
LISTA	✓	X	✓	✓
ACT	✓	X	X	X
ChAP	✓	X	✓	✓

* Please note that certificate programs are not available in the IW program because their specific requirements cannot be met.

Aging and Health Certificate Program

The Aging Certificate program is designed to prepare students to better meet the needs of the aging population. It is a special program within the School of Social Work that requires students to focus activities that fulfill general requirements of the MSW curriculum specifically in Aging. Students completing the requirements for the certificate program will receive notation of completion of the certificate program on their transcripts. Students enrolled in the Aging certificate program are required to complete at least a one year-long placement working with, or on behalf of, older adults and their families. Because older adults interface with social work in so many different settings, students' placements in aging have been with many different types of organizations as well, including agencies, healthcare (hospitals, hospice, skilled nursing, assisted living, primary care), community-based nonprofits (family service, senior resource centers), public agencies (County Offices on Aging), advocacy organizations (AARP, Alzheimer's Foundation), and more.

Certificate on Interpersonal Violence and Trauma (C-IVT)

Through its Center for Research on Ending Violence (REV), the School of Social Work is pleased to offer a certificate program for MSW students. The certificate program is intended to offer students the opportunity to specialize their advanced year learning on issues of violence against women and children to be prepared to enter this practicum upon graduation. The C-IVT related practicum focuses on key areas related to violence against women and children, including prevention, practice, nonprofit management, and policy. Placement will be arranged in conjunction with the practicum office and REV. Students accepted into the C-IVT Program are guaranteed a C-IVT relevant practicum (working in the areas of domestic violence, sexual violence, stalking, child abuse and neglect, and trafficking). Effort is made to take the interests of the students and their requested/suggested placements into account; however, it cannot be guaranteed that students will receive their top choice of agency or topic area.

Students completing the requirements for the certificate program will receive notation of completion of the certificate program on their transcripts.

Latina/o/x Initiatives for Service, Training and Assessment (LISTA)

Approximately 20% of both New Jersey and New York's individual state populations are Latino/a/x and as this community continues to grow, there is a lack of culturally competent social work practitioners to work effectively with these populations. The LISTA Certificate Program was developed to fill this gap. LISTA aims to increase the number of social workers who are culturally competent with Latinx populations through the following: four specialized required courses; an advanced year practicum with a Latinx serving agency; optional experiential learning through study abroad in a Latin American country; and optional participation in the LISTA Link mentoring program. Students completing the requirements for the certificate program will receive notation of completion of the certificate program on their transcripts.

Addiction Counselor Training (ACT) Certificate Program

The ACT program prepares students for clinical licensing in social work (LCSW) and addictions (LCADC). Students complete specialized courses and practicums while in the MSW program and earn all the education hours and many of the supervised practicum hours required for the LCADC. ACT students also receive guidance through an expedited licensing process, mentorship throughout the program, and a network for postgraduate employment. This competitive leadership program is offered in partnership with the Center of Alcohol Studies and is funded by the NJ Division of Mental Health and Addiction Services. Students enrolled in the ACT Certificate program are required to complete at least one year of their practicum in a NJ Division of Mental Health and Addiction Services funded substance abuse program. The Field of addictions is extremely broad and offers students the opportunity to learn in a variety of addictions treatment settings including but not limited to healthcare rehabilitation facilities (hospital and non-hospital based in-patient and out-patient programs), community-based nonprofits (group homes for people with co-occurring diagnoses) court mandated programs (NJ Departments of Probation, Parole and Corrections), and more.

Child & Adolescent Well-Being (ChAP) Certificate

The Certificate in Promoting Child & Adolescent Well-Being (ChAP) is for students interested in a number of topics related to children, youth, and families. These include child abuse & neglect, school social work, mental health, gender & sexual diversity, youth with developmental disabilities, impact of COVID pandemic on children, juvenile justice, immigrants and refugees, health & medical settings, child & youth focused social policy, and many more. The ChAP Certificate prepares social work students to implement developmentally informed interventions with infants, children, and adolescents across a range of systems. This certificate is for both Clinical and MAP students. A key objective for certificate students involves developing and enhancing skills that enable them to serve as change agents for children and adolescents in high-risk environments. ChAP students take four MSW courses and a specialized practicum focused on child and youth settings. The two-semester practicum is focused on at least one of the following youth populations: infants, toddlers, pre-school, middle childhood, pre-adolescents, adolescents, or emerging adults/transition to adulthood. All ChAP students participate in an enrichment event during the academic year. These events may include workshops, lectures, or volunteer participation in a community event focused on promoting child and adolescent well-being.

Areas of Emphasis

In addition to the requirements for their concentration, students may also wish to develop an optional area of emphasis. MSW students may opt to complete an area of emphasis as they complete their course requirements. An area of emphasis focuses on a student-identified and student-driven topic, population, or specialization. An area of emphasis involves three relevant courses and a practicum.

Students are encouraged to seek prior approval from the School of Social Work's Office of Student Affairs for courses taken from other departments, to ensure that courses will be applied toward their MSW degree. Specific information about the policy and procedures for the area of emphasis will be provided at new student orientation.

