

Passion | Purpose | Commitment

PASSION • PURPOSE • COMMITMENT
40 years
SOCIAL WORK AT MONMOUTH UNIVERSITY

40 years of Social Work
at Monmouth University



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Students at Binh Trieu Development Center, a school of Friends for Street Children and an MSW ICD internship site, Ho Chi Minh City, Vietnam

The central mission of the School of Social Work at Monmouth University is to prepare its graduates for professional social work practice that strives to secure social and economic justice, advance human rights, and improve the quality of life of vulnerable families, individuals, organizations, communities, and nations on the local, national and global levels. This mission is delivered through the use of a strengths-based empowerment approach for families within a global context.

MESSAGE FROM THE DEAN



Passion, purpose, commitment.

These words have been the theme for our 40th Anniversary during the 2014-2015 academic year. Words are powerful as we all know, and these words were not chosen lightly. They describe how we live our life here in the School of Social Work at Monmouth University. Any one of these three words can be used to describe us, our students, our alumni, and the projects that we commit ourselves to. These words have inspired us over the years, helping us to deliver a rigorous academic program that is grounded in human rights and social justice. These are the words of a challenging professional program that prepares students to live the passion that brings them to Monmouth in the first place. They are also the words that alumni come to live by once they leave our doors and go out into the world as social work professionals.

Forty years is a milestone.

We have celebrated our 40th anniversary in a number of ways, as a School—and with our University. This anniversary has given us the opportunity to reflect upon all we have achieved, and how far we have come together.

This booklet provides brief highlights of a few current School projects that we are proud of, along with some information about the School of Social Work. Recently, we spent two days visioning where we want to go next. Our future is bright with possibilities and ideas. Our passion, purpose and commitment is not diminishing—the next 40 years are going to be just as exciting!

The Coming Home Project

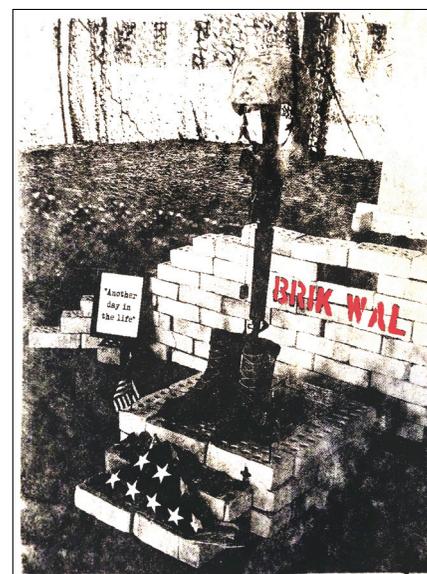
The Coming Home Project is an effort by the School of Social Work to recognize and prepare social work students and community practitioners to meet the needs of returning career, reservist, National Guard military personnel, and their families.

While remaining invested in social work's historic commitment to work for peace, we are also cognizant of our duty to serve vulnerable populations, such as persons who have experienced combat either directly or indirectly. This work has taken several directions:

- Curriculum development in our Clinical Practice with Families and Children Concentration so that students interested in working with military families can be better prepared. Working with Military Families was one elective course that was developed along with:
- Additional professional education program workshops for social workers in the community who are licensed and need continuing education units;
- Support for our student veterans on Monmouth's campus.

The Coming Home Project has been supported by the work of valuable student veterans who were pursuing their graduate social work degree. Raiena Martinez (Air Force), worked with the Project from 2011-2013 and Michael Callahan (Army), worked with the Project from 2013-2015.

For three years, the Coming Home Project has sponsored Combat Paper. Combat Paper NJ (CPNJ), a program of *Frontline Arts*, offers artistic tools and professional instruction to veterans by providing a space to use art and writing to explore their physical, psychological, and emotional experiences by creating handmade paper from military uniforms, thus, Combat Paper. This paper creates a platform for veterans to share their stories, and provides a new language for self-expression.



Another Day in the Life, lithograph, Joe Hess



Little Rasul, lithograph, David Keefe, 1992

MSW FIELD INTERNSHIP

Melissa Mutter, a current full-time MSW student, had the opportunity to complete her first-year field internship with the LGBT Older Adults Project.

Field education is the central piece that makes social work education the unique experience and preparation it is. The concept of competency-based field education is reinforced through the use of a partnership model between our School of Social Work, field agencies, supervisors, and students. It is this commitment to partnership that serves to support the achievement, and further the mastery of social work's core competencies in a field and professional education model dedicated to excellence in all forms of professional development.

Field is an integral component of our graduate social work curriculum. The field experience provides students with ample opportunity to practice and improve on their skills and to reflect on their positionality in professional practice. It engages the student in supervised social work practice and provides opportunities to apply classroom learning to the field setting.

For students like Melissa, the field experience provided an opportunity to combine several passions and interests in one place and to work on a new, cutting-edge community project.

NOTABLE FACTS

2013-2015:
Free cultural competency training has been made available to providers;

Buddy program initiated to give companionship to shut-in older LGBT adults;

2012-2013:
Based on findings from the needs assessment, a cultural competency curriculum was developed to be used to train providers;

An online survey was developed and administered to gather data from consumers on health disparity issues;

2011-2012:
Needs assessment conducted via phone interviews with providers in Monmouth, Middlesex, and Ocean Counties;

Focus groups and individual interviews conducted with consumers to assess service needs.



Dr. Carolyn Bradley receiving grant from Wells Fargo for the LGBT Older Adults Project



LGBT Advisory Board members at the Pride Festival in Asbury Park

The LGBT Older Adult Project

Coordinators: Carolyn Bradley, PhD and Laura Kelly, PhD

The LGBT Older Adults Project is a joint initiative of the School of Social Work and the Marjorie K. Unterberg School of Nursing and Health Studies at Monmouth University. This project developed out of the research interests of Dr. Bradley in the School of Social Work and Dr. Kelly in the School of Nursing.

The question arose—is aging the same for everyone? To determine the answer to that question, a needs assessment was done with providers and consumers during the academic year 2011-2012. From the information gained from that initial data, the research question was refined to investigate health disparities among older LGBT adults and address the issue of cultural competency with providers. All research was conducted with Dr. Bradley and Dr. Kelly as principal investigators but aided by student interns and student volunteers who assisted with literature searches, conducting focus groups, and individual interviews. Students have also been employed in summer months for data analysis and are also publishing with these faculty members.

From 2012 through 2013, a training curriculum was developed to assist providers to be more aware of the needs of LGBT older adults and how to make their agencies more “gay friendly.” Beginning in Fall of 2013 through Spring of 2015, free cultural competency trainings were provided to home health care providers, hospitals, nursing homes, assisted living facilities and sociology, psychology, human services and social work classes at Brookdale Community College, Stockton University, and Monmouth University. To date, the project has conducted approximately 105 trainings with workshop sizes varying from five people to 35 people in attendance. The community and college trainings have been provided by MSW student interns assigned to the project. The faculty coordinators have presented four peer reviewed workshops at regional, state, and local conferences.

A buddy program component was developed as part of the project by Dr. Kelly and health studies students. That component of the project has trained about 25 “buddies” to provide companionship to shut-in older LGBT adults. Currently there are three people receiving services.

Moving forward with the project, we are seeking to develop affiliations with local LGBT community centers to be able house services in a manner that makes access easier for community members. Initial outreach to develop such agreements has been initiated.



Promoting Wellness and Resiliency on Campus

Building on the “Hawks Fly Together” motto, the Promoting Wellness and Resiliency on Campus (PWR) initiative at Monmouth University believes that everyone on campus should look out for each other and that includes mental health awareness and suicide prevention. Everyone has a role in suicide prevention including knowing what to look for when someone needs help, knowing where to get help, and knowing how to make that connection. In 2012, the School of Social Work led by Dr. Michelle Scott, and Monmouth’s Counseling and Psychological Services collaborated to obtain a \$300,000 grant from the Substance Abuse Mental Health Services Administration (SAMHSA). The PWR initiative is a University and community partnership whose purpose is to enhance prevention, identification, and service utilization for all students, particularly those with mental and behavioral health problems that elevate their risk for suicide ideation, attempts – and death – by suicide.

Over the course of three-years, PWR has worked to obtain three main goals: first, to improve identification and referral of students at risk; second, to improve help-seeking of students at risk for suicide; and third, to improve the mental health services available for students at risk for suicide. Through a series of training programs, student-led programming, a public awareness campaign called “Reach Out, Connect, Feel Good!” and the development of a PWR app for students and faculty, the PWR initiative has increased the student body’s, faculty’s, staff, and administration’s awareness of suicide prevention including how to promote wellness via connection, how to identify someone in need, how to make an initial response, and the action steps for referral. In addition, the PWR program has trained clinical gatekeepers both on and off-campus to assess, manage, and intervene with young adults at risk for suicide.

- Trained over 1,200 campus adult and student non-clinical gatekeepers, from food services/facilities workers to vice presidents;
- Trained over 400 front line adult gatekeepers including campus police, residential life coordinators, the Center for Student Success, and student-leaders including peer mentors, tutors, and student government;
- Trained over 350 on-campus and off-campus clinical gatekeepers. Clinical gatekeepers included individuals from mobile crisis substance abuse clinics, physical health, and mental health services (including private, public, and hospital-based clinicians);
- Developed a mobile app for both Apple and android use for the Monmouth community to promote wellness, resiliency, and connection;
- Developed three 30-second and one 60-second targeted PSA’s for print, television, and radio media for the Monmouth community focusing on resiliency and connection.

Paul D. Coverdell Peace Corps Fellows

The Paul D. Coverdell Peace Corps Fellows, conceived at Columbia University Teacher's College in 1985, allows returning Peace Corps volunteers to pursue subsidized master's and doctoral degrees while using the skills garnered during Peace Corps service to aid underserved communities in the United States.

In 2008, Monmouth's School of Social Work became the 50th institution to offer the Peace Corps Fellows option to returned Peace Corps volunteers.

An integral part of the Paul D. Coverdell Peace Corps Fellows program is a substantive, degree-related internship in a high-need community. With their cross-cultural skills, adaptability, and desire to work for improvement, returning volunteers are valuable assets at their universities.

At Monmouth, the Paul D. Coverdell Peace Corps Fellows have pursued either the Clinical Practice with Families and Children Concentration or the International and Community Development Concentration. Their internships saw them working in the communities of Asbury Park, Long Branch, and Trenton, New Jersey.



PHOTO:
Peace Corps Fellow Brendan Ward, MSW 2012,
working in the MU Community Garden tending
his own plot.



Returned Peace Corps Volunteer – Mary Szacik

Mary Szacik served as a Youth and Community Development Volunteer in St Vincent & the Grenadines from 2005-2007. Mary sought out masters programs that could help her strengthen her ability to confront economic and social injustice, which ultimately led her to Monmouth University's Master of Social Work International and Community Development program. Her internship took her to the ports of New Jersey fighting for labor rights alongside port truck drivers, and as a result she was hired as a full-time community organizer in Newark, where for several years she fought in partnership with homeowners to save their homes from predatory foreclosures. Now Mary works as a therapist with children and their families in rural New York.



Peace Corps Fellow – Brandon Green

Brandon Green served as a Non-Formal Education volunteer in Burkina Faso from 2011-2012. Brandon chose Monmouth University to pursue his MSW for its focus on human rights and social justice, its International Community Development track, as well as its Peace Corps Fellows Program. He believes that social work is rooted in social justice and human rights and that these issues are relevant throughout the diverse profession. Upon graduation, Brandon is looking forward to taking what Monmouth University and his Peace Corps experience have taught him and begin his career as a social worker in the Charlotte, NC, area.



Returned Peace Corps Volunteer – Sharda Jetwani

Sharda Jetwani served as a Children, Youth, and Families Program volunteer in Costa Rica from 2003-2005. Sharda chose to seek an MSW at Monmouth University because of the program's focus on human rights through both global and local perspectives. After completing the International Community Development track, she worked for different organizations, eventually landing at Lunch Break in Red Bank, a soup kitchen that works to alleviate hunger and lead its clients to self-sufficiency and healthier lifestyles. As Program Director, she currently oversees all programming, food pantry sign ups, and clothing operations, in addition to supervising interns.



Returned Peace Corps Volunteer – Tom Sunchuk

Tom Sunchuk served as a Youth Development volunteer in the Philippines. Tom chose to go to Monmouth University because of their Peace Corps Fellows Program as well as their international field work opportunities. While getting his MSW at Monmouth, he was able to do field work in Da Nang, Vietnam with the East Meets West Foundation. After graduating, he served as a Peace Corps Response volunteer in Suriname. He currently works as a Program Manager for City Year in Jacksonville, FL. Tom says that his Monmouth education provided him "with the skills to look at the world with a constant lens of social justice and human rights."



Monmouth University Community Garden

The Monmouth University Community Garden was established in 2009 by graduate MSW student intern Sean Foran. The garden provides the opportunity for participants to grow their own fresh produce, as well as produce that will be donated to local organizations and individuals in need. The garden also provides educational opportunities for all ages to learn about gardening, sustainability, and wellness.

Located at the corner of Beechwood and Brookwillow Avenues in Long Branch, the MU Community Garden has grown in size and popularity with local residents, Monmouth employees, and students. Since the first growing season in 2010, the garden has donated annual harvests from its community plots to 10 local food banks, soup kitchens, or other local social service agencies that help provide food to low income or food-insecure families. The total harvest donation since 2010 exceeds 11,000 pounds of fresh produce.

The community garden has been sponsored annually by the School of Social Work, Home Depot, and the School of Science.



Since the community garden's inception in 2009:

- Over 60 community residents or Monmouth employees have been gardening annually.
- More than 100+ students have worked in the garden. Students work in the garden generally in two ways—via the Freshman seminar “Playing in the Dirt” course and during The Big Event, a day of volunteerism held in October each year.
- Four local social service agencies and area Girl Scout troops have plots in the garden.
- A steering committee of community residents and Monmouth faculty run the garden and plan all aspects of the garden, including what to grow, where to plant it, and how to raise funds.
- Sean Foran, the garden's first MSW intern is now the Director of the New Mexico Public Interest Research Group, in Albuquerque, NM.

NOTABLE FACTS



Jaclyn Urmey



Life after Monmouth

By Jaclyn E. Urmey, MSW, LCSW, DCSW

Following the conferral of my master's degree from Monmouth University in 2004 and shortly after obtaining my license to provide supervised clinical care (or LSW), I provided supervised clinical mental health services to incarcerated juveniles at the New Jersey Training School for Boys in Monroe Township, New Jersey, for two-and-a-half years, when I received my independent clinical license, or LCSW (Licensed Clinical Social Worker). During the final year of my employment in Monroe Township, I began my application to the United States Navy for a Direct Commission into the Medical Service Corps, and was hired in 2007 as a uniformed social worker in the United States Navy.

Each employment I held with the U.S. Navy provided increased leadership and challenges for professional and personal development. My first 21-month assignment serving concurrently as an Inpatient and Outpatient Clinical Social Worker and Head, Substance Abuse Rehabilitation Program (SARP) in the Behavioral Health Unit at Naval Hospital Guantanamo Bay, Cuba, was my first solo mental health provider assignment and administrative leadership role. I was the only

uniformed LCSW on the isolated installation with 9,000 residents, and despite my lack of military experience at the time, the leadership and staff of the hospital respected me as a subject matter expert on mental health matters.

My second Navy assignment was 28-months as a Clinical Advocacy Counselor for the Fleet and Family Support Program in Yokosuka, Japan. I selected this tour based on the type of position (working with domestic violence), as I was simply curious as to my skill set with that population, and location, as I was single and eager to travel. I discovered that no matter the work, I had the ability to apply myself and be successful in that area, and I also enjoyed various travel opportunities within Japan and surrounding countries.

My third Navy assignment (29 months) was selected based on location, close to my home state of New Jersey, and increased responsibility, as Head, Social Work Department, Naval Medical Center, Portsmouth, Virginia. My work there was enhanced significantly by the experience I gained during a 7-month concurrent combat deployment to Afghanistan, as the Assistant Officer-in-Charge of a 5-person Navy unit called Mobile Care Team FIVE. It was in Afghanistan that I learned that true leadership starts with taking care of one's team and ensuring the safety of all, which assisted me in successfully guiding my team once back in Virginia to increase productivity so much that we won an award for it.

Marriage was the main factor in my decision to leave active duty for the Individual Ready Reserves and to come back home to New Jersey, where I was honored to be selected as the first Director of Psychological Health for the 514th Air Mobility Wing, Air Force Reserve Command, at Joint Base McGuire-Dix-Lakehurst. This federal position is the convergence of all my prior employments, which makes me a very blessed person.

In addition to my LCSW, I am a Diplomate in Clinical Social Work (DCSW) and a member of the National Association of Social Workers (NASW). My previous awards include the Afghanistan Campaign Medal with Gold Star, four Navy and Marine Corps Commendation Medals, and one Navy and Marine Corps Achievement Medal. In my U.S. Navy Reserve career, I was promoted

to Lieutenant Commander in August 2015, and look forward to being an asset to Navy social work should the need arise.

These wonderful civilian and military postings would not have been possible had it not been for the Monmouth University School of Social Work staff and students. Not only was I grateful to have been selected to attend the competitive graduate program, but the staff's tenacious desire to motivate and encourage me, along with the other students, led me to explore areas of need outside conventional settings, which led to my interest in juvenile corrections and the military. It was with staff support and guidance that I continued to develop social work skills after graduation and once I entered into the field. School of Social Work staff was honest and genuine in providing constructive feedback on my performance, which I did not always recognize that I needed at the time, and I made efforts to improve those areas once they became obvious to me, also with the assistance of supportive staff and leaders. Success isn't defined by what one person can do; it is defined by what a team can do, which became a core value of mine throughout my careers. Whether it was in graduate school, in a supervised position, in a clinical position, or in a leadership position, success is achieved through a healthy, communicative, well-functioning team.

I will always be indebted to my alma mater, Monmouth University, for giving me a chance to discover who I am and to see how vast opportunities in life truly are. Knowing School of Social Work staff traveled throughout the world to offer a variety of social work services to diverse populations was a huge motivator in my desire to travel to foreign lands and offer my assistance in whatever ways I could. Having guidance from those who have gone before me provided me with the confidence that I can also leave a footprint in the lives of others around the world. Leaving one's home country, family, and friends is not easy, especially if one doesn't know exactly lies ahead, but staff gave me the courage and faith to believe that all things are possible. Monmouth University's School of Social Work will always be a part of my life and I look forward to supporting its continued success.

LIFE AFTER MONMOUTH

Upon receiving my Master's degree in social work from Monmouth University, I was hired by the American Cancer Society as a Patient Navigator. I was lucky because I interned with ACS while working toward my degree. My role is to work collaboratively with the Meridian Health System and interact with patients in three different hospitals. I speak with the patients while they are receiving their chemotherapy treatment, identify their barriers, and offer our free services and programs. The services and programs include transportation to and from their treatments, online education and support, free wigs and make up, support groups, and referrals to organizations for financial support. It is a very rewarding job and I couldn't be happier to be working with the organization.

The courses that I took within the social work program helped broaden my horizon and make me more alert of the issues both within the communities near me as well as throughout the world. I was shown how social workers play a major role in bringing community members together in order to solve their issues. Although some people may not understand the roles of social workers, I have been taught the importance of our presence within society and I will always carry that with me.

I definitely wouldn't be here if it wasn't for my experience with the social work program at Monmouth University. My professors/mentors taught me how to compose myself as a professional and how to make a connection with my clients in the field. I wouldn't be able to identify the barriers and needs of my clients or interact with them like I do without the communication skills taught to me. The two years I spent in the social work program were two of the most exciting years of my life. I couldn't be happier where I am right now and I owe it all to the social work program at Monmouth University.

Ian Stirling | Patient Navigator
Eastern Division | American Cancer Society, Inc.

Ian Stirling



Field Facts for BSW and MSW Students

The School of Social Work maintains a vibrant field internship program with field agencies throughout the local region. Some interesting statistics about internships are:

- Total number of internships to date are 536 in New Jersey (518), New York City (11) and Pennsylvania (Philadelphia 5, Harrisburg 1, and Easton 1).
- Any given year, there are 330 students in the field providing service to individuals, families, and communities. The total number of hours that this volunteer service amounts to on an annual basis amounts to 121,204 hours.*

** It would take a single social worker approximately 60 years to provide this amount of service to the vulnerable people our students provide service to.*

Students can choose their field internship from a variety of practice areas, including:

Administration: 26
Adoption: 5
Aging: 35
Substance Abuse: 35
Child Welfare: 53
Criminal Justice: 32
Developmental Disabilities: 22
Domestic Violence/Family Crisis: 50
Healthcare: 53
Housing: 19
International: 15
Mental Health: 72
Military: 6
School Social Work: 106



Lorraine Arbuckle
Office Coordinator

BFA, William Paterson College
Prior to working at Monmouth University, she worked in advertising. Interests are gardening, movies, traveling, reading, cooking, hiking, kayaking, and listening to live music.



Carolyn A. Bradley, PhD
Associate Professor

PhD, Fordham University
Areas of interest are addictions, spirituality, gay/lesbian/bisexual/transgender issues. Current research is on spirituality and social work practice.



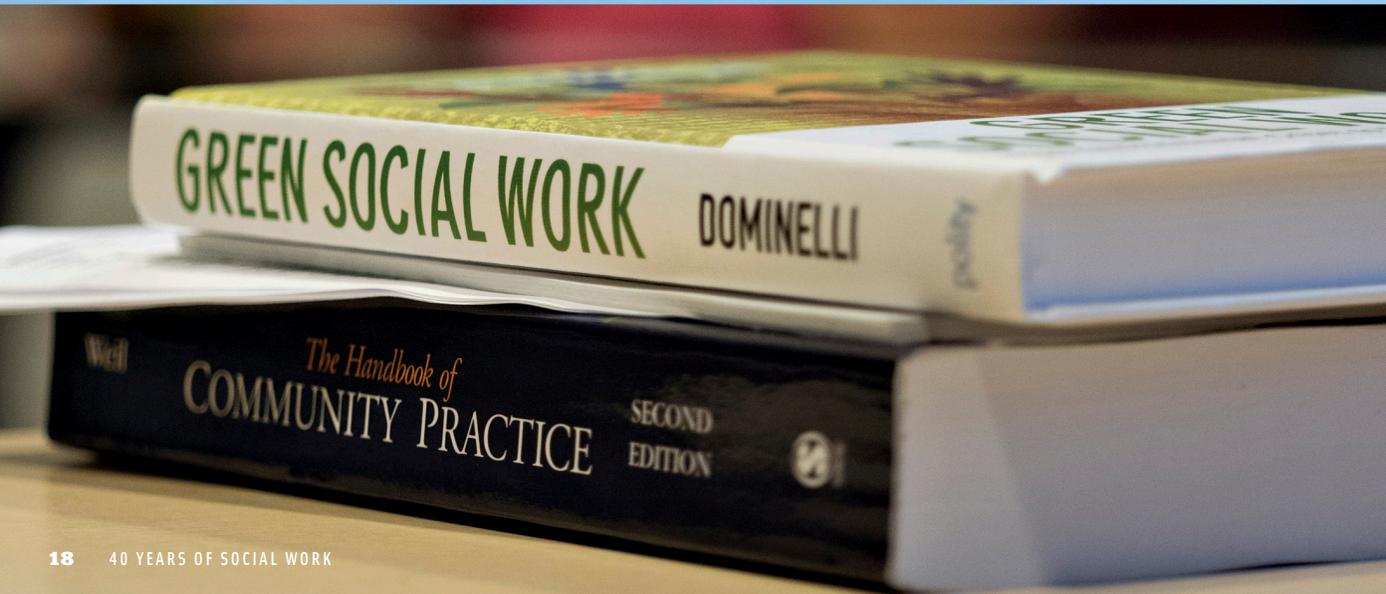
Bernadette Calver
Assistant to the Dean

Oversees a number of School functions including fundraising initiatives, several special committees and specific faculty matters. Interests are cooking, traveling, and enjoying time with her grandchildren.



Christine Costello, MSW
Instructor

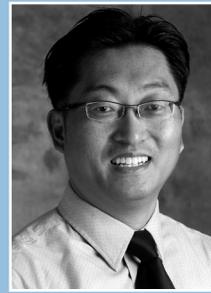
MSW, Rutgers University
Areas of interest are addictions and mental health. Her private practice focuses on individual and structural family therapy. Currently pursuing certification in veterinary social work.





Michael Cronin, PhD
Associate Professor
PhD, Yeshiva University

His research interests and publications are in health care and social policy, international social work, disaster management, social gerontology, international humanitarian law, cultural competence, and diversity.



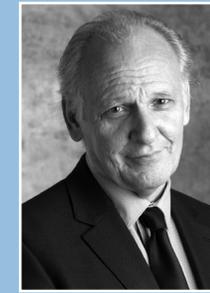
Sung-Ju Kim, PhD
Assistant Professor
PhD, Indiana University

Areas of interest include management, leadership, fundraising, philanthropic giving, quantitative research methods and program/practice evaluation.



Rebecca McCloskey, MSW, LCSW
Specialist Professor
MSW, Ohio State University

A chapter leader for NJ Birth Network and a volunteer administrator for Human Milk for Human Babies, New Jersey, Professor McCloskey's areas of practice and activism include maternal and child health and holistic healing and wellness.



Paul Urbanski, PhD
Assistant Professor
PhD, University of Albany

Research interests include the impact of institutional settings on older adults and specifically on resident autonomy in long-term care facilities. Currently, he is interested in understanding the experiences of older adult Korean emigrants who have come to the U.S. as family caregivers.



Anne Deepak, PhD
Associate Professor
PhD Columbia University

Areas of research interest are in the delivery of diversity and social justice content in social work education, the application of a post colonial feminist social work perspective to global social problems, and the dynamics of global North-South partnerships.



Robin S. Mama, PhD
Professor and Dean
PhD, Bryn Mawr College

Areas of interest include occupational safety and health, field education, international social work and human rights, and cultural awareness and humility in social work practice.



Sanjana Ragudaran, PhD
Specialist Professor
PhD, City University of New York

Social work researcher with areas of interest in participating research, community development, and immigration.



Janine Vasconcelos, MSW
Coordinator of Professional Education
MSW, Monmouth University

Areas of interest include professional development, community engagement, international educational experiences, mentoring students, and promotion of the social work profession.



Christa Hogan, MSW
Lecturer
MSW, Fordham University

Extensive practice in geriatric social work as well as in specialized school settings working with special needs children. Her private practice focuses on individual counseling to children, adolescents, and adults. She also provides hospice services to the terminally ill.



Golam Mathbor, PhD
Professor
PhD, The University of Calgary

Areas of interest include development and analysis of social policies, community organizing and social action, community planning, and international social work. Current research topics are sustainable development of coastal communities, and multicultural social work.



Michelle Ann Scott, PhD
Associate Professor
PhD, Univ. of California—Berkeley

Her interests include school-based screening, college mental health, and initiation of alcohol use by adolescents, and suicide prevention and adolescent depression. Current research includes evaluation of high school students with mental health problems and the transition to college.



Kelly Ward, PhD
Professor and Director of the MSW Program
PhD, Fordham University

Current interests include social work education including the best teaching practices. Dr. Ward has also written extensively in the addictions area.



Leah Lazzaro, MSW
Director of Field Education
MSW, Monmouth University

Areas of interest include student and professional development, volunteer recruitment and retention, and alumni engagement.



Elena Mazza, PhD
Associate Professor and Director of the BSW Program
PhD, New York University

Areas of interest are mental health, children's mental health, and community-based mental health. Current research is on gatekeeping in social work education, and mental health and school integration.



Nora Smith, PhD
Associate Professor
Ph.D., State Univ. of NY, Albany

Areas of interest include child welfare, child and adolescent mental health, substance abuse, expressive techniques for children, and clinical practice with families. Current research includes human trafficking, the heroin epidemic, and clinical practice for adults.



Joelle Zabolka, PhD
Assistant Professor
PhD, Rutgers University

Clinical social worker with practice in children, youth, and young adults; clinical training in parent management and the diagnosis of fetal alcohol syndrome.

THE BSW CURRICULUM

The Bachelor of Social Work Program at Monmouth has been an accredited program of the Council on Social Work Education since 1975. It has been designed to provide an understanding of human diversity and society as well as prepare students for careers in Social Work.

Using a curriculum that concentrates on generalist social work practice, the primary mission of the undergraduate Social Work program is to prepare students for beginning professional level social work practice. Secondary goals include introducing other students in the college, and individuals in the surrounding community, to relevant social work and social welfare issues, and preparing social work students for graduate social work education. The program attempts to imbue students with the knowledge, values, skills, and ethics necessary for the competent practice of the social work profession.

Our curriculum has a strong liberal arts base and is unique in several ways. Our liberal arts core is supported by faculty in the humanities, science, and business who have a dedicated interest in our students and the real life issues that they will be dealing with in their professional practice. A number of the general education courses that are requirements for our social work courses have been designed specifically for social work majors so that the content in those courses dovetails with the content needed in their social work course at that educational level. For example, Biology 105 is taken as a co-requisite with SW 223 Human Behavior and the Social Environment. This is a biology course designed specifically for social work majors that deepens their understanding of genetics and human development from a biological perspective along with the addictions sequela.

Our curriculum is also unique in its human rights and social justice framework. Social and economic justice requires fairness in practice on the institutional and interpersonal levels. Human rights stand as an operational definition of social and economic justice committed to building a world in which the dignity of each human being and their community is inviolable. Fairness and dignity are the core values that guide all Monmouth University School of Social Work professional and academic endeavors.

THE MSW CURRICULUM

The Master of Social Work Program at Monmouth has been an accredited program of the Council on Social Work Education since its inception in 1998. It has been designed to prepare graduates for advanced social work practice in one of two concentrations—Clinical Practice with Families and Children, and International and Community Development.

The MSW curriculum is delivered via a framework of social and economic justice through the advancement of human rights, using a strengths-based empowerment approach that focuses on practice with families within a global context.

A unique aspect of our human rights and social justice focus is what we refer to as our “advanced core” in the second year of the MSW program. All students from both concentrations integrate back together to complete a Fall semester course entitled “Implications of Human Rights and Social Justice” in which students develop their knowledge of social justice and human rights principles and theories. Students analyze the implications of those principles and theories for the profession of social work as they develop a proposal for the implementation of social justice and human rights in either an agency based, creative, or research focused project. These projects are developed and carried out in the Spring semester class entitled “Applications of Human Rights and Social Justice.” This integration of concentration students back into a common core in the second year allows us to unify our students towards the goal of how to better understand the numerous ways and places that human rights and social justice need to be upheld in our everyday practice.

Our concentrations offer students multiple ways to expand their professional practice areas. Within our Clinical Practice with Families and Children concentration, students can work towards their license as a Certified Drug and Alcohol Counselor (LCADC), can further refine their clinical work with military families, or can begin to work toward their professional license in Play Therapy.

In our International and Community Development concentration, students have the ability to complete a field internship overseas. Since 1999, we have sent almost fifty students abroad to complete field internships in Bangladesh, Chile, Costa Rica, Halifax, Ireland, Latvia, Ghana, Tanzania, Sierra Leone, and Vietnam.

Working with our Department of Political Science at Monmouth, we have developed a joint degree program with the Master of Arts in Public Policy.



“My life experiences as a military wife, stay at home mom, and then single mom has led me on this journey.”

Going back to school and pursuing a career in social work has been an amazing experience and I believe it was my destiny. I have a passion for helping others, and understand the importance of family and community.

This is why social work is important to me.”

—Cynthia Levine, BSW 2015



“To me, social work answers the challenge of social justice in the complexity of the 21st century.”

We are “social working” when we help a family of refugees fleeing war to secure permanent housing in a place their children will thrive. We do likewise when we work with the veteran returning from that same conflict to transform the horrors of war into a fruitful and fulfilling life. Social work at Monmouth is purpose, it is action, and it is commitment to realizing a more just, more equitable, and more peaceful world.”

—Michael Callahan, MSW 2015



“The reason I returned to school to obtain my MSW was to become the role model that my daughter needs.”

I picked Monmouth because it has a sense of family and the professors know who I am as a person and not as just a number. Monmouth’s curriculum has prepared me very well for my role as a social worker and has given me the tools to truly make a difference.”

—Beatris Ortiz, MSW part-time student

ACKNOWLEDGEMENTS

We would first like to acknowledge our growing numbers of School of Social Work alumni who live passionately, purposefully, and with professional commitment to social work every day. They continually make us proud of their accomplishments.

Our students are the next generation forward and we want to acknowledge their dedication and hard work as they pursue their social work degrees. The profession they have chosen is not easy; it requires creativity, flexibility, and a core inner strength. Their commitment keeps us energized and focused.

Our faculty and staff are a strong team that work together through thick and thin with one purpose—to provide a rigorous, dynamic, professional education that prepares future social workers. Our programs could not exist without this team of dedicated people who believe in our vision and in our mission.

There are several people who in helping prepare this booklet, deserve our thanks and our admiration:

Karen Bright, Professor of Design at Monmouth University, is the creative designer of this project and it is her talent that is reflected on these pages.

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COLOPHON

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