

RUTGERS

School of Social Work

CATALOG

MASTER OF SOCIAL WORK DEGREE PROGRAM
Effective Fall 2007

Richard L. Edwards, Ph.D.
Dean, School of Social Work

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FROM THE DEAN

Welcome to the Rutgers University School of Social Work! Our goal is to prepare social workers who can truly make a difference in the lives of those they serve. The Rutgers School of Social Work is fully accredited by the Council of Social Work Education and we offer classes on all three of Rutgers' campuses - Camden, Newark, and New Brunswick. The School of Social Work offers the B.S.W., M.S.W., and Ph.D. degrees as well as joint J.D. and M. Div. programs. We are one of the largest schools in the nation devoted to education and research on social welfare.

We have a strong, productive faculty, a large and excellent student body and an active and committed group of alumni. Since the beginning of the 2005-2006 academic year, there have been many positive changes in the School. We have strengthened our academic program by the addition of new faculty and we have made several significant curriculum changes that are designed to make our educational offerings more flexible and responsive to the needs of our students and the practice community.

The changes we are making, and will continue to make over the next few years, will provide us with opportunities for our school to develop in positive ways that will enable us to better serve our various constituents - the students, alumni, the practice community, and the State of New Jersey. I hope you will join us in our efforts to make the world a more humane, just and equitable place.

Richard L. Edwards, Ph.D., ACSW

A handwritten signature in black ink, reading "Richard L. Edwards". The signature is written in a cursive style with a large, prominent "R" and "E".

Dean and Professor II

Rutgers School of Social Work

About the University

Rutgers, The State University of New Jersey, with more than 50,000 students on campuses in Camden, Newark, and New Brunswick/Piscataway, is one of the nation's major state university systems.

Rutgers has a unique history as a colonial college, a land-grant institution, and a state university. Chartered in 1766 as Queen's College, it was 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.

Rutgers College became the land-grant college of New Jersey in 1864, resulting in the establishment of the Rutgers Scientific School with departments of agriculture, engineering, and chemistry. Further expansion in the sciences came with the founding of the New Jersey Agricultural Experiment Station in 1880, the College of Engineering in 1914 (now the School of Engineering), and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also date from this period: the College of Pharmacy in 1892 (now the Ernest Mario School of Pharmacy), the New Jersey College for Women (now Douglass College) in 1918, and the School of Education (now a graduate school) in 1924.

Rutgers College became a university in 1924. The legislature passed laws in 1945 and 1956 designating all divisions of Rutgers as the state university of New Jersey. During these years, the university expanded dramatically. An evening division, University College, opened in 1934. The University of Newark joined the system in 1946, and the College of South Jersey at Camden was added in 1950.

Since the 1950s, Rutgers has continued to expand, especially in graduate education. The Graduate School-New Brunswick, the Graduate School-Newark, and the Graduate School-Camden serve their respective campuses. In addition, the university has established professional schools in applied and professional psychology; communication, information, and library studies; criminal justice; the fine arts; management; and social work. Several of these schools offer undergraduate programs as well. In 1969, the university founded Livingston College to provide undergraduate degrees to a diverse community of students.

Today, Rutgers continues to grow, both in its facilities and in the variety and depth of its educational and research programs. The University's goals for the future include the continued provision of the highest quality undergraduate and graduate education along with increased support for outstanding research to meet the needs of society and to fulfill Rutgers role as the state university of New Jersey.

INSTITUTIONAL AND SPECIALIZED ACCREDITATION

Rutgers, The State University of New Jersey, is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (<http://www.msache.org>), 3624 Market Street, Philadelphia, PA 19104-2680 (267/284-5000). The Commission on Higher Education of the Middle States Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. That accreditation was reaffirmed in 2003.

The Rutgers University School of Social Work is fully accredited by the Council of Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA, 22314-3457. Certain undergraduate programs on the Camden, Newark, and New Brunswick/Piscataway campuses of Rutgers are subject to specialized accreditation. For further information about specialized accreditation, including the names of associations that accredit university programs, contact the Office of Institutional Research and Academic Planning.

LICENSURE

Rutgers, The State University of New Jersey, is licensed by the New Jersey Commission on Higher Education. For more information, contact its Office of Academic Affairs at 609/984-2699.

Degree Programs Available

The School of Social Work offers three degree programs: the Bachelor of Arts, the Master of Social Work, and, in conjunction with the Graduate School-New Brunswick, the Doctor of Philosophy.

UNDERGRADUATE PROGRAM

The Bachelor of Arts program in Social Work, offered by the School of Social Work on both the New Brunswick/ Piscataway and Camden campuses, is a professional degree program that prepares graduates for beginning social work practice. Students are prepared for professional practice as well as for graduate study in social work and related fields.

This degree program is offered through Douglass, Livingston and University Colleges (The College of Arts and Sciences for students admitted Fall 2007) and through the Camden College of Arts and Sciences.

A separate accredited undergraduate program leading to a B.A. degree in Social Work is offered at both the Newark College of Arts and Sciences and University College-Newark. For further information about the program in Newark, call 973/353-5145 or write to the Social Work Program, Rutgers, The State University of New Jersey, 360 Martin Luther King Boulevard, Room 414, Newark, NJ 07102.

M.S.W. PROGRAM

In its largest program, the Master of Social Work (M.S.W.) Program-the School prepares students for professional roles in the full array of major human services. The M.S.W. prepares students for advanced social work practice. This includes preparing people to assume administrative leadership roles in the state's social welfare departments and agencies at all levels of government, as well as in the voluntary sector. It also includes preparing skilled direct-service providers to function in both public and private sectors of social welfare. This is accomplished in a program that maximizes individualization of learning and student choice.

The School of Social Work offers programs leading to the M.S.W. degree on the New Brunswick/Piscataway, Camden, and Newark campuses. The full range of the school's offerings is available in New Brunswick/ Piscataway, Camden and Newark.

ADVANCED STANDING

The School offers an advanced standing M.S.W. program for students who have earned a baccalaureate degree in social work from an undergraduate social work program accredited by the Council on Social Work Education.

Students with foreign degrees, with the one exception of graduates with baccalaureate degrees accredited by the Canadian Association of Social Work (CASSW), cannot be considered for advanced standing and must complete the full two-year program.

Students who are admitted as advanced standing students enter in the summer term with a provisional admission, where they will be required to successfully complete nine credits with a 3.0 or better grade in each course in preparation for beginning work as second-year students in the fall term.

Also, prior to beginning the second-year advanced program, advanced standing students must have completed an introductory statistics course covering descriptive and basic inferential statistical procedures with a grade of C or better.

In the fall term, these students are considered second-year students in the advanced program. They are required to take the course of study associated with their concentration and to specialization choices in keeping with those available in the advanced program.

FOUR-YEAR M.S.W. OPTION

There is an M.S.W. four-year option available on all three campuses. Students are generally required to take a minimum of 6 credits each term and to complete the program within four years of matriculation.

SUMMER SESSION

The New Brunswick/Piscataway, Newark, and Camden Summer Sessions offer a number of social work courses (primarily electives). Specific offerings are published each year in their respective catalogs.

DUAL M. Div./M.S.W. PROGRAM

The School of Social Work at Rutgers and the Princeton Theological Seminary offer an accelerated program in social work and ministry leading to a Master of Social Work (M.S.W.) and Master of Divinity (M. Div.). The program is designed for students who expect to enter forms of ministry requiring competence in the disciplines of theology and social work.

The joint M. Div./M.S.W. program allows a student to complete both degrees in four years of full-time study. The first two years of study are spent exclusively at the Princeton Theological Seminary. In the third year, a joint degree student completes the requirements for the M. Div. while concurrently taking 18 credits of course work and field education placement in the School of Social Work. In the summer between the third and fourth years, students are required to complete one course in the School of Social Work: 19:910:507, Psychopathology. In the fourth and final year of the program, students take all their course work and field education placements at the School of Social Work.

DUAL J.D./M.S.W. PROGRAM

The School of Social Work, in partnership with the School of Law-Camden and the School of Law-Newark, offers an accelerated dual-degree program in law and social work, through which students may obtain dual J.D. and M.S.W. degrees. The program is offered to students on Rutgers Camden, Newark, and New Brunswick/Piscataway campuses.

Through the accelerated program, full-time students may expect to complete the requirements for the J.D. and M.S.W. degrees in four years rather than the five normally needed to complete both degrees separately. Students interested in the program need to apply for admission individually to the School of Social Work and to either of the law schools, and then need to satisfy admission requirements for the respective schools. To receive the dual degrees, participating students are required to meet the academic standards of both programs throughout their courses of study.

The dual-degree program is appropriate for students in both the Nonprofit and Public Management (NPPM) and the Direct Practice (DP) concentrations.

The program offers two paths of study. In the first path, the student begins the program at one of the law schools and completes the program at the School of Social Work. In the second path, the student begins the program at the School of Social Work and completes the program at one of the law schools.

For more information about the dual-degree program, contact the Associate Dean for Student Services at the School of Social Work.

The application deadline for the School of Social Work and both law schools is March 1. Current, first-year students also may apply for admission to the dual-degree program.

DOCTORAL PROGRAM

The school's doctoral program, offered in New Brunswick/ Piscataway, emphasizes theory development and research. The Ph.D. program prepares students for careers in higher education and research. This program is offered in conjunction with the Graduate School-New Brunswick, which grants the Doctor of Philosophy degree.

Admission

B.A. IN SOCIAL WORK

For information or an application, call, in New Brunswick/ Piscataway, 732/932-7520 ext. 116 and in Camden, 856/225-6346.

Students are admitted to the major at the beginning of their junior year, having completed approximately 60 credits of course work. Students should plan to apply to the major during the spring term (or its equivalent) of their sophomore year. Applications should be directed to the director of the B.A. Program in Social Work. Applicants will be advised in writing of their acceptance to the program.

QUALIFICATIONS

To be admitted to the major, students must have achieved the following:

1. Enrollment as a student at either Camden College of Arts and Sciences, Douglass College or Livingston College (The College of Arts and Sciences for students admitted Fall 2007);
2. Completion of an application for the major;
3. Submission of two letters of recommendation as outlined in the application;
4. Submission of a recent transcript;
5. A cumulative grade point average of 3.0 or better. Exceptions to the grade-point requirement may be made on an individual basis.

M.S.W. PROGRAM

In order to be considered for admission, applicants to the Graduate School of Social Work must have completed a bachelor's degree from an accredited undergraduate institution. The minimum grade point average is a 3.0/4.0 and applicants who do not have this minimum GPA should address this in their Personal Statement. Applicants must have a broad liberal arts academic background. Social work experience is not required but is advantageous.

An introductory undergraduate course in statistics that covers descriptive and basic inferential statistical procedures with a grade of C or better is a prerequisite for the advanced part of the program but it is NOT a requirement for admission. Applicants who do not meet this requirement will be admitted on a conditional basis and may not

move to the advanced part of the program until this prerequisite is satisfied. Once admitted into the program, students may sit for an examination to place out of this prerequisite.

Essential Abilities and Attributes for Admission and Continuance in the School of Social Work

In addition to the above, the following standards, distinguished from academic standards, describe the physical, cognitive, emotional, and character requirements to provide reasonable assurance that a student can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their years in the program. They are expected to meet these standards in the classroom and in their field education practice. Attention to these standards will be part of evaluations regarding admission as well as students' classroom and field education performance.

Attendance

The social work student must be able to attend classes and field education placements with or without reasonable accommodation.

Participation

The social work student must have the ability to participate in classes and in field education placements. Students must be able to acquire, integrate, and effectively communicate data to students, faculty, supervisors, and clients with or without reasonable accommodation.

Communication Skills

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient comprehension of spoken and written English to understand the content presented in the program.

Self-Awareness

The social work student must know how his or her values, attitudes, beliefs, emotions, and past experiences affect his or her thinking, behavior, and relationships. The student must be willing to examine and change his or her behavior when it interferes with his or her working with clients and other professionals and must be able to work effectively with others in subordinate positions, as well as with those in authority.

Professional Commitment

The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work, which are the dignity and worth of every individual and his or her right to a just share of society's resources.

Knowledge Base for Social Work Practice

The professional activities of social work students must be grounded in relevant social, behavioral, and biological science knowledge and research. This includes knowledge and skills in relationship building, data gathering, assessment, interventions, and evaluation of practice.

Objectivity

The social work student must be sufficiently objective to evaluate systematically clients and their situations in an unbiased, factual way.

Empathy

The social work student must endeavor to seek to comprehend another individual's way of life and values. He or she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

Energy

The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care, and developing cooperative and facilitative relationships with colleagues and peers.

Acceptance of Diversity

The social work student must appreciate the value of human diversity. He or she 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, ability, sexual orientation, and value system.

Interpersonal Skills

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

Professional Behavior

The social work student must behave professionally.

PH.D. PROGRAM

Applications are available on the Rutgers website, <http://gradstudy.rutgers.edu> or from the Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 18 Bishop Place, New Brunswick, NJ 08901-8530 (732/932-7711).

Applications should be completed and returned with supporting documents according to the instructions provided with the forms. A complete application consists of;

1. the application form;
2. three letters of recommendation;
3. official transcripts of previous academic work;
4. personal statement or essay;
5. GRE test scores, taken within three years of application date;
6. a nonrefundable application fee of \$60.

QUALIFICATIONS

Admission requirements for students in the direct practice area include the M.S.W. degree; two years of post-master's experience in social work is preferred. Students in the area of social policy analysis and administration are required to hold an M.S.W. or an equivalent degree in a related field. Students with an M.S.W. are allowed to transfer 18 credits toward the Ph.D. upon completion of 12 credits of graduate-level coursework in the doctoral program with grades of B or better. Transfer credits from other master's degree programs are evaluated on a case-by-case basis.

Tuition and Fees

Please consult the Financial Aid website at www.studentabc.rutgers.edu.

STUDENT FEES AND OTHER CHARGES

The student fee covers use of student centers and health centers, membership in the Graduate Student Association, and certain administrative services. The relatively low fee charged to graduate students does not include the fee for intercollegiate athletics which entitles undergraduates to discounted prices for tickets.

Special fees charged for some undergraduate courses also apply to graduate students enrolling in those courses. Fees of varying amounts, covering the cost of materials and breakage, are required in certain laboratory courses in the sciences.

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to the student's home address for the first and second terms with the due dates indicated. It is the student's responsibility to obtain, complete, and return their term bill by the due date. Students who fail to do so are charged a late payment fee. The student is responsible to pay all costs incurred by the university to collect any unpaid balance. This may include, but is not limited to collection costs, litigation/attorneys' fees, and court costs.

Payment of the term bill may be made in person, by mail, or online at <http://www.studentabc.rutgers.edu>. Checks or money orders are preferred and should be made payable to Rutgers, The State University of New Jersey. Cash should not be sent through the mail. Payment can also be made by American Express, MasterCard, or Discover Card. Transactions which are declined by the bank are considered unpaid and are returned to the student. Refunds of credit card payments will be processed with a check issued by Rutgers University to the student.

TUITION PAYMENT PLANS

The University offers various monthly payment plan options. Visit our web site at <http://www.studentabc.rutgers.edu> for further information and enrollment forms.

Registration

Matriculated M.S.W. students will be sent registration instructions and timelines via their Rutgers email account each semester.

ACTIVATION OF REGISTRATION

A student's registration is activated through the proper submission of a term bill, accompanied by payment, or through an appropriate claim of financial aid. Activation of registration will not take place if a "hold" has been placed on a student's records because of failure to meet outstanding obligations.

TERMINATION OF REGISTRATION

The University exercises the right to terminate the registration of any student who has an outstanding financial obligation to the University, after sufficient notice has been given to the student. The University reserves the right to hold transcripts and diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy collection fees. "Holds" are removed upon satisfaction of the outstanding obligation. The terminated student may petition for reinstatement of enrollment by satisfying the indebtedness to the university and paying a reinstatement fee.

CANCELLATION OF REGISTRATION

To cancel registration and obtain a full refund of tuition and fees, students must notify the registrar in writing prior to the first day of classes. A student whose registration is canceled by the registrar will receive a full refund of tuition and fees and prorated charges for room and board, if applicable. Notification of cancellation received on or after the first day of classes is treated, for billing purposes, as a withdrawal and a refund is made based on the general refund policy.

GENERAL REFUND POLICY

A student who voluntarily withdraws from all courses during the first six weeks of the term will receive a partial reduction of tuition (and charges for room and board, if applicable) according to the week of withdrawal as follows:

First and second week: 80%

Third and fourth week: 60%

Fifth and sixth week: 40%

No reduction will be granted after the sixth week of the term.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the registrar. No part of the student fee is refundable.

No reductions will be granted after the 10th day of classes to a student who withdraws from one or more courses, but remains registered in others. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies. A student cannot completely withdraw from classes using the student telephone or web registration systems.

Failure to attend classes is not equivalent to a withdrawal and a student will not receive an adjustment of charges unless a formal withdrawal is filed with and approved by the registrar, regardless of whether the student actually attends classes or took examinations.

Financial Aid

The staff in the Office of Financial Aid at Rutgers, The State University of New Jersey, is concerned with students' educational expenses. The impact of educational expenses on the student and his or her family is sizable, even though tuition at Rutgers covers only a small portion of the actual cost of instruction for each student. In order to allow students with limited financial resources to attend, every effort is made to assist these students in finding the funds to finance their education.

A majority of full-time graduate students at the University receives some financial aid. The amount of support each student receives depends, in part, upon the availability of funds. The sources of support include university funds, federal and state government funds, corporate, and individual bequests to the University, and grants from educational and scientific foundations.

For the most up-to-date and detailed information regarding financial aid and sources of financial assistance, please visit the Rutgers Financial Aid website at <http://studentaid.rutgers.edu>. The Rutgers School of Social Work is a New Brunswick-based graduate school, therefore all matriculated M.S.W. students should contact and work directly with the New Brunswick Financial Aid Office at 732-932-7057.

Student Life and Services

LIBRARIES

With holdings of over three million volumes, the Rutgers University Libraries rank among the nation's top research libraries. Comprised of more than two dozen libraries, centers, and reading rooms located on Rutgers' campuses in Camden, Newark, and New Brunswick/Piscataway, and RU-Online, a digital library, the libraries provide the resources and services necessary to support the University's mission of teaching, research, and service.

There are two large research libraries on the New Brunswick/Piscataway campuses: the Library of Science and Medicine, which houses the primary collections in behavioral, biological, earth, and pharmaceutical sciences, and engineering; and the Archibald S. Alexander Library, which provides extensive humanities and social sciences collections. The Mabel Smith Douglass Library supports undergraduate education and houses the primary collections for women's studies and the performing arts. The Kilmer Library is the primary business library in New Brunswick/Piscataway and provides support for undergraduate instruction. There also are several specialized libraries and collections in this area including Alcohol Studies, Art, Stephen and Lucy Chang Science Library, Chemistry, East Asian, Mathematical Sciences, Music, Physics, Special Collections, University Archives, and the James Carey Library at SMLR.

The Scholarly Communication Center supports the development and integration of scholarly/scientific/ educational information into the mainstream through a wide range of innovative digital services. The Marjory Somers Fosters Center is a resource center and digital archive on women, scholarship, and leadership. A reading room for graduate students is located in the Alexander Library. In addition to study space, the Graduate Reading Room includes graduate reserve materials, a non-circulating collection of standard works in the social sciences and humanities, and locked carrels for students working on their dissertations.

The John Cotton Dana Library in Newark (which also houses the Institute of Jazz Studies) supports all undergraduate and graduate programs offered on the Newark campus with an emphasis on business, management, and nursing. The Robeson Library houses a broad liberal arts collection that supports all undergraduate and graduate programs offered on the Camden campus. Law libraries also are located on both the Camden and Newark campuses and have separate policies and online catalogs. The law library at Newark also houses an extensive criminal justice library.

Of interest to faculty and graduate students are Rutgers' memberships in the Research Libraries Group, the Center for Research Libraries, the Pennsylvania Academic Library Consortium, Inc., and other academic library consortia. These consortia give members of the university community access to the collections of the most distinguished research libraries in the country, including those at California (Berkeley, UCLA, and others), Stanford, Yale, and the New York Public Library, and timely delivery of research materials. Shared catalogs may be searched and items requested online.

The libraries provide numerous electronic resources to the Rutgers community. Library users can search IRIS, the online catalog, through the libraries' web site at <http://www.libraries.rutgers.edu>. IRIS identifies materials owned by Rutgers libraries in Camden, Newark, and New Brunswick/Piscataway and contains records for most items acquired since 1972. Students, faculty, and staff also can access a variety of electronic indexes and abstracts, full-text electronic journals, research guides, and library services online, both on campus and remotely. The libraries provide hundreds of CD-ROM titles in addition to online resources.

Rutgers students, faculty, staff, and alumni are entitled to borrow materials from any of the Rutgers University Libraries. The Rutgers Delivery Service, Interlibrary Loan Service, and E-Z Borrow allow library users to request books and journal articles located at distant Rutgers libraries or outside the university. The loan period for faculty, staff, and graduate students is one full term. All other borrowers, including undergraduate students, may keep materials for 28 days. All materials, regardless of loan period or borrower's privileges, are subject to recall.

Librarians, many with advanced subject knowledge, are available at all of the major libraries to assist with research projects, classroom instruction, and research strategies. In addition to individual instruction at the reference desk, librarians also provide in-class teaching at instructors' requests. Librarians are available to help with both computerized and non-computerized reference searches.

The libraries are committed to providing equal access to services and collections for all library patrons. Users with disabilities may request special services through the circulation or reference department in each library.

STUDENT HEALTH INSURANCE

All full-time students, by paying the student fee, and those part-time students who elect to pay the student health service and insurance fees, are insured for up to \$5,000 in medical expenses brought about by illness or injury. This policy provides excess coverage over any other insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students also may purchase coverage for their spouse and children at additional cost. Any student not covered by individual or family policies should consider this more extensive coverage. Information and applications are available in New Brunswick from the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732-932-7402, ext. 236) hurtado@rci.rutgers.edu, <http://health.rutgers.edu>. In Camden at the Camden Health Center, 326 Penn Street, Camden NJ 08102 (856-225-6005) <http://healthservices.camden.rutgers.edu>, and in Newark at the Newark Health Center, 249 University Avenue, Newark, NJ 07102 (973-353-5231) <http://www.rutgers.newark.rutgers.edu/healthcenter>.

COMPULSORY INTERNATIONAL STUDENT INSURANCE FEE

All students in F or J immigration status whose visa documents are issued by Rutgers are required to have both the basic and the major medical insurance coverage. The costs for insurance are charged to such students on their term bills. All accompanying family members (spouse and children) also must be insured. Insurance coverage for spouses and children must be purchased at the Center for International Faculty and Student Services, Rutgers, The State University of New Jersey, 180 College Avenue, New Brunswick, NJ 08901-8537 (732-932-7015).

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, counseling, and referrals are available. Programs and services for students, faculty, and staff promote ways of reducing the risk of being a crime victim and the availability of resources and options should a crime occur. With a special emphasis on crimes of interpersonal violence, educational programs are available to the university community on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment.

For more information or to schedule an appointment or program, call 732/932-1181, visit the department web site at <http://sexualassault.rutgers.edu>. or email the staff at sascva@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus, New Brunswick, New Jersey.

CAREER SERVICES

The University provides a comprehensive career service for students enrolled in graduate and professional studies. Graduate students concerned with career issues, career decisions, preparing resumes/vitae, developing interviewing skills, and conducting a job search are encouraged to take advantage of this service. Seminars, workshops, and special programs designed to meet the needs of students with advanced degrees are offered each term. Individual counseling is available by appointment.

Career libraries house resource materials to assist in the career development and job search process. These include career planning and development books; sample resumes/vitae; current job listings; employer directories; federal and state job information; company literature; testing information; and internship, fellowship, and grant information. An online credentials service is available for students and alumni who wish to compile letters of recommendation for future use in applying for employment or advanced degree programs.

Career services also sponsors an on-campus recruitment program. Through this program, over 200 employers from business, industry, and government agencies come to campus each year.

For further information concerning career services at Rutgers, students should visit one of the career offices located at 46 College Avenue (732/932-7997) on the New Brunswick College Avenue campus; the Career Center at 326 Penn Street (856-225-6046) on the Camden Campus; or the Career Development Center at Hill Hall 313 (973-353-5311) on the Newark Campus.

COUNSELING CENTERS

Psychological counseling for graduate students is available through the university counseling centers.

SERVICES FOR INTERNATIONAL FACULTY AND STUDENTS

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015; email: ru_cifss@email.rutgers.edu; web address: <http://www.rci.rutgers.edu/~cifss>) coordinates services for the University's international students, scholars, and faculty. The center provides direct support in the following areas: U.S. immigration regulations and procedures; liaison to campus offices, community groups, and U.S. and foreign government agencies; advice on nonimmigrant status, employment, medical care, adjustment to American life, cross-cultural differences, family concerns, financial planning, and other personal matters. In addition, the center sponsors programs of interest to the international community, including a comprehensive orientation, a community-based International Friendship Program that gives students the opportunity to get to know American families, informational and cross-cultural seminars, and a variety of support programs for students and their families.

To ensure personal contact, all international students are assigned an international student adviser at the center and are encouraged to establish and maintain a close working relationship with center staff throughout their stay at Rutgers.

Nonimmigrant students in F-1 or J-1 status must register with the center upon arrival in New Brunswick and inform the center of any change in their academic program, address, or enrollment status. All questions regarding ones' status as a foreign student or exchange visitor in the United States are addressed to this office.

SERVICES FOR STUDENTS WITH DISABILITIES

Students with disabilities are entitled to the same benefits of the University's educational mission, and the same quality of student life, and are subject to the same academic and procedural requirements as other students. Rutgers is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. The Universities' services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. M.S.W. students requiring assistance with any aspect of disability services should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue, New Brunswick, NJ 08901 (732-932-2848 or dsoffice@rci.rutgers.edu .)

Campus Information Services

RU—INFO

RU-info is the primary informational and referral gateway to Rutgers University and can be accessed by calling 732/932-info (4636) or visiting <http://ruinfo.rutgers.edu>. RU-info is a year-round, informational resource that can assist in answering questions ranging from directory information to student organization information to transportation and community information. The RU-info staff prides itself on being able to provide friendly help and accurate answers, including correct referrals, for even the most difficult questions about Rutgers and our community. The offices are open during the fall and spring terms Monday through Friday, 8:30 a.m. to 8:30 p.m.; Saturday and Sunday, 10:00 a.m. to 4:00 p.m.; and during summer break Monday through Friday, 8:30 a.m. to 5:00 p.m.

Information is also available through "Ask Colonel Henry," RU-info's online question and answer service found at <http://colonelhenry.rutgers.edu>. Other informational resources include the university wide Calendar of Events, online maps, printed campus maps, and historical tours. Information on most of these items, along with many others, can be found at <http://ruinfo.rutgers.edu>. Of special note is the Rutgers info Channel found on RUTV channel 3. This channel provides outstanding and up-to-date campus and community announcements and information.

During weather or other emergencies, RU-info provides critical information to the campus community via 732/932-info, broadcasts on the Rutgers info Channel, and postings on the Campus Status Page of the university web site, frequently updated and found on <http://nbp.rutgers.edu> .

OFF-CAMPUS HOUSING SERVICE

The Rutgers Off-Campus Housing Service is a specialized information resource center for the Rutgers community. All listings and services are available online 24 hours a day at <http://ruoffcampus.rutgers.edu> and include apartment, house, room, and roommate listings, and other informational resources. The Off-Campus Housing Service provides friendly and helpful advice about assessing housing needs and setting priorities. The service can also assist with problems that arise after a student has found housing.

Interested students should begin looking for off-campus housing several months before they plan to move; contact the Rutgers Off-Campus Housing Service for the best times to begin searching. Information and services include online housing and roommate searches, educational workshops, landlord/tenant rights information, landlord/tenant complaint record and resolution assistance, and copies of model subleases, inspection forms, and cotenant agreements.

The New Brunswick office is located at 542 George Street, College Avenue campus. It can also be reached at 732/932-7766 or by email, ochs@cis.rutgers.edu. The Camden Campus Housing Office, On-Campus and Off-Campus is located at 215 N 3rd Street, Camden, NJ 08102, 856-225-6471 www.camden.rutgers.edu/camden/students/housing. In Newark the Off-Campus Housing office is located at 91 Bleeker Street, Newark, NJ 07102 973-353-1037, http://housing.newark.rutgers.edu/off_campus_housing_list2htm.

PARKING AND TRANSPORTATION

Any vehicle using campus parking facilities must be registered and must display a valid permit at all times. Fees for students vary according to their classification. Resident student vehicles are assigned in their specific residence lot only. Commuter student vehicles are assigned to a parking zone, according to college affiliation, on a particular campus only. Maps indicating resident and commuter student lots are available from the Department of Parking and Transportation Services, 55 Commercial Avenue, New Brunswick, NJ 08901 on the College Avenue campus.

An intercampus bus transportation service is available to all Rutgers students, faculty, and staff. This bus service provides transportation within walking distance of all major campus areas and the major public transportation centers in New Brunswick. Schedules for the campus bus service are published each fall. Van transport is available for students with permanent disabilities who are unable to use campus buses to get to and from class. Requests for this service should be made through the Office of Disability Services.

For more information, in New Brunswick, call 732/932-7744, email parktran@rci.rutgers.edu, or visit the Parking and Transportation web site at <http://parktran.rutgers.edu>. In Camden, call 856-225-6137, <http://www.camden.rutgers.edu/-rupdcamd/ourcommunityparking.htm>. In Newark, call 973-353-5873, <http://nwkparking.rutgers.edu>.

GRADUATE STUDENT ASSOCIATION

The School of Social Work has an active Social Work Student Association. All matriculated students receive regular emails about the meetings of this student organization. Names of student leaders may be attained by contacting the Dean's Office at the School of Social Work.

The Graduate Student Association (GSA), of which all graduate students are automatically members, sponsors a variety of social and cultural activities for graduate students and represents their interests to the University through its legislative body. The GSA provides free legal advice to students and sponsors academic programs, films, mixers, trips to New York, and community action programs.

Every graduate student, full time or part time, in any of the eight New Brunswick/Piscataway graduate and professional schools automatically becomes a member of the GSA. The GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 732/932-7995 (GSA) or 7994 (GSL).

Graduate student lounges, located in the Rutgers Student Center, Busch Campus Center, and Douglass College Center, are primarily for the use of graduate students and for the functions sponsored by and for graduate students. These provide a comfortable atmosphere for socializing, lounging, and studying.

TRANSCRIPTS

Requests for official transcripts of a student's academic record should be made in writing to the Department of Records and Transcripts, Rutgers, The State University of New Jersey, Office of the Registrar, 65 Davidson Road, Room 200, Piscataway, NJ 08854-8096. Requests should include the school of enrollment and the dates of attendance. At least 10 days should be allowed for processing the request. You may also request a transcript online at <http://registrar.rutgers.edu/NB/TRANS-NB.HTM>

STUDENT IDENTIFICATION CARDS

The RUconnection Card office issues photo ID cards to all graduate students. The photo ID card, which serves as the official Rutgers identification, includes the library barcode for borrowing books, provides access to recreation centers and can function as a Knight Express debit card.

Information regarding the RUconnection Card is available at the RUconnection website, <http://www.rci.rutgers.edu/~ruconxn> or by telephone at 732-932-8041.

Student Responsibility to Keep Informed

This catalog provides a compendium of the rules governing graduate work at the University, and students therefore are advised to keep their copy as a reference handbook.

In addition to the contents of this catalog, students also are responsible for keeping informed of policies and procedures published in the schools' Schedule of Classes and of notices posted on bulletin boards in the School of Social Work Building.

Programs of Study

A candidate for the M.S.W. degree must successfully complete at least 60 credits. These include some courses required of all students. A full-time student normally requires four terms to complete the program. For details of the M.S.W. program, see the Master of Social Work Program section.

Degree requirements for the Doctor of Philosophy degree are located in the Graduate School-New Brunswick Catalog. Degree requirements for the Bachelor of Arts degree in Social Work are located in the New Brunswick and Camden Undergraduate Catalogs.

REGISTRATION AND COURSE INFORMATION

Formal admission to the School of Social Work and payment of all charges to the University Cashier are prerequisites to registration. Registration is a prerequisite to class attendance. All students who complete registration on time receive registration materials for the following term, and those who use these materials to take part in pre-registration receive term bills for the following term. All students, regardless of method of payment, must make contact with the cashier each term or their registration will be canceled.

Newly admitted students receive complete registration instructions at the time of their admission.

The School reserves the right to cancel or modify course offerings or to modify a student's registration in order to balance course sections.

Summer/Winter Session registration may be accomplished by telephone, mail, or in person according to the schedule specified in the Summer/Winter Session catalogs. The catalogs may be obtained online for the Camden courses at summer.camden.rutgers.edu or winterim.camden.rutgers.edu, for the Newark courses at summer.newark.rutgers.edu or winter.newark.rutgers.edu and for New Brunswick courses at summersession.rutgers.edu and wintersession.rutgers.edu.

LATE REGISTRATION

Students may register late only during the first week of each term. A student who needs to register late must do so in person at the Office of Student Services during regular office hours and will be required to pay charges including the late registration fee.

CHANGE OF COURSES

Students may add/drop courses to their registration using the online or telephone registration methods up to the first day of classes. No student may add a course after the 10th day of classes. No refund is granted for a course dropped after the 10th day of classes. No course may be dropped after the 12th week of the term. The date on which the Student Services Office receives the written notice from the student governs the academic and financial consequences of the withdrawal.

WITHDRAWAL

A graduate student who wishes to withdraw from all courses does so by submitting a written notice to the Student Services Office in New Brunswick. A student who leaves the University without officially withdrawing receives a failing grade in each course. The date on which the Student Services Office receives the written notice governs the academic and financial consequences of withdrawal. The privilege of official withdrawal is not granted after the 12th week of the term; students who leave school during this period are still considered officially enrolled and will receive final grades for the term.

Please note that notification to the instructor or Field Education Office(s) does not fulfill the student's obligation to communicate directly and in writing with the Student Services Office in New Brunswick in all matters pertaining to changes in registration and withdrawal.

FULL-TIME AND PART-TIME STUDENTS

For statistical, billing, and veteran certification purposes, a full-time student is defined as one who is taking 9 or more credits. Those taking less than 9 credits are part-time students. All courses, including those taken "not-for-credit," are counted in computing the credits taken, except for VA certification.

MINIMUM AND MAXIMUM PROGRAMS

The unit of credit used in Rutgers registration is based in part upon a measure of time, with 1 credit equal to one hour of class time plus two hours of preparation per week through a 15-week term; thus a 3-credit course implies that a qualified and competent

student should require an average of perhaps nine hours a week (including both classroom and preparation time) to carry out the work expected. Students should not expect to carry a full-time job while attending classes on a full-time basis. A full-time program averages 15 credits a term. Students must register for a minimum of 6 credits.

In order to obtain a Rutgers M.S.W., a student must take a minimum of 37 credits "in residence."

TRANSFER OF CREDIT

A minimum grade of B is required for transfer credit. Graduate courses for which transfer credit is sought must have been completed within the last six academic years in order to be considered. Transfer credit requests are evaluated following matriculation into the program. Transfer credit evaluation forms are available through the Student Services Office, which coordinates the process.

Graduate courses successfully completed at another institution may be accepted for credit toward the M.S.W. degree, provided such courses are in areas of social work or are judged to be highly relevant to a social work program. A maximum of 21 accredited transfer credits (from another graduate school of social work) may be granted to a candidate for the M.S.W. degree at Rutgers. Approval of the Associate Dean for Student Services is required. Course syllabi are needed for evaluation of courses.

A maximum of 18 credits may be accepted from the credits gained through professional credit courses. Only 3 elective credits (one elective course) will be accepted for transfer credit.

Academic credit for life experience and previous work experience is not given in lieu of the field practicum or of courses in the professional foundation or the advanced program.

CONTINUOUS REGISTRATION, LEAVE OF ABSENCE

All matriculated M.S.W. candidates must register each fall and spring term until earning their degree. If a student requires a leave of absence, application must be made in writing to the Associate Dean for Student Services, who must approve the leave. Once approved for a leave of absence, the student will be registered during the established registration period for 19:910:800, Matriculation Continued (0 credits). Students pay a fee for each term while on approved leave. Matriculation continued status is available only to students who are not present on campus and not using faculty time or university research facilities. Leaves of absence may not extend beyond two regular terms. Students who do not formally resume studies after two terms of approved leave must apply for readmission through the Office of Graduate and Professional Admissions.

Approved leaves will be granted only to students in good academic standing. Students who fail to register for more than two regular or two consecutive terms must apply for readmission through the Office of Graduate and Professional Admissions before resuming formal study.

INTERCOLLEGE REGISTRATION

Students enrolled in the School of Social Work may register for a course offered by another unit of the University, with the approval of the Associate Dean for Student Services. Additional approvals may be required. Courses taken at another unit of the University will count as electives. Courses must be graduate level and a minimum grade of B is required for the course to be applied toward the M.S.W.

TIME LIMITS FOR DEGREES

Degree programs should be completed within the following periods of time after first registration in the School of Social Work:

Regular Program M.S.W.	Normal Minimum	Normal Maximum
Two year	4 terms	4 terms
Four year	8 terms	8 terms
Advanced Standing M.S.W.		
One year	3 terms	3 terms
Two year	5 terms	5 terms
Ph.D.	3 years	7 years

Graduation

The M.S.W. degree is conferred by the University upon recommendation of the faculty of the School of Social Work. Degrees are conferred and diplomas issued only at the annual commencement each May. For this reason, a student who completes degree requirements before October 1 may request a suitable certificate for use until commencement. The request should be sent to the university registrar accompanied by a stamped, self-addressed envelope and will be honored shortly after November 1 provided the student has a Graduate Diploma Application (Application for an Advanced Degree) on file and has, in fact, completed all other requirements for the degree by that time. A similar certificate will be available, upon request, to the student who completes all requirements by the end of the fall term. Students issued these certificates will receive diplomas dated October or January, respectively.

Any candidate who does not wish to attend commencement is asked to indicate that fact on the diploma application. If this was not indicated on the application, the candidate is asked to write to the University Registrar requesting that the degree be conferred in absentia at the annual commencement exercises. Since arrangements for commencement are complex and well advanced by March 15, such requests should be placed before that date, although they will be accepted any time before commencement. Candidates whose attendance is prevented by some last-minute emergency are asked to communicate with the University Registrar within 24 hours of commencement. In all cases, the candidate should indicate the address to which the diploma may be sent when it is mailed in June or July.

GRADUATE DIPLOMA APPLICATION

Graduate Diploma Applications are available online to students who are on track to complete their degree and the form must be completed and submitted by each candidate. The form is available at <http://registrar.rutgers.edu>.

Unless the form is submitted at the appropriate time by the candidate, the degree will not be conferred and graduation will be deferred.

If, after filing the application, a candidate is unable to complete the degree requirements by the end of the term specified, another application must be filed.

CLASS SCHEDULES AND HOURS

Starting and closing dates for each term, scheduled holidays, and other important scheduling information can be found online at (<http://scheduling.rutgers.edu/academic.htm>) in the academic calendar. All class periods are 160 minutes in length, meeting once a week, unless otherwise specified. There will be 15 weeks of instructional activity for each course. The Thanksgiving week schedule is rearranged to allow all classes to meet 15 sessions during the term.

ATTENDANCE

All instructors are required to maintain an accurate record of attendance in each of their classes or sections. Students are expected to be present at each meeting of their classes. At the instructor's discretion, exceptions to this rule may be made for illness or other circumstances.

ABSENCE DUE TO RELIGIOUS OBSERVANCE

It is the policy of the University to excuse without penalty students who are absent because of religious observances and to allow the makeup of work missed because of such absences. Examinations and special, required, out-of-class activities ordinarily will not be scheduled on those days when such students refrain from participating in secular activities. Absences for reasons of religious obligation will not be counted for reporting purposes. A student absent from an examination because of required religious observance will be given an opportunity to make up the examination without penalty.

CANCELLATION OF CLASSES

It is the general policy of the University not to cancel classes because of inclement weather. However, because of the occasional hazards of night driving in the winter, exceptions may be made for evening classes, and under exceptionally hazardous conditions, exceptions may be made for daytime classes.

Announcements concerning campus status will be made over the following stations: WRNJ (1510 AM), WCTC (1450 AM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM), WRSU (88.7 FM), and NEWS12 (cable).

Additionally, information will be available through RU-tv's Rutgers info channel 3; the campus operating status page <http://nbp.rutgers.edu>; and from Rutgers-info(732/932-info). Arrangements for makeup work are announced by individual instructors.

Grades and Records

GRADES AND RECORDS

Students in the School of Social Work are graded in each course at the end of each term as follows:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

The School does not assign the grades of D or D+ in its courses.

OTHER GRADE SYMBOLS

IN (Incomplete). When the fieldwork assignment is incomplete, the Director of Field Education may elect to assign a grade of *IN*.

P/F (Pass/Fail). Fieldwork courses use the non numerical grades of Pass or Fail.

T (Temporary). *TF* is used for all incomplete and temporary grades. Temporary grades are given at the discretion of the instructor when the student has not completed the course work requirements due to extenuating circumstances. If a student does not complete the course requirements, the *TF* grade will change to an *F*.

W (Withdrawal). Used when a student officially drops a course or withdraws during the first twelve weeks of the term.

CREDIT PREFIXES

The number of credits appearing on course records and registration cards may be preceded by a letter prefix as follows:

E. Course excluded from credit toward a degree. The student must complete all course work, including the final exam.

J. Credit is awarded but grade not calculated into GPA.

Academic Policies and Procedures

ACADEMIC STANDARDS

To qualify for graduation, a student must earn a total of 60 credits and maintain a cumulative grade point average of 3.0 (B). Credits not earned for failed elective courses may be compensated for by satisfactory completion of other elective courses. Students must have a passing grade in a sequential prerequisite course before starting the next sequential course.

ACADEMIC STANDING AND STUDENT REVIEW POLICY

Students are required to maintain a minimum cumulative grade point average of 3.0 each semester. A minimum cumulative grade point average is also required to graduate from the MSW Program. Students must also meet any conditions imposed at the time of admission to remain in good academic standing.

Semester GPA

Student grade point averages are reviewed each semester by the Office of Student Services. A student will be placed on **Academic Probation** if at the conclusion of any given semester any of the following conditions apply:

1. the student has earned a semester grade point average of less than a 3.0 and their cumulative grade point average is 3.0 or greater; or
2. the student receives an F in an elective course; or
3. the student has received an incomplete in fieldwork; or
4. at any point during the semester, there is evidence of inadequate field performance.

The Associate Dean for Student Services will notify both the student and the student's academic advisor regarding the student's academic probation status.

When a student is placed on academic probation, the student must initiate a meeting with her/his academic advisor no later than the end of the first week of classes of the subsequent semester. It is the student's responsibility to initiate this meeting to discuss the GPA and to develop a corrective action plan noting the minimal semester GPA needed for the student to earn a cumulative GPA of 3.0 by the end of the semester. The student will forward a copy of the academic plan that has been signed by the academic advisor to the Associate Dean for Student Services within two weeks of the beginning of the semester.

Failure to set up a meeting with the academic advisor and/or failure to forward a signed copy of the academic plan within the first two weeks of the semester will result in a hold on the student's registration status.

Cumulative GPA

Students are required to maintain a minimum cumulative grade point average of 3.0 each semester. A minimum 3.0 cumulative grade point average is also required to graduate from the MSW Program.

A student is considered in **Academic Jeopardy** and will not be permitted to continue at the School of Social Work if at the conclusion of any given semester, any of the following conditions apply:

1. the student has a cumulative grade point average of less than 3.0; or
2. the student has a semester grade point average of less than 2.49; or
3. the student has received a grade of F in a required course; or
4. the student has received a grade of F in Fieldwork.

The Associate Dean for Student Services will notify any student with a cumulative grade point average below 3.0 in writing of the GPA and automatic dismissal. A copy of the notice will be also sent to the student's academic advisor and the Associate Dean for Academic Affairs.

Students who fail to achieve a minimum cumulative grade point average of 3.0 and are automatically dismissed may appeal the dismissal to the Associate Dean for Academic Affairs in writing within two calendar weeks of notification of dismissal.

The student must address the reason(s) for not achieving the minimum grade point average and show how this factor(s) have been addressed and resolved. The student must also develop a specific written plan to resolve the academic problem. The student should meet with their academic advisor to develop and review this academic plan.

The Associate Dean for Academic Affairs will review the student's written statements and academic plan and the student will be notified in writing within two weeks of the date the Associate Dean receives the student's written appeal.

If the student is not satisfied with the Associate Dean's decision, he/she may appeal to the Dean of the School in writing within two weeks of receipt of the Associate Dean's decision. The Dean will notify the student in writing within two weeks of the date the Dean receives the student's written appeal. The decisions of the Dean are final.

Field Education

If a student is experiencing serious problems in the field education setting and/or receives a failing grade in Field Education, the Director of Field Education will compile a written summary describing the factors contributing to the student's situation.

Professional Conduct

Students are expected to adhere to the National Association of Social Workers' Code of Ethics. It is the responsibility of the student to become acquainted with the NASW Code and with relevant field education placement assignments' policies and procedures.

Termination of Studies

Students may be academically dismissed from the School of Social Work if they fail to maintain satisfactory academic or professional standards of the social work profession. Failure to complete degree requirements for the MSW degree within specified time limits is also considered grounds for Academic Dismissal.

Academic Dismissal may occur at any time including during the final semester.

The student will be notified in writing of dismissal. The student's transcript will bear the notation "Academic Dismissal."

Readmission after Dismissal

A student who had been dismissed may choose to reapply to the School of Social Work after a minimum of one year following dismissal. The decision to readmit will be based on the nature of the difficulties leading to dismissal, the steps taken to correct these difficulties, and the likelihood of future academic success and professional competence.

HOLDS

The privileges of registration, advance registration, receipt of a diploma at commencement, and receipt of transcripts of record are barred to students having outstanding obligations to the University. Obligations may take the form of unpaid monies, unreturned or damaged books and equipment, parking fines, other charges for which a student may become legally indebted to the University, and failure to comply with disciplinary sanctions or administrative actions.

University departments and offices may place "holds" on registration, diplomas, and transcripts for any students having an outstanding obligation.

Student Grievance/ Complaint Procedures

Students from time to time have had grievances or complaints relative to their academic learning in class or in the field setting. There are two bases for complaints or grievances: faculty computational error or the faculty member is alleged to have been arbitrary or capricious.

GRIEVANCES/COMPLAINTS - COURSEWORK

1. A complaint/grievance may be initiated by the student meeting with his or her faculty adviser. The complaint or grievance must be made within two weeks of the posting of the grade. The adviser and student should explore all possibilities for an understanding of and an informal resolution to the complaint/grievance.
2. The second step, if necessary, is for the student and the adviser to meet with the instructor to discuss the complaint/grievance and its possible resolution within 10 working days of the filing of the complaint.
3. The third step, if necessary, is for the student to prepare and submit to the designated lead teacher a written statement of the complaint/grievance. This should include documentation for the complaint/grievance. The lead teacher will call a meeting to include the student, adviser, and instructor. The complaint is discussed and its possible resolution explored. The lead teacher will provide a written disposition to the student, the instructor, and the adviser within 10 working days, or two calendar weeks, of his or her assessment of the validity of the complaint/grievance.
4. Finally, if the student is unable to get a satisfactory response in step 3, the student and his or her adviser may appeal to the Dean of the School within 10 working days for a final decision.

GRIEVANCES/COMPLAINTS - FIELDWORK

1. A complaint/grievance may be initiated by the student meeting with his or her faculty adviser and the field consultant to the agency. At this point, each of the above persons should explore all possibilities for an informal resolution to the grievance/complaint.
2. The second step, if necessary, is for the student and the field consultant to meet the field instructor of the agency to discuss the complaint/grievance and its possible resolution.
3. The complaint/grievance is presented in writing to the Director of Field Education for possible resolution. This step is initiated when the response in step 2 is not satisfactory to all involved.
4. If the student is unable to get a satisfactory response in step 3, he or she can forward the grievance to the Dean of the School for a final decision.

Policy on Academic Integrity Summary

"Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions to this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the university community, and breaches of academic integrity constitute serious offenses" (Academic Integrity Policy, p. 1).

The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them.

Faculty members have an obligation to educate students to the standards of academic integrity and to report violations of these standards to the appropriate deans.

Students are responsible for knowing what the standards are and for adhering to them. Students also should bring any violations of which they are aware to the attention of their instructors.

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

Violations of academic integrity are classified into four categories based on the level of seriousness of the behaviors. Brief descriptions are provided below. This is a general description and is not to be considered as all-inclusive.

Level One Violations

These violations may occur because of ignorance or inexperience on the part of the person(s) committing the violation and ordinarily involve a very minor portion of the course work.

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions; Makeup assignment.

Level Two Violations

Level two violations involve incidents of a more serious nature and affect a more significant aspect or portion of the course.

Examples: Quoting directly or paraphrasing without proper acknowledgment on a moderate portion of the assignment; failure to acknowledge all sources of information and contributors who helped with an assignment.

Recommended Sanctions: Probation, a failing grade on the assignment, or a failing grade in the course.

Level Three Violations

Level three offenses involve dishonesty on a significant portion of course work, such as a major paper, an hourly, or a final examination. Violations that are premeditated or involve repeat offenses of level one or level two are considered level three violations.

Examples: Copying from or giving others assistance on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, using a purchased term paper, presenting the work of another as one's own, altering a graded examination for the purposes of re-grading.

Recommended Sanctions: Suspension from the University for one or more terms, with a notation of "academic disciplinary suspension" placed on a student's transcript for the period of suspension, and a failing grade in the course.

Level Four Violations

Level four violations are the most serious breaches of academic integrity, and also include repeat offenses of level three violations.

Examples: Forgery of grade change forms; theft of examinations; having a substitute take an examination; dishonesty relating to senior thesis, master's thesis, or doctoral dissertation; sabotaging another's work; the violation of the ethical code of a profession; or all infractions committed after return from suspension for a previous violation.

Recommended Sanctions: Expulsion from the University and a permanent notation on the student's transcript.

Faculty members who believe that violations have occurred should immediately contact the Office of the Dean. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the course. Questions on reporting procedures may be directed to the Office of the Dean.

Baccalaureate Program

The baccalaureate program in social work is a professional degree program preparing students for beginning-level social work practice upon graduation. The focus for practice includes work with special populations, including the poor, the oppressed, and other at-risk groups. The program is fully accredited by the Council on Social Work Education. It stresses research-based instruction, individualized work with students, and "hands-on" experience as part of the learning process. Participants are expected to acquire the knowledge base and professional ethics, values, and skills to work effectively within individual, family, group, organizational, and community levels of practice. The program also prepares students for graduate study in social work and related fields.

COURSE REQUIREMENTS AND SEQUENCING

Students fulfill course requirements from two basic course group categories: (1) the liberal arts foundation and (2) social work core-content courses. The liberal arts foundation serves as a base upon which the social work core courses are built. It is expected that students will have completed, or made significant progress in completing the liberal arts foundation before entering the major. It also is strongly suggested that students take 09:910:220 Introduction to Social Work and Social Services before entering the major. Students should discuss their interest in social work with an adviser as early as possible in their course of studies.

In order to graduate, students must have grades of C+ or better and a 3.0 cumulative grade-point average in all social work core-content courses, and a 2.0 cumulative grade-point average in the courses making up the liberal arts foundation.

LIBERAL ARTS FOUNDATION

As part of, or in addition to the liberal arts distribution requirements of Douglass College, Livingston College, University College or Camden College of Arts and Sciences, students are required to complete the following courses: general psychology, introductory sociology, human biology, and an introductory course in statistics that covers basic inferential and statistical procedures.

Students also must take two additional courses, one from each of two areas chosen from the following: art, communication/speech, history, literature, music, philosophy, and theater.

SOCIAL WORK CORE CONTENT

All of the following courses are required. Exceptions to required courses are considered on an individual basis, based on an assessment of academic transcripts and the submission of requested substantiating documentation.

09:910:220 Introduction to Social Work and Social Services
09:910:311 Social Welfare Policy and Services I
09:910:312 Social Welfare Policy and Services II
09:910:332 Professional Development Seminar
09:910:352 Groups at Risk in Contemporary Society
09:910:471 Field Practicum I
09:910:472 Generalist Practice I
09:910:473 Field Practicum II
09:910:474 Generalist Practice II
09:910:475 Integration Seminar
19:910:502 Human Behavior and the Social Environment I
19:910:503 Human Behavior and the Social Environment II
19:910:505 Methods of Social Work Research I

Master of Social Work Program

The Master of Social Work (M.S.W.) Program is accredited by the Council on Social Work Education. The program provides preparation for advanced social work practice in an area of concentration and area of practice focusing on a special problem area and/or population at risk. The school's curriculum is designed to address the wide range of knowledge, values, tasks, and skills required to prepare competent and effective social work professionals. The school emphasizes the preparation of social workers who are committed to practice with the poor, vulnerable populations, and the oppressed, and who work to alleviate poverty, oppression, and discrimination.

The M.S.W. curriculum is divided into two levels: the professional foundation and the advanced curriculum. The first level requires 30 credits and the second level requires 30 credits, to complete a total of 60 credits for graduation. The professional foundation must be completed successfully before entry into the advanced curriculum.

FIELD INSTRUCTION

The M.S.W. program at Rutgers School of Social Work involves classroom and field instruction. The Council on Social Work Education requires that all M.S.W. students spend a minimum number of hours in an approved field placement. Students at the School of Social Work spend 1,125 in field instruction.

The field education program consists of two parts. During the first year of field placement, students spend a total of 450 hours in the field, 15 hours per week for 15 weeks each semester. A total of six (6) credits are earned during this year. During the second year of field placement, students spend a total of 675 hours in the field, 22.5 hours per week for 15 weeks each semester. A total of six (6) credits are earned during this year.

Schedules for field placement vary; thus, students should anticipate the need to make at least 8 daytime hours available for field placement. There may be some sites that require some evening and/or weekend hours as well. **Field placement cannot be provided for evenings and/or weekends only.**

PROFESSIONAL FOUNDATION

All students, except those with baccalaureate degrees from programs accredited by the Council on Social Work Education, are required to take all of the foundation courses. These courses contain a body of knowledge, values, and skills essential for social work practice. This common base is transferable among settings, population groups, and problem areas. The foundation curriculum consists of courses in generalist social work practice with corresponding field instruction, human behavior and the social

environment, psychopathology, introductory social research methods, social welfare policy and services, and a course focused on diversity, oppression, and the legal environment of social work practice. Successful completion of the foundation program is required before beginning the advanced curriculum.

The required foundation courses are:

19:910:500,501 Social Work Practice I, II (3,3)

19:910:502 Human Behavior and the Social Environment I (3)

19:910:504 Social Welfare Policy and Services I (3)

19:910:505 Methods of Social Work Research I (3)

19:910:506 Diversity and Oppression (3)

19:910:507 Psychopathology (3)

19:910:508, 509 Field Education Practicum I, II (3,3)

Students admitted on conditional status without an introductory statistics course that covers descriptive and basic inferential statistical procedures may not enter the advanced program until they complete such course with a grade of C or better.

ADVANCED CURRICULUM

The advanced curriculum consists of a concentration in a method of advanced practice, a specialization in a substantive area, an advanced research course, advanced field instruction, and electives. Only after successful completion of the professional foundation courses can students begin the advanced curriculum. Students must select a concentration and a specialization.

CONCENTRATIONS

Concentrations build on, are related to, and extend the professional foundation. A concentration focuses on advanced methods of social work practice by size and type of client system. Concentrations are designed to develop greater depth in knowledge and skills building upon the generalist foundation. Students may concentrate in Direct Practice with Individuals, Families, and Groups (DP) or in Nonprofit and Public Management (NPPM). Students must select a concentration prior to entering the advanced curriculum. Both concentrations require two advanced practice methods courses (6 credits) and a minimum of 6 credits of advanced field instruction.

Direct Practice with Individuals, Families, and Groups

The concentration in Direct Practice with Individuals, Families, and Groups prepares students to conceptualize, provide, and supervise the delivery of social work services to individuals, couples, families, and small groups. Emphasis is on developing competence in those helping processes used to prevent problems and to enhance, develop, and restore social functioning. Courses required for the concentration and which must be taken concurrently with a direct practice field practicum are:

19:910:511 Advanced Direct Practice I (3)

19:910:512 Advanced Direct Practice II (3)

Nonprofit and Public Management

The concentration in Nonprofit and Public Management 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 concentration and which must be taken concurrently with a Nonprofit and Public Management field education practicum are:

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

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

SPECIALIZATION

A specialization is an organized program of study that focuses on a specific problem area and/or population at risk. It consists of a specialization-related policy course, a required selective, and a specialization-related field education placement that is coupled with the student's concentration. Specializations combine substantive knowledge of social problems and issues and populations at risk with social work practice methods. Currently, two specializations are offered: Children and Families (C&F) and Health, Mental Health, and Aging (HMHA).

Children and Families

The Children and Families specialization addresses the special needs of families and children. Students learn the skills and knowledge necessary to attempt to prevent and remedy the social problems of this population. Opportunities to focus on child welfare and school social work are provided. Advanced field education placement opportunities are available to direct practice students and to nonprofit and public management students.

Health, Mental Health, and Aging

The Health, Mental Health, and Aging specialization provides students with the opportunity to obtain knowledge of health, mental health, and aging concerns. Students will be able to tailor their learning to working with and on behalf of the aging or the developmentally disabled or the chronically mentally ill or those with health problems. Advanced field education placement opportunities in HMH&A are available to direct practice and nonprofit and public management students.

Gerontology Certificate. Students enrolled in the Health, Mental Health, and Aging specialization receive a Certificate in Gerontology if (1) they focus on aging in all course requirements, such as policy analysis, papers, class presentations, case presentation and analysis, etc., and in 19:910:587 Issues in Social Policy; (2) they have a second-year field education placement in a setting offering experience relevant to aging-such as in a nursing home or a county office on aging; and (3) they complete 19:910: 572 Gerontology as an elective during the fall term of the second year.

ADVANCED RESEARCH

All students take an advanced research course that builds upon the basic knowledge acquired in the foundation research course. Major emphasis is on the evaluation of practice models, evaluation of individual practice, and the evaluation of agency programs.

ADVANCED FIELD EDUCATION PRACTICUM

The advanced field education practicum is concentration and specialization specific. During two terms, students take 6 credits of advanced fieldwork in the concentration and specialization of their choice. The advanced field practicum must be taken concurrently with the appropriate advanced practice and specialization courses.

ELECTIVE COURSES

All students must complete a minimum of 15 credits of electives.

MSW CURRICULUM "AT A GLANCE" – ADVANCED STANDING PROGRAM

ONE-YEAR PROGRAM

Professional Foundation

Advanced Program

(YEAR 1)

SUMMER SESSION

FALL

SPRING

Psychopathology (3)
Professional Practice Seminars (NC)
Advanced Direct Practice I* Or Management And Practice Theory* (3)
Field Practicum II (3)

Advanced Practice Selective*** (3)
Issues in Social Policy**** (3)
General Elective (3)
Research II (3)
Field Practicum III (3)

Advanced Direct Practice II** Or Program And Strategic Planning** (3)
Advanced Human Behavior Selective***** (3)
General Elective (3)
General Elective (3)
Field Practicum IV (3)

PLEASE NOTE: SUMMER COURSES MUST BE COMPLETED IN ORDER TO BEGIN THE ADVANCED PROGRAM

STRUCTURED TWO-YEAR PROGRAM

(YEAR 1)

SUMMER SESSION

FALL

SPRING

Psychopathology (3)
Professional Practice Seminars (NC)
Advanced Direct Practice I* Or Management And Practice Theory* (3)
Field Practicum II (3)

Advanced Practice Selective*** (3)
Field Practicum III (3)
General Elective (3)

Advanced Direct Practice** Or Program And Strategic Planning** (3)
Field Practicum IV (3)
General Elective (3)

(YEAR 2)

FALL

SPRING

PLEASE NOTE: SUMMER COURSES MUST BE COMPLETED IN ORDER TO BEGIN THE ADVANCED PROGRAM

Research II (3)
Issues in Social Policy**** (3)

Advanced Human Behavior Selective***** (3)
General Elective (3)

CONCENTRATION AND SPECIALIZATION

Concentration Choice – Direct Practice or Nonprofit And Public Management

Specialization Choice – Health, Mental Health And Aging or Children and Families

* Based on Concentration Choice

<p>DIRECT PRACTICE – HEALTH, MENTAL HEALTH AND AGING</p> <p>* Advanced Direct Practice I Must be taken in the Summer Session with Field Practicum II</p> <p>** Advanced Direct Practice II Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective Must be taken in the Fall Semester with Field Practicum III (Choose one of the following): Advanced Practice In Health Care Advanced Practice In Mental Health Advanced Practice with Older Adults and Their Families Advanced Practice in Community Mental Health Care</p> <p>**** Issues in Social Policy: Health, Mental Health and Aging</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Understanding the Impact of Death and Terminal Illness Social Work Perspective on AIDS Alcohol, Tobacco and Other Drugs Loss Across the Life Span (Prerequisite required)</p>	<p>DIRECT PRACTICE – CHILDREN AND FAMILIES</p> <p>* Advanced Direct Practice I Must be taken in the Summer Session with Field Practicum II</p> <p>** Advanced Direct Practice II Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective Must be taken in the Fall Semester with Field Practicum III (Choose one of the following): Advanced Practice With Adolescents Advanced Practice With Families and Children At Risk Advanced Practice With Families</p> <p>**** Issues in Social Policy: Children and Families</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Family Violence Child Sexual Abuse (Prerequisite required) Alcohol, Tobacco and Other Drugs Adolescents at Risk (Prerequisite required)</p>
<p>NONPROFIT AND PUBLIC MANAGEMENT - HEALTH, MENTAL HEALTH AND AGING</p> <p>* Management and Practice Theory Must be taken in the Summer Session with Field Practicum II</p> <p>** Program and Strategic Planning Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective Must be taken in the Fall Semester with Field Practicum III (Choose one of the following): Financial Management Supervision and Consultation Fundraising and Marketing Human Resource Management</p> <p>**** Issues in Social Policy: Health, Mental Health and Aging</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Understanding the Impact of Death and Terminal Illness Social Work Perspective on AIDS Alcohol, Tobacco and Other Drugs Loss Across the Life Span (Prerequisite required)</p>	<p>NONPROFIT AND PUBLIC MANAGEMENT – CHILDREN AND FAMILIES</p> <p>* Management and Practice Theory Must be taken in the Summer Session with Field Practicum II</p> <p>** Program and Strategic Planning Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective Must be taken in the Fall Semester with Field Practicum III (Choose one of the following): Financial Management Supervision and Consultation Fundraising and Marketing Human Resource Management</p> <p>**** Issues in Social Policy: Children and Families</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Family Violence Child Sexual Abuse (Prerequisite required) Alcohol, Tobacco and Other Drugs Adolescents at Risk (Prerequisite required)</p>

MSW CURRICULUM “AT A GLANCE”

TWO-YEAR PROGRAM

Professional Foundation

(Year 1)

FALL

SPRING

Social Work Practice I (3)	Social Work Practice II (3)
HBSE I (3)	General Elective (3)
SWPS I (3)	Psychopathology (3)
Diversity & Oppression (3)	Research I (3)
Field Practicum I (3)	Field Practicum II (3)

(15 credits)

(15 credits)

Advanced Program

(Year 2)

FALL

SPRING

Advanced Direct Practice I* Or Management & Practice Theory* (3)	Advanced Direct Practice II** Or Program & Strategic Planning** (3)
Advanced Practice Selective*** (3)	Advanced Human Behavior Selective***** (3)
Issues in Social Policy**** (3)	General Elective (3)
Research II (3)	General Elective (3)
Field Practicum III (3)	Field Practicum IV (3)

(15 credits)

(15 credits)

Total = 60 credits

FOUR-YEAR PROGRAM

Professional Foundation

(Year 1)

FALL

SPRING

SWPS I (3)	Psychopathology (3)
Diversity & Oppression (3)	Research I (3)

(6 credits)

(6 credits)

Advanced Program

(Year 3)

FALL

SPRING

Advanced Direct Practice I* Or Management & Practice Theory* (3)	Advanced Direct Practice II** Or Program & Strategic Planning** (3)
Field Practicum III (3)	Field Practicum IV (3)
Advanced Practice Selective*** (3)	General Elective (3)

(9 credits)

(9 credits)

(Year 2)

FALL

SPRING

Social Work Practice I (3)	Social Work Practice II (3)
Field Practicum I (3)	Field Practicum II (3)
HBSE I (3)	General Elective (3)

(9 credits)

(9 credits)

(Year 4)

FALL

SPRING

Research II (3)	Advanced Human Behavior Selective***** (3)
Issues in Social Policy**** (3)	General Elective (3)

(6 credits)

(6 credits)

Total= 60 credits

CONCENTRATION AND SPECIALIZATION

Concentration Choice – Direct Practice or Nonprofit and Public Management

Specialization Choice – Health, Mental Health and Aging or Children and Families

* Based on Concentration Choice

<p>DIRECT PRACTICE – HEALTH, MENTAL HEALTH AND AGING</p> <p>* Advanced Direct Practice I Must be taken in the Fall semester with Field Practicum III</p> <p>** Advanced Direct Practice II Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective (Choose one of the following): Advanced Practice In Health Care Advanced Practice In Mental Health Advanced Practice with Older Adults and Their Families Advanced Practice in Community Mental Health Care</p> <p>**** Issues in Social Policy: Health, Mental Health and Aging</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Understanding the Impact of Death and Terminal Illness Social Work Perspective on AIDS Alcohol, Tobacco and Other Drugs Loss Across the Life Span (Prerequisite required)</p>	<p>DIRECT PRACTICE – CHILDREN AND FAMILIES</p> <p>* Advanced Direct Practice I Must be taken in the Fall semester with Field Practicum III</p> <p>** Advanced Direct Practice II Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective (Choose one of the following): Advanced Practice With Adolescents Advanced Practice With Families and Children At Risk Advanced Practice With Families</p> <p>**** Issues in Social Policy: Children and Families</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Family Violence Child Sexual Abuse (Prerequisite required) Alcohol, Tobacco and Other Drugs Adolescents at Risk (Prerequisite required)</p>
<p>NONPROFIT AND PUBLIC MANAGEMENT - HEALTH, MENTAL HEALTH AND AGING</p> <p>* Management and Practice Theory Must be taken in the Fall semester with Field Practicum III</p> <p>** Program and Strategic Planning Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective (Choose one of the following): Financial Management Supervision and Consultation Fundraising and Marketing Human Resource Management</p> <p>**** Issues in Social Policy: Health, Mental Health and Aging</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Understanding the Impact of Death and Terminal Illness Social Work Perspective on AIDS Alcohol, Tobacco and Other Drugs Loss Across the Life Span (Prerequisite required)</p>	<p>NONPROFIT AND PUBLIC MANAGEMENT – CHILDREN AND FAMILIES</p> <p>* Management and Practice Theory Must be taken in the Fall semester with Field Practicum III</p> <p>** Program and Strategic Planning Must be taken in the Spring Semester with Field Practicum IV</p> <p>*** Advanced Practice Selective (Choose one of the following): Financial Management Supervision and Consultation Fundraising and Marketing Human Resource Management</p> <p>**** Issues in Social Policy: Children and Families</p> <p>***** Advanced Human Behavior Selective (Choose one of the following): Family Violence Child Sexual Abuse (Prerequisite required) Alcohol, Tobacco and Other Drugs Adolescents at Risk (Prerequisite required)</p>

Course Listing

EXPLANATION OF THREE-PART COURSE NUMBERS

The number preceding each course title is divided into three parts. The first two digits are the administrative code (standing for the school or faculty offering the course), the next three digits are the subject code, and the final three digits are the course code.

Administrative Codes

The following administrative codes are used in this catalog:

09 School of Social Work (Undergraduate – BSW Program)

16 Graduate School-New Brunswick (Ph.D. Program)

19 School of Social Work (MSW Program)

Subject Codes

The subject code indicates the subject matter of the course. The subject code for social work is 910.

Course Codes

Course codes for 100 to 499 indicate undergraduate courses; course codes from 500 to 799 indicate graduate courses.

Credits awarded for the successful completion of each course are indicated in parentheses following the course title.

Master of Social Work Courses

Enrollment in courses is restricted to matriculated students in the School of Social Work.

Professional Foundation

19:910:500 SOCIAL WORK PRACTICE I (3) The first of two required foundation practice courses based on a generalist social work practice perspective. A problem-solving model of practice applicable to work with systems of all sizes, including: individuals, families, small groups, organizations, and communities. *Corequisite: 19:910:508 Field Education Practicum I.*

19:910:501 SOCIAL WORK PRACTICE II (3) The second of two foundation practice courses based on a generalist social work perspective continues use of a problem-solving model for work with systems of all sizes, and implications for at-risk groups. *Prerequisite: 19:910:500. Corequisite: 19:910:509 Field Education Practicum II.*

19:910:502 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3) Theories, themes, and issues concerning the ongoing interaction between people as they grow, change, and develop over the life course and the social context in which this occurs. Assumptions about human behavior that may interfere with recognition of diversity in the ongoing interaction between individual, family, and group identity; social context; and social life/Values and ethical issues related to biopsychosocial development.

19:910:504 SOCIAL WELFARE POLICY AND SERVICES I (3) History, philosophy, and development of social welfare as an essential institution in the United States. Study of the emergence and role of social work, understanding of patterns of current provision, and introduction to analysis of social welfare policies.

19:910:505 METHODS OF SOCIAL WORK RESEARCH I (3) Introduction to scientific, analytic approach to building knowledge and skills, including role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.

19:910:506 DIVERSITY AND OPPRESSION (3) This diversity and oppression course will introduce a range of diverse populations by race, ethnicity, gender, sexual orientation, and physical differences. Additionally, students will examine the role, function, and effects of oppression in society as it relates to social and economic justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest here is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services.

19:910:507 PSYCHOPATHOLOGY (3) Major forms of emotional distress in adults and children. Classification trends, issues, and models. Introduction to clinical syndromes in terms of diagnostic methodology, research, and social concerns and their implications for at-risk groups.

19:910:508 FIELD EDUCATION PRACTICUM I (3) Practice social work in agency settings under qualified educational supervision. Includes service to vulnerable and oppressed populations while learning generalist skills. *Corequisite: 19:910:500 Social Work Practice I.*

19:910:509 FIELD EDUCATION PRACTICUM II (3) Furthers learning of problem-solving skills and strategies begun in Field Practicum I and prepares students to enter the advanced field curriculum. *Corequisite: 19:910:501 Social Work Practice II.*

Advanced Curriculum and Electives

19:910:511 ADVANCED DIRECT PRACTICE I (3) Focus on advanced social work clinical and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to work with individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations addressed in the specialization. *Prerequisite: Successful completion of professional foundation courses and statistics prerequisite. Corequisite: Must be taken concurrently with advanced direct practice and specialization-appropriate field education placement.*

19:910:512 ADVANCED DIRECT PRACTICE II (3) Validity, relevance, and differential use in practice of various selected psychotherapeutic theories that have influenced social work direct practice with individuals, families, couples, and groups. Ethnic-sensitive and feminist perspectives important critical filters. Continuing concern for the relevance of these theories for people of color, women, and gay and lesbian persons. *Prerequisite: 19:910:511. Corequisite: Must be taken concurrently with a specialization-appropriate field education placement.*

19:910:535 MANAGEMENT PRACTICE AND THEORY (3) Core theories, elements, and functions of human services management are analyzed with a particular focus on the knowledge, skills, and abilities necessary to lead successfully public and private human service agencies in the environment of today and the future. Emphasis on internal management functions, such as budget and finance, human resource administration, applications of information technology, and governance relationships; and on external functions, such as legislative, media, and community relationships. Crosscutting topics enhance skills in leadership, mediation, and conflict resolution. *Prerequisite: Successful completion of professional foundation courses and statistics prerequisite. Corequisite: Must be taken concurrently with NPPM and specialization-appropriate field education placement.*

19:910:536 PROGRAM AND STRATEGIC PLANNING (3) Processes and technologies of strategic planning and program development in human service organizations from problem formulation through program design, resource mobilization, and implementation. Special attention to designing programs and meeting the needs of populations at risk. *Prerequisite: 19:910:535. Corequisite: Must be taken concurrently with specialization-appropriate field education placement.*

19:910:585 ISSUES IN SOCIAL POLICY: CHILDREN AND FAMILIES (3) Models of policy analysis applied to children and families issues and problems. Addresses understanding of values and sociopolitical forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies. *Prerequisite: Successful completion of the professional foundation. Required for students in the Children and Families specialization. To be taken during the final year of the M.S. W. program.*

19:910:587 ISSUES IN SOCIAL POLICY: HEALTH, MENTAL HEALTH, AND AGING (3) Models of policy analysis applied to health, mental health, and aging issues and problems. Addresses understanding of values and sociopolitical forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies. *Prerequisite: Successful completion of the professional foundation. Required for students in the Health, Mental Health, and Aging specialization. To be taken during the final year of the M.S. W. program.*

19:910:595 METHODS OF SOCIAL WORK RESEARCH II (3) Quantitative and qualitative evaluation of agency programs and individual practice. Participation in hands-on, small-group research projects to cover all phases of the research process and use of computer technology. *Prerequisite: Successful completion of the professional foundation and statistics requirement.*

19:910:600 FIELD EDUCATION PRACTICUM III (3) Opportunities provided to become competent in providing advanced social work services and applying theory and concepts to practice in preparation for advanced professional practice. *Prerequisite: Successful completion of the professional foundation and 19:910:509. Concentration and specialization specific. To be taken concurrently with 19:910:511 (Direct Practice Concentration) or 19:910:535 (NPPM Concentration). Placement is determined by choice of concentration and specialization.*

19:910:601 FIELD EDUCATION PRACTICUM IV (3) Continued learning experiences in specialized settings in preparation for advanced professional practice. *Prerequisite: 19:910:600. To be taken concurrently with 19:910:512 (Direct Practice Concentration) or 19:910:536 (NPPM Concentration).*

Electives

19:910:513 ADVANCED DIRECT PRACTICE WITH ADOLESCENTS (3) The physical, psychological, social, and cultural dimensions of adolescence in today's culture, with focus on advanced direct practice with typical problems of adolescents. Particular attention paid to high-risk groups. *Pre or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:514 ADVANCED THEORY AND PRACTICE GROUP WORK (3) Skills developed regarding direct interventions with individuals in groups, with groups as a whole, and with groups to influence their environments. Addresses program building, consultation, and teamwork in developing group work services for individual and social change, especially for ethnic/cultural minorities, the oppressed, and the victimized. *Pre or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:516 ADVANCED PRACTICE IN HEALTH CARE (3) Problem-solving model of direct practice is applied, at an advanced level, for individuals, families, and groups in health care and mental health care settings. Skills of crisis intervention, case management, and discharge planning addressed. Professional practice as part of an interdisciplinary team. *Prerequisite: Successful completion of professional foundation courses.*

19:910:517 ADVANCED PRACTICE IN MENTAL HEALTH (3) Contemporary interventions with clients who have severe psychiatric disorders and their families in institutional and community settings. Intervention techniques with the more severe and chronic forms of psychiatric disorder, as defined in DSM IV; psychotropic medications; case management; the treatment orientations to care; and special issues in work with children and adolescents. *Pre or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:518 ADVANCED PRACTICE WITH FAMILIES AND CHILDREN AT RISK (3) Focuses on families of social and ethnic minorities and other oppressed groups of special concern to the child welfare system who are at risk of neglecting or abusing their children. Emphasis on assessment of risk, crisis intervention and case management skills, work with community service systems, and use of the legal system. *Pre or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:519 ADVANCED PRACTICE WITH FAMILIES (3) Advanced practice with family systems, with emphasis on systems-analytical perspective that includes enviroing systems, as well as internal dynamics of the family system. Differential use of the major theoretical approaches in family therapy. Emphasis on a social work framework and on such traditional family social work techniques as advocacy, brokerage, and provision of concrete services. *Pre- or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:520 ADVANCED PRACTICE IN SCHOOL SETTINGS (3) Advanced direct practice with children and adolescents, in the context of the public school setting, individually, in groups, and with their families. Emphasis on the role of the school social worker in a host setting that is bound by governmental statutes and regulations, and on relationships with teachers and school administrators, with other members of the professional team, and with community agencies and groups. *Pre or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:521 ADVANCED PRACTICE: INTERVENTION WITH ALCOHOL, TOBACCO, AND OTHER DRUG MISUSERS (3) Various models and intervention approaches to working with alcohol, tobacco, and other drug misusers. Families and other client systems addressed. Emphasis on assessment to identify ATOD problems in a variety of practice settings with various populations, and on matching interventions according to the client system, the substance(s) misused, the extent of misuse, personal resources, social networks, and availability of services. Research findings and theoretical perspectives are central. *Pre- or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:522 ADVANCED PRACTICE IN COMMUNITY MENTAL HEALTH CARE (3) Beginning with a historical overview of asylums and state mental hospitals, the course examines deinstitutionalization and community services for persons with serious mental illness. Empowerment theory is used to explore contemporary issues in practice, especially hospital recidivism, incarceration, housing, forms of outpatient care, intervention adherence, care satisfaction, and life quality. *Prerequisite: Advanced Direct Practice I.*

19:910:525 ADVANCED PRACTICE WITH OLDER ADULTS AND THEIR FAMILIES (3) This course will examine social work practice theories, multidimensional assessment, and intervention approaches and skills as they apply to practice with older adults and their families. Diversity among older people will be emphasized, including discussion of the lifelong integration of personal life experiences and client populations that range from well elders to older adults and their families who are facing end-of-life issues. Late life opportunities, transitions, and challenges will be addressed. Implications for policy that impacts older persons will also be included.

19:910:528 HUMAN RESOURCE MANAGEMENT (3)

Core theories, dynamics, functions and ethics of human resource management in nonprofit and public human services organizations are analyzed with particular focus on the knowledge, skills and abilities necessary to successfully recruit, retain and develop the workforce necessary to achieve the mission of the organization. The substantive areas covered in this course include industry standard human resource policies and procedures in the areas of staff recruitment and selection; developing classification and compensation systems; establishing employee performance standards and conducting performance evaluations; developing and supporting a diverse workforce; employee and organized labor relations; maintaining a safe, discrimination and harassment free workplace; training and professional development; and, strategic human resource planning. *Prerequisite: Successful completion of the professional foundation courses.*

19:910:529 ADOLESCENTS AT RISK (3) This course will explore the developmental stage of adolescence (from ages 12-19 years), with a specific focus on how at-risk youth populations navigate the normative tasks associated with this stage. The course will pay particular attention to understanding vulnerable youth populations and how social workers can help identify those in at-risk situations and how micro, mezzo, and macro resources can be implemented to ameliorate or minimize the harm—within a developmental context—associated with involvement in an at-risk category. Policy implications related to at-risk groups will also be explored. *Prerequisite: Successful completion of the professional foundation.*

19:910:530 ADVANCED DIRECT PRACTICE USING SOLUTION FOCUSED THERAPY (3) In this course, students will learn to apply this strength-based, brief model of treatment to assist adults, children, couples and families to discover their own resilience and problem solving abilities. Although the focus of this course will be on clinical practice, implications for case management as well as intervening with larger systems, such as agencies and communities will also be addressed. *Pre or corequisite: 19:910:511 Advanced Direct Practice I.*

19:910:533 SPECIAL TOPICS IN SOCIAL WORK RESEARCH (3)

Selected issues pertinent to a wide variety of Social Work research areas. Topics may differ each time the course is offered.

19:910:534 CHILD WELFARE MANAGEMENT (3) Core theories, dynamics, function, policies and ethics associated with the management of private and public child welfare services are analyzed and examined with particular focus on the knowledge, skills and competencies necessary to successfully lead organizations providing such services in the environment of today and the future. Emphasis is on the adaptation of generic external (public and community relations, media and legislative relation, etc.) skills to the child welfare setting and specific issues associated with the management of child welfare functions such as foster care and adoption, residential care, family preservation, forensic investigations in intra-familial and institutional settings legal affairs, programs treating co-occurring disorder, and other. *Pre of corequisite: 19:910:511 Advanced Direct Practice I and Field Practicum III or 19:910:535 Management and Practice Theory and Field Practicum III.*

19:910:537 FINANCIAL MANAGEMENT (3) Overview of fiscal responsibilities of social agency executives. The accounting process, financial statements, budgeting, internal controls, audits, tax compliance, and fund accounting. *Prerequisite: Successful completion of the professional foundation.*

19:910:538 LAW AND SOCIAL WORK (3) Law in health and human services. Reading, using, and finding law. Law in practice in relation to law on the books. Topics include due process, equal protection, discrimination, confidentiality and duty to warn, child abuse, domestic violence, AIDS, sexual harassment, mental health, developmental disabilities, courtroom testimony, malpractice, and administrative liability.

19:910:539 COMMUNITY ORGANIZATION (3) Focus on identifying, developing, and testing community organizing skills. Special attention given to leadership development and community analyses. *Prerequisite: Successful completion of the professional foundation.*

19:910:540 SUPERVISION AND CONSULTATION (3) Analysis of supervisory roles in human service organizations. Covers the three functions of supervision-supportive, educational, and administrative. Emphasis on frontline supervision. *Prerequisite: Successful completion of the professional foundation.*

19:910:541 FUNDRAISING AND MARKETING (3) Introduction to current strategies and procedures for identifying, obtaining, and maintaining a diverse portfolio of social service funding sources; review of methodologies for packaging, marketing, and selling program proposals to social service funders and consumers. *Prerequisite: Successful completion of the professional foundation.*

19:910:543 SOCIAL WORK WITH IMMIGRANTS AND REFUGEES (3) Through this course, the students will explore the ever-changing dimensions facing social workers who work with refugee and immigrant clients. The social work profession was founded on aiding the cultural adjustment of newcomers to the United States. Topics include: becoming a refugee, the international experience before arrival in the US, the refugee experience, cultural adjustment, culture shock, post traumatic stress, and war and refugee trauma. Special groups will be discussed including: survivors of torture, victims of human trafficking, detainees, and asylum seekers. Special attention will be paid to family issues, inter-group conflict, and intergenerational issues. Post 9-11 issues facing refugees and immigrants will be discussed as well as the role that social workers can play in the fight against anti-immigrant policies, sanctions and discriminatory practices.

19:910:545 INTERNATIONAL SOCIAL WORK (3) This course explores international social work, past and present, and the application of social work to vulnerable groups within the global context of today. Students will learn about different social services delivery systems around the globe and initiatives aimed at reforming systems of care (with an emphasis on developing countries). Students will explore their international career goals through the focused exploration of a specific development issue within a country or region of the globe.

19:910:547 LOSS ACROSS THE LIFESPAN (3) Loss is a universal human experience, asserts Bertha Simos, yet we have a tendency to only acknowledge losses due to death as worthy of therapeutic attention. This course will address many types of loss that occur across the lifespan and will incorporate a developmental approach to loss and grief. The evolution of grief theory from Freud, Lindemann and Kubler-Ross, through Rando, Klass, Silverman, Nickman and Neimeyer will be an additional focus. **Prerequisite: Successful completion of the professional foundation.**

19:910:549 DEVELOPING AND IMPLEMENTING TREATMENT METHODS (3) "Practice Model Development" affords advanced social work students an opportunity to conceptualize, operationalize and actualize a treatment protocol designed to address a particular biopsychosocial problem as it relates to a population of their choice. During the course, students will develop a stage-by-stage model of practice that is guided by knowledge and informed by theory. Students will also design a number of systematic interventions that are amenable to practice evaluation. This course is guided by the longstanding questions with respect to treatment: WHAT to do, HOW to do it, and WHY it is being done. **Prerequisite: Successful completion of the professional foundation courses and Advanced Direct Practice I.**

19:910:560 CURRENT ISSUES IN DEVELOPMENTAL DISABILITIES (3) This course is designed to prepare the social worker to be an effective practitioner in the field of developmental disabilities. This course also examines the complexity of social issues and how they affect social work practice including the issue of current legislation and policies.

19:910:561 GROUP DYNAMICS (3) Emphasizes the study of small groups, both cognitively and experientially, by focusing on theory and research about the processes, structures, and functions of small groups as they relate to social work practice in human services.

19:910:562 UNDERSTANDING THE IMPACT OF DEATH AND TERMINAL ILLNESS (3) Life consequences of various ways of understanding death; attempts to cope. Social work intervention with dying individuals, their families, and the bereaved; ethical issues.

19:910:564 WOMEN'S ISSUES (3) Examines women in different parts of the world; the institutional factors and values of society that impact on personal roles, status, and discrimination of women; and the social and individual problems that affect women because of their gender. Feminist theories and feminist practices that facilitate institutional and individual changes are discussed.

19:910:566 FAMILY VIOLENCE (3) Examination of the definitions and scope of family violence in today's society. Focus on the prevalence, etiology, myths, and dynamics of child physical abuse, incest, date rape, marital rape, sibling violence, women battering, and elder abuse and neglect. Includes a review of the issues, policies, programs, and services aimed at remedying and eliminating violence in the home.

19:910:567 CHILD SEXUAL ABUSE: ASSESSMENT AND INTERVENTION (3) Focuses on the initial assessment, intervention, and management of child sexual abuse from a multidisciplinary perspective. Specific topics covered will include personal values and reactions to child sexual abuse, conceptual frameworks, psychosocial dynamics, offenders, investigative interviewing, crisis intervention, child growth and development, medical management, and preparing for court testimony. *Prerequisite: Successful completion of the professional foundation.*

19:910:569 SOCIAL WORK PERSPECTIVES ON AIDS (3) The impact of HIV infection and AIDS on the individual, family, society, and institutions that provide care. Political, social, legal, ethical, spiritual, and public health issues and the perspectives of people living with HIV infection and AIDS that are needed to inform practice and policy.

19:910:571 ALCOHOL, TOBACCO, AND OTHER DRUGS (3) Action of drugs, epidemiology; consequences of ATOD use, abuse, and addiction; and issues of prevention, intervention, and evaluation addressed. Attention given to various populations. Research findings and theoretical perspectives.

19:910:572 GERONTOLOGY (3) Survey of research literature on the aged as a population group and aging as a process. Social, economic, physiological, and psychological aspects of aging; prevalent theories of aging; social issues in both national and international perspectives; assessment and intervention with the elderly.

19:910:586 ISSUES IN SOCIAL POLICY: ALCOHOL, TOBACCO AND OTHER DRUGS (3) Models of policy analysis applied to children and families issues and problems. Content addressed understanding of values and sociopolitical forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies. *Prerequisite: Successful completion of the professional foundation. This course is an elective, however, it also meets the Issues in Social Policy requirement for those students with a specialization in Health, Mental Health, and Aging only. This course will not meet the Issues in Social Policy requirement for any students with a specialization in Children and Families.*

19:910:610 INDIVIDUAL STUDY A tutorial elective arranged with a faculty member in an area of mutual interest. *Students may earn no more than 3 credits. Completion of a student/faculty contract and approval of the Associate Dean for Student Services is required.*

Professional Credit Courses

The Office of Continuing Education and Professional Development of the School of Social Work delivers Professional Credit Courses. Professional credit courses (PCC) provide graduate credits on a nonmatriculated basis. The only admission requirement is a baccalaureate degree. Admission to these courses in no way guarantees admission to the School of Social Work.

A student is limited to two PCC courses per academic semester. Professional credit courses may be taken on a not-for-credit basis. For courses in which credit is earned, only up to 18 credits may be applied toward the M.S.W. degree if the student is admitted to the M.S.W. program at Rutgers School of Social Work.

Of the 18 credits that may be transferred, 15 credits may be in the following required first-year courses:

19:910:502 Human Behavior and the Social Environment I (3)

19:910:504 Social Welfare Policy and Services I (3)

19:910:505 Methods of Social Work Research I (3)

19:910:507 Psychopathology (3)

One 3-credit elective (3)

Courses are offered at off-campus locations. They are announced in special brochures before the start of each academic term. Classes are limited in size, and applications are processed on a first-come, first-served basis. For information about admission and course offerings you may contact the Office of Continuing Education and Professional Development at 100 Joyce Kilmer Avenue, Livingston Campus, Piscataway, NJ 08854-8045 or by phone at 732-445-3173.

Administration and Faculty

ADMINISTRATION

Richard L. Edwards, Ph. D., Dean and Professor

Antoinette Y. Farmer, Ph.D., Associate Dean for Academic Affairs

Robert B. Nolan, M.A., Associate Dean for Administrative Affairs

Arlene M. Hunter, M.A., Associate Dean for Student Services and Director of Admissions

V. DuWayne Battle, Ph.D., Director, Baccalaureate Program

Marjorie Talbot, M.S.W., Executive Director of Field Education

Nelida Arancibia, M.S.W., Assistant Dean and Director of Field Placement Services,
Northern Region

Valerie Smith Stephens, Ed.D., Assistant Dean and Director of Field Education, Southern
Region

Susan Higgins, M.S.W., Field Coordinator, Southern Region

Frankie Lamborne, M.S.W., Field Coordinator, Southern Region

Nancy Schley, M.S.W., Field Coordinator, Northern Region

Donald Stager, M.S.W., Field Coordinator, Central Region

Allison Zippay, Ph.D., Director, Doctoral Program

FACULTY

B.A. (UNDERGRADUATE SOCIAL WORK MAJOR), M.S.W., AND PH.D. PROGRAMS

Ayse Akincigil (Ph.D., Rutgers), aging and mental health, economics, HIV/AIDS

Judith Baer (Ph.D., Houston), adolescent development, HIV and other risk profiles, infant
mental health, latent class analysis

V. DuWayne Battle (Ph.D., Rutgers), religion and spirituality, depression and mental
health, diversity and oppression

Allison Blake (Ph.D., Fordham), organizational development, social work leadership

Laura Curran (Ph.D., California at Berkeley), family and child policy and practice, welfare policy, social welfare history/theory, and gender and sexuality

Rebecca Davis (Ph.D. North Carolina at Greensboro), international social work, clinical practice, child welfare

Donald T. Dickson (Ph.D., Michigan; J.D. Chicago), law, child welfare, mental health, administration

Richard L. Edwards (Ph.D., SUNY at Albany), nonprofit and public management, international social work, social work education

Antoinette Rodgers Farmer (Ph.D., Pittsburgh), parenting behavior, kinship care, religion and spirituality, evaluation of social work practice

Patricia Findley (Ph.D., Illinois at Chicago), disability, rehabilitation, chronic illness, health care policy

Emmett Gill (Ph.D., University of Maryland), public policy, diversity, student-athlete issues

Paul Glasser (Ph.D., North Carolina at Chapel Hill), family theory, marital and family therapy, small group theory

Emily Greenfield (Ph.D., University of Wisconsin-Madison), gerontology, human development, family studies

Susan Higgins (M.S.W., Rutgers), evidence based learning

Chien-Chung Huang (Ph.D., Columbia), child support, social assistance, poverty and income redistribution

Richard Isralowitz (Ph.D., Brandeis), drug and alcohol abuse, public policy, human services management

Yvonne Johnson (Ph.D., Columbia), advance directives, end-of-life-decisions, history and philosophy of social work

Myungkook Joo (Ph.D. Washington University), early childhood care and education, social welfare policies for low-income children and families, education and health policies for children

Jeoungee Kim (Ph.D., Washington University), effects of social welfare policies on low-income families, health and health disparities between workers in the secondary and primary labor markets

- B. Frankie Lamborne (M.S.W., Rutgers), coming out process for gays and lesbians, spirituality and social work practice
- Michael LaSala (Ph.D., SUNY at Albany), clinical social work, gay and lesbian issues, marriage and family therapy
- Raymond Sanchez Mayers (Ph.D., Brandeis), financial management in nonprofits, administrative issues, Hispanic issues
- Judith McCoyd (Ph.D., Bryn Mawr), perinatal health, medical decision making, bereavement, medical technology and human response
- Sarah McMahon (Ph. D., Rutgers), violence against women, social work education
- David Mechanic (Ph.D., Stanford), medical sociology, evaluation research and social policy
- Darcey Merritt (Ph.D., University of California, Los Angeles), child welfare policy and services
- Claudia Moreno (Ph.D., Ohio State at Columbus), HIV/AIDS and Latina women, partner violence, drug abuse, developmental disabilities
- Shari Munch (Ph.D., Michigan State), women's health care, perinatal health, clinical practice
- Lia Nower (Ph.D., Washington University; J.D., St. Louis University), addictions, forensic social work
- Andrew Peterson (Ph.D., University of Missouri), community health, community organization, substance abuse prevention
- Judy Postmus (Ph.D., SUNY at Albany), domestic violence, child welfare, public policy, human services management
- Kathleen J. Pottick (Ph.D., Michigan), child and adolescent mental health and psychiatric service delivery systems
- Jonathan Prince (Ph.D., California at Berkeley), community mental health care
- Cassandra Simmel (Ph.D., California at Berkeley), child welfare policies and programs, child and youth mental health, child maltreatment
- Jill Witmer Sinha (Ph.D., University of Pennsylvania), leadership development in nonprofit organizations, youth development risks and assets, faith-based organizations

Karen Gainer Sirota (Ph.D., University of California, Los Angeles), social and cultural dimensions of mental health and disorder, autism, child and adolescent treatment issues

Donald Stager (D. Min., Drew), spirituality ,Social Work practice, immigration

William Waldman (M.S.W., Rutgers), human services management, policy

Allison Zippay (Ph.D., California at Berkeley), poverty and employment policy, community development, social networks