

MASTER OF SOCIAL WORK PROGRAM

# Student Handbook

2021-2022



# **RAMAPO COLLEGE OF NEW JERSEY**

## **MSW STUDENT HANDBOOK**

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## **The Social Work Faculty Welcomes You!**

The Student Handbook provides essential information for MSW students. Its principal purpose is to give you details about the program's policies and procedures, including the curriculum rationale. You are responsible for reading and using the contents of this Student Handbook.

Please communicate any questions or concerns you may encounter as you study and learn at Ramapo College. Our goal for you is to prepare for advanced generalist practice by challenging yourself to excellence. Remember to ask questions and communicate with your professors. We are here to help you to be successful!

The Master of Social Work program has been accredited by the Council on Social Work Education according to the Educational Policy and Accreditation Standards of 2015. Information about accreditation is available at [www.cswe.org](http://www.cswe.org)

**THE SOCIAL WORK STAFF and FACULTY  
2020-2021**

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## **Social Work at Ramapo College**

Ramapo College of New Jersey is the state's premier public liberal arts college with more than 6,000 students. It offers 40 undergraduate majors, nine joint B.S. programs in the medical professions, eight graduate degree programs, programs leading to certification in Teacher Education, and two teaching post master's certificates. The campus is located in a country setting on a 357 acre, architecturally barrier-free campus in the northern part of New Jersey. The school is twenty-five miles from New York City and close to the center of the metropolitan region of the Port Authority of New York and New Jersey. Ramapo's small community is nestled in the greater New York City area providing an intimate experience where students, faculty, and community agencies collaborate to serve those in need while drawing on the surrounding innovative and progressive culture.

Toward the end of the 1960s, a decade of considerable upheaval in higher education throughout the country, the leaders who planned Ramapo College sought to establish a college that would contribute to various newly developing approaches in higher education. The college was conceived to extend many of the advantages of the small, private liberal arts college to public college students. The students were provided with opportunities to work with faculty in developing programs of study that would prepare them for an increasingly knowledge-oriented, rapidly changing, global workplace and society.

With the support of the originating Board of Trustees, the founders developed a highly flexible approach to undergraduate education that focused on interdisciplinary liberal arts schools, organized by themes with a commitment to tutorials, seminars, and small classes. There was close integration of classroom, independent study, experiential learning, a strong commitment to serving first-generation working-class, and academically and economically disadvantaged young people. Historically, Ramapo students came primarily from non-elite, northern New Jersey backgrounds. While there have been many middle- and lower-middle-class suburban students, from the beginning, Ramapo has actively recruited and sustained students who have disabilities, as well as students who are; veterans, returning adults, economically disadvantaged, and immigrants. Today, the student body reflects the diversity of the New York/New Jersey metropolitan region and includes hundreds of international students. The diversity of the student body, the proximity of the College to a vibrant mix of multi-ethnic communities, some of the world's major multinational organizations, and talents of the faculty make Ramapo College well-suited for delivering an education promoting social justice and meeting the local, state, and global needs.

Since its founding in 1969, Ramapo College has been committed to educating students to be active citizens in an increasingly complex and interrelated world. The College's five schools house academic programs that are actively linked to the outside community through experiential learning and independent study projects. Faculty and students are expected to be engaged citizens. Social justice is implicit in this conceptualization. The environment characterized by diversity, inclusiveness, sustainability, student engagement, and community involvement gave birth to social work at Ramapo College.

The mission of Ramapo College is dedicated to providing students a strong foundation for a lifetime of achievement. The College is committed to academic excellence through interdisciplinary and experiential learning, and international and intercultural understanding. Ramapo College emphasizes teaching and individual attention to all students. We promote diversity, inclusiveness, sustainability, student engagement, and community involvement.

CSWE accredited the Bachelor of Social Work Program (BSW) in 1979, retroactive to 1977. The BSW program has remained uninterrupted in reaffirmation, and currently experiences exponential growth. This thriving BSW program was the ideal launchpad for the Master of Social Work Program (MSW) in 2015?. The MSW program was accredited retroactively in February 2018. While incorporating the theory and knowledge required of competent practitioners at every level, the MSW program will continue to prioritize community engagement, intercultural understanding, and experiential learning, reflecting and supporting the mission of Ramapo College.

## **The Mission of the Master of Social Work Program**

The mission of the Master of Social Work Program is to prepare competent, compassionate, and research-informed social work professionals who advocate for social and economic justice and human well-being while honoring diversity within the context of the social environment. An emphasis on caring human relationships and freedom from all forms of oppression while supporting strengths, empowerment, and enhancing the quality of life will be the focus of practice. As advanced generalist practitioners, students will become influential leaders through planning and problem-solving, multi-system and interdisciplinary collaboration, and excellence in service to individuals, families, groups, communities, and organizations all from a global perspective. Following the greater mission of Ramapo College, the MSW program emphasizes individual attention to students and promote diversity, inclusiveness, sustainability, student engagement, community involvement through interdisciplinary and experiential learning, and international and intercultural understanding.

## **The Goals of the Master of Social Work Program (MSW)**

The four goals of the MSW program, derived from the program's mission, are as follows:

To prepare competent social work professionals for advanced generalist practice with individuals, families, groups, organizations, and communities while honoring diversity in an ever-changing environmental context;

To educate social workers effectively with the knowledge, values, and skills of the profession at the advanced practice level in collaboration with, and commitment to, the greater community using an interdisciplinary approach;

To advance social justice by preparing leaders to effectively advocate for the development of social policies and social service delivery systems that improve the well-being of the client's lives from a global perspective embracing innovation; and

To prepare social workers to be life-long learners who will advocate for the alleviation of social problems, the eradication of social injustice and promote social, economic, and environmental justice with a research-informed approach.

## **MSW Curriculum Design**

The MSW program accepts students prepared at the undergraduate level and ready for graduate education. The curriculum grows from the liberal arts base and assumes students entering the program bring intellectual, social, psychological, ethical, and physical preparation from the undergraduate level ready for graduate education and advanced professional development. Graduate students are expected to think critically and analytically about the world and have the capacity to synthesize information from multiple disciplines and areas of social work knowledge and skills. To succeed, they need knowledge about cultural, social, historical, and scientific aspects of life, and to communicate effectively in academic and social contexts. Official transcripts presented by prospective students applying to the MSW program represent the completion of an accredited undergraduate baccalaureate degree. In addition, they demonstrate essential communication skills in their personal statement designed to express their interest in becoming professional social workers. These essays help inform their ability to express themselves clearly in writing and indicate their critical thinking skills, which are expected of baccalaureate graduates.

Social work education relies on the foundation of the liberal arts to support social work values, which include service, social justice, dignity and worth of persons, the importance of human relationships, integrity, and competence. Grounding the program in the liberal arts makes demands on the MSW program as well as on its students. The program recognizes the rich history of the social work profession in connection with social, political, and economic developments of the past by analyzing, celebrating, and disputing the actions of social work's roles concerning present conditions. In addition, the classroom experience is enriched, and students' professional development is deepened when courses intentionally draw from other disciplines, such as psychology, sociology, anthropology, political science, the arts, spirituality and religion, biological sciences, and literature. Finally, while preparation in the liberal arts might assume that students bring basic social skills conducive to working with people from all circumstances of life, the program endeavors to guide students' professional development in engagement with others and cultural competence to capably confront ethical dilemmas in diverse settings as a path to progress maximizing each client's potential and achieving social justice.

All students in the MSW program follow a curriculum in accordance with the Council of Social Work Education (CSWE) that prepares them for advanced generalist practice in social work. To qualify for the degree at Ramapo College requires 64 credit hours of study, including 1200 hours (decreased to 900 hours for academic year 20-21 due to COVID 19) of field placement. Two-hour in-person sessions are augmented weekly by 30-minute online assignments to support classroom learning and elicit student interaction and discovery. The curriculum is built on the



professional foundation, numbered as 500-level courses and representative of the generalist approach to practice. Students must complete the foundation courses by demonstrating their competence in classroom and field placement. Competence is measured according to the program's learning objectives and practice behaviors and is gained as students learn and integrate the knowledge values and skills necessary for social work practice. Assessment of competence in practice behaviors continues throughout their MSW program.

## **Professional Foundation**

**Theory, Practice, and Field I & II (TPF)** are at the core of the professional foundation. One seven-credit course is offered each semester. Three (3) credits account for classroom learning, and four (4) credits account for field education, which is the signature pedagogy of the profession. Each is equally essential for training students in the profession and measuring competency. These courses include a required monthly two-hour field seminar.

**Theory, Practice, and Field I (TPF)** trains students in the beginning skills of engagement, interviewing, assessing, setting goals and evaluating intervention strategies with diverse client populations. Students learn to establish a relationship based on collaboration and mutuality. Students will demonstrate beginning knowledge of direct intervention with individuals, families, social agencies, organizations, and communities.

The Code of Ethics is introduced as the benchmark against which ethical practice is sustained throughout the curriculum. In the second semester, **TPFII** teaches a beginning knowledge of short-term, crisis, and extended intervention practice models, including those originating from evidenced-based practice studies, emphasizing self-evaluation. Understanding of the effects of diversity on human development and social work practice are at the heart of both of these practice classes. Each semester, 300 hours of supervised practice occur in agency placements arranged through the resources of the Field Education Department. Each student remains in one placement during the foundation year and is expected to move to a competent level of performance as an advanced generalist social worker by the close of the foundation year, having completed 600 hours of field placement. The essential nature of the **TPFI&II** sequence cannot be overstated. Both **TPFI&II** focus on collecting of data, history taking, and assessing of client's strengths and vulnerabilities, using a biological, psychological, family, social, cultural and community frame. The impact of diversity, including gender and its expression, sexual orientation, age, mental and physical disabilities, and spirituality, are crucial to the curriculum. Critical thinking, the development of a professional social work identity and self-reflection are ongoing. Students internalize the worth of the individual, their rights to self-determination and confidentiality and the commitment to making social agencies more responsive to human needs and advancing social and economic justice.

Concurrent with the **TPFI&II** sequence, students gather essential knowledge, values, and skills through six additional courses. A sequence of two courses across the program, **Human Behavior and the Social Environment (HBSE) I** appear first in the fall, concurrently with TPF I. In the first course offered in the first semester, the person-in-environment perspective and the interaction of ecological and other theories provide students with theoretical underpinnings for practice. Stressing the centrality of culture, race, gender, socioeconomic realities, ethnicity, and

the person-in-environment perspective, **HBSE II**, offered in the spring semester, applies these theories of human development to the life cycle as students apply critical thinking to understand what motivates human behavior.

During the foundation year fall semester and concurrent with HBSE I and TPF I, **Cultural Diversity/Oppression, Racism and Privilege** help students understand their relationships to diversity and systems of oppression and privilege. This develops an understanding of their self-concept and increases self-awareness.

**Social Welfare Programs and Policies I** explore the history and the socio-political development of the Social Work profession with particular attention to its origins in social justice advocacy. The course also introduces students to the basic programs of the U.S. social welfare system, their development and current functioning, methods of social service delivery, social policy content, beginning policy analysis, policy actions of agencies, professional associations, and political bodies, and the influence that policy has on all practice modalities.

During the spring semester and concurrent with HBSE II and TPF II, **Clinical Practice with Groups** introduces students to knowledge and skills relevant to how the groups function in social work for socialization, social support, psychological treatment, self-help, advocacy, and prevention. This course is required for students who do not bring to the program completion of undergraduate content in the group process. **Social Work Research I** introduces the principles and methods of research, emphasizing the ethical nature of research. Students will develop knowledge of quantitative and qualitative research methods in, and learn to evaluate social work literature critically, understand evidenced-based practices, and conduct original research. Each of the courses concurrent with TPF I and II may utilize the student's connection to a field placement as a means to underscore learning.

### **Professional Concentration (2<sup>nd</sup> year)**

Professional concentration courses are numbered as 600-level courses and take students through the advanced generalist curriculum. The faculty has selected advanced generalist practice as its concentration model for advanced standing.

Advanced generalist practitioners are skilled in interpersonal and interactional interventions, whether the client system consists of individuals, families, groups, communities, or organizations. Administrative and leadership capabilities in supervision, administration, program development, grant writing, legislative advocacy, and practice/program evaluation are non-clinical in focus but have a measurable impact on clinical and non-clinical practice contexts. While attention to non-clinical content is necessary for the completion of the program in the reflection of competence, the MSW program teaches the clinical knowledge and skills essential for a wide range of social work practice after graduation. It offers nine credits of electives in clinical courses alongside non-clinical options to advance knowledge and skills in specific practice modalities.

**Theory, Practice, and Field III & IV** are at the core of the professional concentration and build upon the content of the professional foundation year. Offered in the fall of the program's second year, **Theory, Practice, and Field III** builds on the content provided in the professional foundation year and is based on social work values, ethics, practice models, and person-in-

environment perspectives. The goal of the course is to help students deepen and extend their assessment and intervention skills in working with individuals and families who face challenges with a range of problems commonly found, including poverty, mental illness, substance abuse, trauma, physical illness, and disability. Major theories of practice with individuals and families deepen the students' knowledge base and skill set. Content related to diversity and oppression is integrated with an understanding of the concepts of privilege and power. The course prepares students to apply theories and evidenced-practices to clients in their fieldwork experience.

In the final semester of the professional concentration, **Theory, Practice, and Field IV** incorporates all previous Theory and Practice classes with a social justice perspective. Students are instructed in applying advanced skills of ethical reasoning, making ethical decisions, and attending to professional roles and boundaries. Students will demonstrate the ability to use their skills for the good of client systems, securing needed services for clients, and acting as a change agent with groups, communities, and organizations. The consolidation of a social work identity, which includes personal reflection and self-evaluation to ensure continual professional evaluation and development, is cultivated.

**Psychopathology and Diagnosis in Clinical Social Work**, is part of the Advanced Generalist Practice year. Students will research and review current evidenced-based treatment interventions and develop skills in understanding the epidemiology, diagnosis and treatment interventions specific to the major mental disorders. By the end of the semester, students will demonstrate an understanding of the diagnosis of mental disorders through the application of the DSM 5.

In **Advanced Social Policy**, students discover that by building on policy learning in the foundation year, they may link policy to practice and research skills while examining the implications of diversity, inequality, and social and economic justice on social change. In this increasingly complex process, students engage the challenges of influencing change in the interest of consumers of services, agencies, and society. The course **Social Work Research II: Practice Evaluation** helps students understand research as a tool for practice including single system design and program evaluation while considering the wide range of diverse interests, needs, and social justice implications. Focus is on the nature of a "program," its history and context, types and purposes of practice and program evaluation designs, implementation of evaluation, as well as measurement and data collection options given the interests of various stakeholders. These research skills and outcomes from their application have a direct impact on understanding agencies and organizations and their viability for contributing to meaningful social change.

## **Field Education in the MSW Program**

As the signature pedagogy of social work education, field education in the MSW program requires 600 hours in the foundation year and 600 hours in the concentration year. Field education is connected to the four Theory, Practice, and Field courses, two in the foundation year and two in the concentration year. These seven-credit courses integrate course content with field experiences and learning. The Field Education Director maintains the relationship between the Field Instructor, the student, and the academic instructor. This integration of class and field fosters an open context for concrete skills development and problem-solving, related to practice

in the field. The policies and procedures of the MSW Field Education Program are found in the MSW Field Education Manual.

## **COURSE CURRICULUM MAP TO COMPLETE IN TWO YEARS**

**Courses are hybrid in delivery: weekly two hours in class, 30 minutes online**

### **PROFESSIONAL FOUNDATION**

#### **Fall Semester – Year 1 Full Time**

MSWK 501 – Theory, Practice, and Field Instruction I	7 credits
MSWK 503 - Human Behavior and the Social Environment I	3 credits
MSWK 505 – Social Welfare Programs and Policies I	3 credits
MSWK 507 – Cultural Diversity/Oppression, Racism, Privilege	3 credits

#### **Spring Semester – Year 1 Full Time**

MSWK 502 – Theory, Practice, and Field Instruction II	7 credits
MSWK 504 – Human Behavior and the Social Environment II	3 credits
MSWK 506 – Social Work Research I	3 credits
MSWK 508 - Clinical Practice with Groups	3 credits

**TOTAL - 32 credits**

#### **Fall Semester – Year-Two Full Time**

MSWK 601 – Theory, Practice, and Field Instruction III	7 credits
MSWK 603 – Psychopathology and Diagnosis in Clinical Social Work	3 credits
MSWK 605 - Social Work Research II: Practice Evaluation	3 credits
MSWK 607 - Elective	3 credits

#### **Spring Semester – Year-Two Full Time**

MSWK 602 – Theory, Practice and Field Instruction IV	7 credits
MSWK 604 – Advanced Social Policy	3 credits
MSWK 608 – Elective	3 credits
MSWK 609 – Elective	3 credits

**TOTAL - 64 credits**

## **ADVANCED STANDING**

### **Fall Semester – Year-Two Full Time**

MSWK 601 – Theory, Practice, and Field Instruction III	7 credits
MSWK 603 – Psychopathology and Diagnosis in Clinical Social Work	3 credits
MSWK 605 - Social Work Research II: Practice Evaluation	3 credits
MSWK 508 – Groups or MSWK 607*	3 credits

### **Spring Semester – Year-Two Full Time**

MSWK 602 – Theory, Practice and Field Instruction IV	7 credits
MSWK 604 – Advanced Social Policy	3 credits
MSWK 608 – Elective	3 credits
MSWK 609 – Elective	3 credits

**TOTAL - 32 credits**

*\* If advanced standing students took groups at their BSW program, they are able to take an additional elective instead of MSWK Groups.*

**CURRICULUM MAP TO COMPLETE MSW IN THREE YEARS EXTENDED-TIME**

**PROFESSIONAL FOUNDATION – GENERALIST PRACTICE**

**FALL – YEAR-ONE – PT 6 credits**

MSWK 505 – Social Welfare Programs and Policies I	3 credits
MSWK 507 – Cultural Diversity/Oppression, Racism, Privilege	3 credits

**SPRING – YEAR-ONE – PT 6 credits**

MSWK 504 – Human Behavior and the Social Environment II	3 credits
MSWK 506 – Social Work Research I	3 credits

**FALL – YEAR-TWO – PT 10 credits**

MSWK 501 – Theory, Practice, and Field Instruction I	7 credits
MSWK 503 – Human Behavior and the Social Environment I	3 credits

**SPRING – YEAR-TWO – PT 10 credits**

MSWK 502 – Theory, Practice, and field Instruction II	7 credits
MSWK 508 – Clinical Practice with Groups	3 credits

**FALL – YEAR-THREE – PT 13 credits**

MSWK 601 – Theory, Practice, and Field Instruction III	7 credits
MSWK 603 – Psychopathology) and Diagnosis in Clinical Social Work	3 credits
MSWK 605 – Social Work Research II: Practice Evaluation	3 credits
MSWK 607 – Elective (TBA)	3 credits

**SPRING – YEAR-THREE – PT 13 credits**

MSWK 602 – Theory, Practice, and Field Instruction IV	7 credits
MSWK 604-Advanced Social Policy	3 credits
MSWK 608 – Elective (TBA)	3 credits
MSWK 609 – Elective (TBA)	3 credits

**TOTAL - 64 credits**

## **MSW Competencies and Practice Behaviors**

The Educational Policy and Accreditation Standards (EPAS 2015) of CSWE measure learning outcomes according to competencies defined by practice behaviors appearing at foundation and concentration levels of learning. The MSW program at Ramapo College has adopted CSWE’s competencies, practice behaviors, and advanced generalist practice behaviors.

<b><u>Program Competencies</u></b>	<b><u>Practice Behaviors</u></b>	<b><u>Advanced Practice Behaviors</u></b>
<b><i>Competency 1:</i></b> <i>Demonstrate Ethical and Professional Behavior</i>	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Continually employ and model conscious use of self, including: self-reflection, self-monitoring, self-correction and boundaries in practice situations.  Demonstrate leadership in applying ethical reasoning for problem resolution.  Systematically question statements of value and recognize the underlying ethics of policies, theories, and models.
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	
	Use technology ethically and appropriately to facilitate practice outcomes.	
	Use supervision and consultation to guide professional judgment and behavior.	
<b><i>Competency 2:</i></b> <i>Engage Diversity and Difference in Practice</i>	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Critically analyzing research informed practice approaches and self-reflect to meet the needs of diverse populations.  Analyze specific policies and practices and their impact on diverse populations.
	Present themselves as learners and engage clients and constituencies as experts of their own experiences.	



	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
<b>Competency 3:</b> <i>Advance Human Rights and Social, Economic, and Environmental Justice</i>	Apply their understanding of social, economic, and environmental justice for human rights at the individual and system levels.	Identify weakness in various systems and develop and propose social policies that promote social justice.
	Engage in practices that advance social, economic, and environmental justice.	
<b>Competency 4:</b> <i>Engage in Practice-informed Research and Research-informed Practice</i>	Use practice experience and theory to inform scientific inquiry and research.	Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.  Critically evaluate current research and use it to support all practice interventions
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
<b>Competency 5:</b> <i>Engage in Policy Practice</i>	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Analyze, evaluate, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being.  Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.  Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to
	Assess how social welfare and economic policies impact the delivery of and access to social services.	
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	

<p><b>Competency 6:</b> <i>Engage with Individuals, Families, Groups, Organizations and Communities</i></p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>emerging local, regional, and societal trends and needs.</p> <p>Engagement: Further develop the ability to engage diverse clients as equal participants including those who are mandated and resistant</p>
	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	
	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	
<p><b>Competency 7:</b> <i>Assess Individuals, Families, Groups, Organizations, and Communities</i></p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.</p> <p>Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.</p> <p>Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.</p> <p>Assessment: The ability to independently conduct both qualitative and quantitative assessments, including diagnosing, and synthesizing the results as a continuing and dynamic process that guides interventions,</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

<p><b>Competency 8:</b> <i>Intervene with Individuals, Families, Groups, Organizations and Communities</i></p>	<p>Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.</p>	<p>Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.</p>
	<p>Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.</p>	<p>Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.</p>
	<p>Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.</p>	<p>Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.</p>
	<p>Intervention: Differentially and simultaneously utilize a variety of evidence-based strategies tailored to the clients' identified prioritized needs.</p>	<p>Intervention: Differentially and simultaneously utilize a variety of evidence-based strategies tailored to the clients' identified prioritized needs.</p>
<p><b>Competency 9:</b> <i>Evaluate practice with Individuals, Families, Groups, Organizations and Communities</i></p>	<p>Select and use appropriate methods for evaluation of outcomes.</p>	<p>Evaluation: Critically evaluate practice interventions and programmatic functioning using valid and reliable methodological approaches</p>
	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	
	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</p>	

## **Admissions Criteria, Application Process and Procedures**

To be considered for admission as a matriculated student in the MSW program, an applicant must provide all of the following to the **Office of Graduate Admissions** through the online link provided on the MSW webpage on the Ramapo website, <https://www.ramapo.edu/msw/>.

1. A completed application for admission includes the fee of \$65.
2. Minimum 3.00 cumulative Grade Point Average (GPA) earned in a baccalaureate degree from an accredited institution for the Full-Time and Extended-Time programs. For the Advanced Standing program, there is a minimum of 3.25 GPA. If a student does not meet the GPA requirement, they must demonstrate exceptional professional experience as determined in writing by the Dean of the respective academic unit determining admission.
3. Official transcripts are required from all institutions previously attended.
4. Official copies of scores earned on the GRE are not required for entrance to the MSW program. TOEFL is required for international students.
5. Two completed recommendation surveys attest to personal and professional qualifications from an employer, professor, or other professional who can attest to graduate social work education readiness.
6. A three-five-page personal essay based on the following questions:

How do your values, philosophy, knowledge of social issues, and professional and community experiences align with the social work profession? Comment on your skills, strengths, and areas of needed improvement. Discuss your plans for a career in social work, including your reasons for choosing a particular focus of service in the field.

The personal statement is a critical part of the admission application as a window into writing skills and information about the applicant, their experiences, and goals. Individual consultation regarding the application content is not available through the MSW or Graduate Admissions Office. Often the personal statement will determine your success in the application process, so applicants need to pay particular attention to completing it well.

## **MSW Application and Acceptance Process**

1. When application elements are submitted, the applicant's file is referred to the MSW Faculty Admissions Committee for review. Review of applications by the committee may take two to four weeks.
2. Decisions made by the committee are reported to the Graduate Admissions Office, who will notify applicants of the final determination. An acceptance letter is sent from the Graduate Admissions Office notifying accepted applicants of:
  - Ramapo student ID#
  - procedure to establish email
  - to reserve their seat by returning the enrollment form,
  - introduction of Graduate Concierge Team - Academic Advisor, Financial Aid, Billing and Admissions representative
  - Proof of Immunization (check with admissions)
3. Students may be accepted to the MSW program provisionally if their GPA is below the required 3.0. An applicant with a GPA lower than 3.0 should discuss contributing factors in their narrative or in an interview and explain why they believe they can attain and maintain a 3.0 consistently in the MSW program. At the close of the first semester, the student's grades will be reviewed. If the student achieves a 3.0 or above, the student will be in good academic standing. If the student's grade falls below 3.0, the student will be placed on probation. (See Graduate Policy on Academic Standing below.)
4. An acceptance letter is sent from the MSW program, Assistant Dean/Director of Social Work, welcoming the student into the program, enclosing the Field Education Application, and informing the new student of the Orientation date, including registration process for MSW courses.

## **Academic Advisement**

The MSW Program's advisement process provides students with educational, vocational, and personal guidance. Academic advising is done by the director of the program and the program coordinator.

The primary objectives of the advisement process are:

- To assist students in planning their academic program.
- To provide students with an early and periodic assessment of their academic performance.
- To discuss with students and the program's Fieldwork Director the feasibility of field placements that best meet their educational and career goals and which are consistent with meeting the educational objectives of the social work program.

- To assist students in resolving any conflicts they may be experiencing in the classroom or fieldwork settings.
- To discuss their developmental/career goals with students and assist in developing a plan to meet them.

Students will meet formally once each semester and more frequently when requested by the student or advisor to discuss their academic schedules, career goals, and progress in the program. The Advisor is responsible for monitoring an advisee's academic work and discussing any difficulties a student may be experiencing with appropriate faculty and field staff.

### **MSW Program Policy on Life/Work Experience**

The MSW Program does not grant course credit for life experience or previous work experience. The transfer of course credit for any course in the program's curriculum will not occur unless it is an equivalent course taken in an accredited CSWE program as indicated by syllabus review. Up to 6 credits may be transferred into the MSW program. Students seeking to transfer social work course credits from a CSWE accredited program must provide the Director with a copy of the course syllabus and other documentation that demonstrates equivalency. This policy ensures that students avoid redundancy of content already mastered and is accomplished in compliance with Ramapo's social work curriculum and the CSWE standards.

All graduate policies and procedures can be found at <https://www.ramapo.edu/catalog-2021-2022/masters/>.

### **Grading Policy for Graduate Education at Ramapo College**

Listed below is the grading policy for graduate education at Ramapo College. Each professor develops rubrics for use in grading each assignment. The final course grade is as follows:

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	70-76
F	0-69

## **Requirements for Study**

### **Graduate social work students need:**

1. An ability to think logically and conceptually and to formulate mature judgments
2. Excellent writing and verbal communication skills
3. Knowledge of the social work field and readiness to be committed to it as a profession
4. Evidence of emotional maturity, concern for, and capacity for self-awareness and personal growth
5. Demonstrate concern and commitment to the values underlying professional social work
6. Respect for diversity and openness to life-long learning about one's self and others

## **Graduate Policy on Academic Standing**

A 3.0 GPA is required for graduation. Graduate students must maintain a cumulative GPA of 3.0 to remain in good academic standing. Only degree required graduate courses taken at Ramapo College will be used in the GPA calculation. Courses transferred from other colleges count only as credits earned; accompanying grades are NOT calculated toward the grade point average at Ramapo.

Academic standing is calculated at the end of each cohort term or fall or spring semester commencing with the completion of the first term in which the student has earned a minimum of 6 program credits. If the student has a cumulative program GPA below 3.0, the student is placed on probation for one semester. Students placed on Academic Probation may not appeal their standing.

At the completion of the next cohort term or fall or spring semester of enrollment, a student on continued probation is subject to the following conditions:

- If the student has a cumulative program GPA of at least 3.0, the student is in good standing after probation.
- If the student has a cumulative program GPA below 3.0, regardless of the term or semester GPA, the student will be dismissed with the right to appeal.

- Students in good standing after probation who fall below a cumulative program GPA of 3.0 for a second time are automatically dismissed from the program with the right to appeal.

### **Procedures for Appealing Dismissal**

Once final grades have been posted at the close of each semester, the Registrar's Office generates an Academic Standing List and provides the report to the program directors. The program directors review records of all graduate students enrolled in their respective programs at the College. Any student whose academic performance has fallen below the College's established standards (above) is advised of the deficiency in writing, via Ramapo College e-mail, by the program director, copied to the Dean, the chair of Graduate Council and the registrar. Only degree-required graduate courses taken at Ramapo College will be used in the GPA calculation.

### **Procedures for Appealing Dismissal**

A student who has been dismissed has the right to appeal and will be so notified of that right and the deadline by which to appeal in the notification letter from the program director. The appeal deadline will be set three calendar days after notification from the program director. A student who wishes to appeal must submit an appeal letter electronically to the chair of the Graduate Council that details reasons why they fell into academic difficulty and the strategies they will employ to raise their GPA in the future. The student may request supporting letters from graduate faculty and or their respective program director and or Dean. Supporting letters on official letterhead should be sent via Ramapo College email to the chair of the Graduate Council by the specified deadline. A student who does not appeal by the deadline is viewed as accepting their dismissal.

The chair of the Graduate Council will call a meeting (physical or virtual) of the five school deans to hear the appeal. The chair of the Graduate Council will also attend the meeting in ex-officio, non-voting capacity. After considering the student's appeal and supporting documentation as well as information from the program director, the deans will take one of two actions:

- To uphold the student's dismissal from their graduate program;
- To reinstate the student on continued probation. At the end of the student's probationary term or semester, they must regain at least a 3.0 cumulative GPA or be dismissed with the right to appeal.



The chair of the Graduate Council will notify the student of the outcome via Ramapo College e-mail, copied to the program director, the Dean and the registrar.

The decision of the Deans is final.

## **Policy on Academic Integrity**

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found online in the College Catalog, <https://www.ramapo.edu/catalog-2021-2022/academic-policies/>.

The Ramapo College community members are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member and/or will be referred to the Office of the Provost, which will adjudicate the matter.

## **Academic and Field Review Committee (AFRC)**

The purpose of the Academic and Field Review Committee (AFRC) process is to review and provide a nature of problems or issues concerning students enrolled in the BSW or MSW programs at Ramapo College. The problems or issues include academic and field education performance and professional practice ethics and behavior.

### **Procedures for AFRC**

1. Referrals of concerns that come to the attention of the AFRC are to be made to the student's Field Liaison or Faculty Advisor, who, in turn, notifies and consults with the appropriate program and site directors and the referring faculty member about the referral.
2. The result of the consultation will be a determination as to whether to initiate the AFRC process. The individual making the original referral will be notified of that decision.
3. When the decision is to initiate the AFRC process, the Faculty Advisor contacts the AFRC Chair and the student to inform them that an AFRC hearing will be convened.
4. The AFRC Chair will meet with the student and provide information regarding the AFRC process, what to expect from a hearing, and who will attend. The Chair will inform the student that they have the right to exclude the student member from the hearing and that the exercise of that right must be made in writing to the Chair.
5. The Chair will convene the hearing as soon as it can be arranged. The Hearing Panel will consist of the Chair, two faculty panelists, and one student panelist (unless the student undergoing review requests that a student panelist not be included).

If any student receives a failing grade on their field evaluation is released from their field placement after all of the interventions mentioned above and procedures have been executed, the final grade for that correlated field course cannot be higher than a “D”.

## **Graduation Requirements**

Admission to a Graduate Program does not mean acceptance to candidacy for the Master’s Degree. In order to be eligible for graduation, the student must have:

1. Completed 64 credit hours required for the MSW degree (32 credits for Advanced Standing) with a minimum cumulative **GPA of 3.0**.
2. Filed a completed degree evaluation and graduation application.

## **Satisfactory Progress**

1. Graduate students must complete program requirements within five years. Students who wish to appeal this time limit must do so in writing to the Program Director, who will make a recommendation to the Dean.
2. Students must make satisfactory academic progress (i.e., completion of a specified number of credits per year) within their program unless a Leave of Absence has been granted. ‘Satisfactory Academic Progress’ is determined by each individual program and stated on the program website.

## **Appeals of Academic Standing**

The faculty of the College establishes course requirements and performance standards. Faculty evaluation of students’ academic performance is a qualitative judgment and is expressed through the submission of final course grades to the Registrar at the close of each semester.

In those instances where a student wishes to appeal an Academic Dismissal, the student should appeal in writing to the Graduate Council through the Chair within five business days of posting grades at the end of the fall or the spring semester. The student should explain any unusual circumstances that contributed to the academic difficulty, and describe how they will be able to make better progress if reinstated. An academic plan for the following two semesters must be included. Supporting documentation may include, but is not limited to, letters of recommendation from Ramapo faculty/staff and/or letters from medical practitioners documenting that the student was receiving care during the current semester.

After having considered the appeal, The Graduate Council recommends either (1) that the student may remain at the College on academic probation one additional semester, or (2) that the student will be permanently dismissed from the College’s graduate programs. A student who does NOT appeal to the Graduate Council in writing by the designated deadline is viewed as

accepting the permanent dismissal.

The decision of the Graduate Council is final. The Chair of the Graduate Council will notify the student of the decision, with copies of the letter to the dean and program director.

## **Termination**

If a student's academic or non-academic performance is deemed unsuitable for continuation in the program, the Program Director will convene a meeting of the social work faculty to review the student's academic record and other relevant materials. If the faculty votes to move forward with terminating the student from the program the following procedures are followed:

1. The Program Director, after consulting with social work faculty, informs the student verbally and in writing that they are being terminated from the Social Work Program. The letter to the student will include reasons supporting this action and make the student aware that they have the right to appeal this decision.
2. If the student chooses to appeal, they must make this request in writing to the Program Director within two weeks of receiving the Program Director's letter.
3. Following the student's request for an appeal, the Program Director will arrange a hearing before the social work faculty where the student may present whatever pertinent materials and arguments are deemed necessary for their defense.
4. After hearing the student's appeal and re-examining pertinent information such as the student's academic work, fieldwork performance, and/or behavior, the faculty will vote to sustain or reverse its original recommendation.
5. The Program Director will inform the student in writing of the social work faculty's decision. In the event that the decision remains negative, the student is informed of their right to appeal this decision in writing to the School's Dean.
6. In the event of an appeal, the School's Dean will confer with the student and the Program Director, jointly or independently as he or she sees fit, to review all evidence relating to the case, and render a decision either affirming or overruling the decision to terminate. If the Dean renders a decision that affirms the faculty's decision to terminate the student from the program, the student is so notified in writing and informed that they have the right to appeal the Dean's decision to the Provost. Conversely, the Program Director has the right to appeal the Dean's decision if it overrules the social work faculty's decision to terminate the student from the program. In either case, a request for an appeal to the Provost must be made in writing.
7. The Provost or their designated officer will confer with the student and the Program Director, review pertinent information, and render a final decision.

## **Ramapo College Graduate Council**

The Graduate Council shall (1) recommend standards and regulations affecting Graduate curricula and work leading to a graduate degree and (2) institute standards and regulations as delegated by the faculty. The Graduate Council shall serve and act on behalf of the faculty and students in the Graduate Programs. Members of the Graduate Council include the Deans of the Schools and of the Library, the Vice Provost for Curriculum and Assessment, the Associate Vice President for Enrollment Management, the Registrar, Graduate Program Directors, the Associate Director for Admissions: Adult Learners and Graduate Programs, and representatives from ARC and the Faculty Assembly. The Graduate Council shall meet monthly during the academic year. Special meetings can be arranged.

### **The Graduate Council shall perform the following duties:**

1. Review and recommend minimum standards for graduate student admission.
2. Review and recommend basic requirements for graduate degrees.
3. Review and recommend new and revised graduate degree programs.
4. Recommend policy on financial support for graduate students.
5. Develop strategies for increasing financial support for graduate students and graduate programs.
6. Hear appeals of academic dismissal and time limits. A subcommittee may be convened to hear these appeals.

## **Graduate Directors Committee**

The Graduate Council Directors Committee will be composed of the graduate Program Directors. The committee members shall appoint one of its members as the committee chair. The charge of this committee is to (1) review and recommend graduate course proposals for submission to ARC, and (2) review and discuss other academic (e.g., curricular and assessment) and programmatic issues for submission to the Graduate Council.

## **Phi Alpha Honor Society**

### **THETA DELTA CHAPTER AT RAMAPO COLLEGE**

In July 1978, the Social Work Program of Ramapo College of New Jersey was approved as a chapter in the Phi Alpha National Honor Society. During the first year of the Theta Delta Chapter 28 juniors and seniors were installed as members.

The Phi Alpha Honor Society was established in 1962. The purposes of the society are to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. There are currently more than 155 chapters throughout the United States in accredited BSW and MSW programs.

Although the National Council is the policy-making body, each chapter is free to develop a program to meet local needs. Membership may be offered to students, faculty and practitioners. Each chapter may select two honorary members each year.

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political or sexual orientation, or disability. Eligibility criteria for MSW students are: a GPA of 3.5 based on a 4.0 credit system after 32 credits and enrollment in Theory, Practice, and Field III course. **Matriculated MSW students will be eligible for membership upon completion of accreditation of the MSW program.**

## **Student Rights**

- Social work students have input into formulating and modifying of program policies, curriculum development, student affairs, hiring new faculty, and program evaluation.
- Applicants for faculty positions who are chosen as finalists must teach a class, and student feedback is crucial in determining the final decision.
- All social work students have input into curriculum and program modification through course evaluations completed at the end of each semester.
- Student evaluations of field agencies are completed annually.
- Students are permitted representation on the College's Board of Trustees.
- Social Work students have the unfettered right to organize and present their views to the social work faculty, the Program Director, the School's Unit Council, or to any other authoritative body at the College.
- All students at the College have the right to participate in Student Government, which is their primary governance organization.
- Graduate social work students have the right to organize a student organization to represent their rights in the School of Social Science and Human Services.

## APPENDICES

### Appendix A

**SWRK 501 – Theory, Practice, and Field Instruction I – 7 credits** – (Prerequisite for SWRK 502)

Social Work Theory, Practice and Field I (TPF I) is the first in a required sequence of four social work theory, practice, and field instruction courses in the MSW Program. TPF I provides a general overview of the history, philosophy, process, and efficacy of direct social work practice with individuals and families in diverse settings and of diverse identities. Students discover the various roles that generalist social workers take and the importance of working across a range of systems that includes individuals, couples, families, agencies, and communities. The field instruction component facilitates the professional development of the student by engaging the signature pedagogy of hands-on-learning. Through the resources of the Field Education Department, students will be placed in an agency for 200 hours of supervised practice. Students are expected to utilize critical thinking to link social work theories with appropriate practice skills, to critically evaluate their work in class and field, and to utilize research-informed practice to understand how agencies provide services.

**SWRK 502 – Theory, Practice, and Field Instruction II – 7 credits** – (Prerequisite for 601 & 602)

Social Work Theory, Practice, and Field Instruction II (TPF II) builds on students' learning in Social Work Practice I. In this course, students gain better understanding of short-term, crisis, and extended intervention models; self-evaluation and evaluation of practice approaches and models; agency and community practice; advanced practice skills with individuals and families; and the process of termination. The field instruction component facilitates the development of the student in the profession by engaging the signature pedagogy of hands-on-learning. Through the resources of the Field Education Department, students will be placed in an agency for 200 hours (continued from TPF I) where supervised practice experience moves students to a competent level of performance as a generalist social worker.

**SWRK 503 Human Behavior and the Social Environment I (HBSE I) – 3 credit-hours** (Prerequisite for HBSE II & HBSE III)

Human Behavior and the Social Environment I is the first of three courses in the Human Behavior sequence. This course introduces students to the salient aspects of the human condition. The course emphasizes the reciprocal and transactional influences between persons and their environment in the context of biophysical, familial, and institutional factors, as well as operative social forces. This interaction, known as person-in-

environment, forms the basis of an ecological approach to human development, bringing into focus current knowledge and theories regarding human behavior and the social environment as they influence each other.

**SWRK 504 Human Behavior and the Social Environment (HBSE II) – 3 credit-hours** (Prerequisite for 505)

Human Behavior in the Social Environment II (HBSE II) is the second course of three in a sequence that examines the reciprocal and transactional influences between people and their environment multi-dimensionally in the context of biophysical, familial, institutional, and societal factors. The course stresses the centrality of culture, race, ethnicity, gender, and the socioeconomic realities. Building on the theoretical constructs of HBSE I, this course pays particular attention to the development of human life and experience from adolescence through the adult life cycle.

**SWRK 505 Social Welfare Programs and Policies I – 3 credit-hours** – (Prerequisite for SWRK 604)

Social Welfare Programs and Policies is a foundation course that prepares students with tools for critical thinking regarding major social policies and programs that affect human well-being and quality of life. Students will understand how direct social work practice responds to social policies and is shaped by them. At the foundation level, students will understand the history of social work as a profession, develop awareness of social policy content in the activities of agencies, professional associations, and political bodies, and develop beginning skills necessary to influence social policy.

**SWRK 506 Social Work Research I – 3 credit-hours** - (Prerequisite for SWRK 605)

The first of two required MSW courses in social work research, this course introduces the principles and methods of basic social work research. The development of both substantive research knowledge and methodological research are highlighted. The ethical conduct of research is taught within the context of social work purposes and values. The formulation of problems for study that address the social needs of diverse groups is emphasized. This course 1) fosters methods of research, 2) promotes a systematic examination of current knowledge, service delivery and outcomes, and 3) furthers the purposes of professional accountability.

**SWRK 507 Cultural Diversity/Oppression, Racism, Privilege – 3 credit-hours**

This course is designed to help social work students work effectively with clients from diverse racial, ethnic, and cultural backgrounds. From a developmental and ecological systems perspective, the course examines racism, sexism, ethnicity, ageism, homophobia, social class, and discrimination against persons with physical disabilities and illness, such as HIV/AIDS. Students will identify their own relationship to diversity and the factors of oppression and privilege that are relevant in social work practice. They will learn to cultivate a cultural consciousness through awareness of self, of the client's identity



through history and cultural contributions, and by paying attention to systems of oppression and privilege that contribute to our own self-concept and our perceptions of others. The effect of these considerations will be viewed in the context of globalization, immigration, and current events that affect social work practice in urban America.

**SWRK 508 Clinical Practice with Groups – 3 credit-hours – (Prerequisite for concentration courses)**

This course is designed to provide students with knowledge and skills relevant to social work practice in groups. It is expected that students will learn basic skills through course readings, papers, videos/films and role-playing of the different approaches to social work with groups. This course builds upon the Human Behavior and Practice foundation courses and is grounded in developmental, psychodynamic and cognitive theories, and linked to fieldwork experience through in-class assignments and class discussion. The course reviews the various ways groups are used in social work practice, i.e., socialization, social support, psychological treatment, self-help, advocacy and prevention. Particular attention is given to the recruitment and composition of groups, contracting and goal setting, leadership, structure of groups, phases of group development, group processing such as decision making, tension reduction, conflict resolution, termination and evaluation of evidenced based group interventions. Emphasis is given to how group work practice takes place with particular client systems and within current societal and professional contexts.

**SWRK 601 Theory, Practice, and Field Instruction III – 7 credit-hours – (Prerequisite for SWRK 602)**

Theory, Practice, and Field Instruction III (TPF III) builds upon the content provided in the professional foundation year and is based on social work values, ethics, practice models and principles, and person-in-environment perspectives. The overall goal of this course is to help students deepen and extend their assessment and intervention skills in work with individuals and families who face challenges with a range of problems, including mental illness, substance abuse, trauma, physical illness, disability, and poverty. The field instruction component facilitates the development of the student in the profession by engaging the signature pedagogy of hands-on-learning in an agency internship. Through the resources of the Field Education Department, students will be placed in an agency for 250 hours of supervised practice.

**SWRK 602 Theory, Practice, and Field Instruction IV – 7 credit-hours**

This is the fourth course in the Theory, Practice, and Field sequence. It builds on knowledge and skills gained in understanding: the values and roots of the social work

profession; the history of social welfare; micro and macro theory, and social work practice. It complements course work in social planning, research, ethics, evaluation, and nonprofit management. Building on this background knowledge, the course will deepen students' knowledge and skills in community development practice. When community members reflect on a shared problem, plan a response to that problem and further reflect on the process and outcome of their action, the social worker's role is to provide a framework for group members to critically reflect on the problem. Social workers ask questions to help describe the problem, analyze the context for the problem, and plan actions to resolve the problem. To be able to successfully apply this method, students deepen their skills in critical social analysis, community engagement, popular education methodology, and group processes for community change by completing a community field internship of 250 supervised hours.

### **SWRK 603 Psychopathology and Diagnosis in Clinical Social Work – 3 credit-hours**

This course extends the bio-psycho-social framework studied in HBSE I and HBSE II, in order to understand clients with mental health problems. Students will learn about the methods and criteria used in making differential decisions regarding psychiatric diagnoses according to the DSM and the importance of culture, race, ethnicity, and gender in the diagnostic process. The course follows a life cycle perspective focusing on major disorders commonly manifested during childhood, adolescence, adulthood, and later life. It explores and critically examines the various explanations of such diagnostic categories as ADHD, the autism spectrum, major mood disorders, anxiety, post-traumatic stress disorders, schizophrenia and other psychotic disorders, substance-related disorders, eating disorders, personality disorders and dementia. Implications for social work interventions are considered. The significance of labeling, stigma, and bias will be critically examined throughout the course in keeping with the values and ethics of social work practice and issues of social justice.

### **SWRK 604 Advanced Social Policy – 3 credit-hours**

This advanced concentration course examines social policies from the perspective of their impact on individuals, families and communities, focusing on at-risk populations in an urban environment. The course builds on policy content offered in the professional foundation year, links policy to practice and research skills, and continues examining diversity, inequality, social and economic justice. The first part of the course reinforces the central role of social work in the policy making cycle: social problem definition, policy formulation, implementation, evaluation and critical analysis of the impact on many stakeholders including practitioners. The course reviews strategies for practitioners to influence policies and promote change in the interest of service consumer, agency and society. Students have two options for study in the advanced concentration year: (a) an integrative perspective that allows for the examination of an array of policies and how these intercept for several at risk populations, and (b) specialized study of one specific

population in one of the following fields of practice: mental health, children and families, gerontology, criminal justice, health, immigration and domestic violence.

**SWRK 605 Social Work Research II: Practice Evaluation – 3 credit-hours –**

Research II provides students with an understanding of how research is used to evaluate social work practice and programs. The course is designed to provide students with an overview of the methods, concepts, and principles of single system design and program evaluation research in order to become practitioners who can engage in self-directed evaluation of their own practice and make meaningful contributions to program evaluation efforts. The course focuses on what constitutes a “program,” identifying the mission, goals, and social work role within a program, understanding the implications of the organizational history and context of a program, the types and purposes of practice and program evaluation designs, measurement and data collection options, ethical and cultural considerations in the design and implementation of program and practice evaluation, anticipating the possibly diverse interests of various stakeholders in evaluation, and assessing the readiness of a program for evaluation.

## **Appendix B**

Social Work Practice, Education, and Educational Policy and Accreditation Standards

**<https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>**

## Appendix C

NASW Code of Ethics

Preamble

Revised by the 2021 NASW Delegate Assembly

**<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>**

## **Appendix D**

Ramapo College Anti-Discrimination Policy

**<https://www.ramapo.edu/affirmation/complaint-processing-forms/>**

## **Appendix E**

Ramapo Student Handbook

**<https://www.ramapo.edu/student-conduct/student-handbook/>**