

MSW STUDENT HANDBOOK

School of Social Work



California State University, San Bernardino

**Academic Year
2020-2021**

School of Social Work, CSUSB
STUDENT PROFESSIONAL COMMITMENT FORM

To all First Year social work students:
This form is available via Qualtrics. Please go to this webpage to complete:
[MSW Student Professional Commitment Form](#)



I have read and understand:

- | | |
|---|-------------|
| 1. The CSUSB School of Social Work Mission | Yes___No___ |
| 2. The MSW Curriculum | Yes___No___ |
| 3. Course and Grading Policies | Yes___No___ |
| 4. Student Advising | Yes___No___ |
| 5. Policies for Review of Academic Performance | Yes___No___ |
| 6. Professional Associations Information | Yes___No___ |
| 7. Graduation and Beyond | Yes___No___ |
| 8. People, Places and Policies | Yes___No___ |
| 9. The NASW Code of Ethics | Yes___No___ |
| 10. Policy on Social Media and Professional Communication | Yes___No___ |
| 11. I have read the section on plagiarism in the CSUSB Bulletin of Courses, the Section 4.08 (Acknowledging Credit) of the NASW Code of Ethics, and have reviewed the following websites on plagiarism: http://www.plagiarism.org and https://youtu.be/PzZsButRaHs (GCFLearnFree) and commit to abiding by these policies. | Yes___No___ |
| 12. My advisor is: _____ | |

If you have marked “No” against any of these chapters, please make an appointment with your advisor as soon as possible so that you can identify any confusion you have. This form school be completed by **September 30th, 2020**.

The Master of Social Work (MSW) Student Handbook

2020-2021

INTRODUCTION	1
MISSION	2
EDUCATIONAL PHILOSOPHY	3
CHAPTER 1 – CURRICULUM.....	4
Generalist Curriculum.....	4
1. HBSE	4
2. Generalist Micro Practice.....	4
3. Generalist Macro Practice.....	4
4. Research.....	4
5. Field Practicum	4
Advanced Generalist Curriculum.....	5
SPECIALIZATIONS (Sample form and more explanation in Appendices)	5
1. Advanced Generalist Micro Practice	6
2. Advanced Generalist Macro Practice.....	6
3. Integration of Micro and Macro Practice	6
4. Research.....	6
5. Elective	6
6. Field Practicum	7
General Curriculum Explanations.....	7
1. Electives.....	7
2. Field Practicum	7
Criminal Background Checks and Arrests while in the MSW Program.....	7
Credit by Examination (Testing Out) and Transfer of Credit.....	8
Testing out of a Class.....	8
Policies on transfer credit and waivers.....	9
Policy on transfer of credit.....	9
Additional General Information.....	10
Sequencing of Courses.....	10
1. Two-year Model.....	10
2. Three-year Model.....	11
3. Your “Individual Program Plan of Work” and Possible Changes.....	11
4. Leaves of Absence/Deferral of Admission	12
5. Returning to the MSW Program: Procedures Checklist.....	12
CHAPTER 2 - COURSE AND GRADING POLICIES.....	14
Course Schedules	14
Registering for Courses.....	14
Grading Policies.....	15
Policy on Class Absences	17
Incompletes & Withdrawals.....	17
Grievances and Grade Appeals	18
Advancement to Candidacy	18
Grad Check	19
School Honors.....	19
CHAPTER 3 – STUDENT ADVISING.....	20
Advisor and Advisee Role and Responsibilities	20
CHAPTER 4 - POLICIES FOR REVIEW OF ACADEMIC PERFORMANCE	21
1.0 Standards for Social Work Education.....	21
2.0 Criteria for Evaluating Academic Performance.....	21

2.1 Basic Abilities Necessary to Acquire Professional Skills.....	21
2.1.1 Communication Skills.....	21
2.1.2 Interpersonal Skills	22
2.1.3 Cognitive Skills.....	22
2.1.4 Physical Skills	22
2.2 Emotional and Mental Abilities Necessary for Performance in the Program	22
and Professional Practice	22
2.2.1 Stress Management	22
2.2.2 Emotional and Mental Capacities	22
2.3 Professional Performance Skills Necessary for Work with Clients and	22
Professional Practice.....	22
2.3.1 Professional Commitment.....	22
2.3.2 Professional Behavior	23
2.3.3 Self-Awareness	23
2.3.4 Ethical Obligations.....	23
2.4 Scholastic Performance.....	24
2.4.1 Indicators of Academic Performance Criteria.....	24
2.5 Accommodations for Disabilities.....	24
3.0 Policies and Procedures for Review of Academic Performance.....	25
3.1 Performance that May Result in a Student Review	25
3.2 The Two Levels of Review (see flow charts below).....	25
3.2.1 Level 1 Review	25
3.2.2 Level 2 Review	26
3.3 Role of the Advisor	27
Student Review Process Flow Chart.....	28
CHAPTER 5- STUDENT CLUBS AND PROFESSIONAL ORGANIZATIONS.....	30
Social Work Student Association (SWSA).....	30
Student Association of Macro Practice (StAMP)	30
National Association of Social Workers (NASW).....	30
CHAPTER 6 - GRADUATION AND BEYOND	31
Major Tasks to Complete Before Graduation	31
Graduation Date and the Research Project.....	32
Licensure.....	32
CHAPTER 7 - PEOPLE, PLACES AND POLICIES	33
Offices of Important Campus Departments	33
Documents	34
General Policies	34
Sexual Harassment Policy.....	34
Non-Discrimination Policy	34
Background Checks/Criminal History Checks	35
File Sharing Policy.....	35
Restrictions on Assistance	36
APPENDICES	37
APPENDIX A: Two-year Plan for MSW students	38
APPENDIX B: Three-year Plan for MSW students	39
APPENDIX C: Specialization Information	40
APPENDIX D: Individual Plan of Work.....	43
APPENDIX E: Advancement to Candidacy Form	44
APPENDIX F: NASW Code of Ethics	46
APPENDIX G: Policy on Social Media and Professional Communication	50

INTRODUCTION

Welcome to the MSW Program at California State University, San Bernardino. This handbook is intended to be a helpful source of information about school policies, procedures, and commonly asked questions. Becoming familiar with the contents of this handbook may well save you time and trouble as you proceed through the MSW Program. You should also become familiar with other important sources of information such as the Bulletin of Courses (located at: <https://www.csusb.edu/bulletin>), and our website (located at: <https://www.csusb.edu/social-work>). The Handbook is available on the School of Social Work MSW website.

The MSW Program is administered by the School of Social work, which is a unit within the College of Social and Behavioral Sciences (SB-207). Policies set by the College and by the office of Graduate Studies (CE-356) apply to the MSW Program. Graduate Studies policies are especially relevant to our MSW students and are contained in the Bulletin of Courses and at <https://www.csusb.edu/graduate-studies>.

Please be aware that policies summarized in this Handbook and elsewhere are constantly subject to review and revision. Information in the Handbook supersedes that in the Bulletin of Courses. In addition, it is very important that you stay in close communication with the School of Social Work for the most current information.

All social work students are expected to read this handbook, the National Association of Social Workers (NASW) Code of Ethics, and the identified plagiarism information documents. Students then complete the Professional Commitment form at the front of the handbook (link to the Qualtrics survey is provided there). It confirms that students have read, understand, and commit to abiding by the policies and procedures identified in these documents. This form will be kept in students' files.

MISSION

CSUSB's MSW Program is to provide accessible, dynamic, and rigorous academic programs that prepares students with generalist and advanced generalist values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

1. We enhance social work educational opportunities for students within our region and in unserved areas through increasing accessibility and program completion, especially for first generation college students, students from the dynamically evolving ethnic communities in our region, and students in remote areas.
2. We continually update curriculum and teaching practices with current research and best practices reflective of the needs and trends of our region, nationally and globally.
3. We offer and measure attainment of a competency-based Generalist and Advanced Generalist level curriculum, consistent with the needs of our area, for practice skills with individuals, families, groups, organizations, communities and the skills of policy advocacy.
4. We offer a curriculum that emphasizes practice consistent with the aims and values of the social work profession and that meets the needs of diverse, vulnerable, and underserved populations, especially in our region.
5. We support faculty in providing leadership to the profession and to the community with their research and expertise.

The MSW Program views its mission as being tightly bound to the educational needs of the region. The MSW Program addresses these regional needs through a curriculum that emphasizes agency based practice and service to under-represented, under-served and inappropriately served populations. In the generalist year, a generalist framework for micro and macro practice is introduced, emphasizing key concepts including the person-in-environment systems theory, and parallel problem solving strategies at multiple levels of intervention. Issues are explored in the context of agency based practice. Most field placements are in public agencies.

Prior to the beginning of the advanced generalist year, students identify a specialization. This can be a field of practice, a client group or a social welfare problem. All students then take the advanced generalist micro and macro practice sequences of courses and apply the knowledge and skills to their chosen specialization. The advanced generalist practice year focuses on three social work roles: change agent, interagency/interdisciplinary collaborator, and leader. The advanced generalist micro practice sequence addresses these roles in terms of interventions with individuals, families and groups while the advanced generalist macro practice sequence of courses addresses them in terms of interventions with organizations and communities, including policy practice in both contexts.

The MSW Program is designed to graduate advanced generalist social workers who are capable of filling gaps in a wide range of professional roles within a variety of agency settings. The majority of our graduates remain in the region and will increase the capacity of the local social work community to provide professional services available in the region.

EDUCATIONAL PHILOSOPHY

The CSUSB School of Social Work envisions social work education as a cooperative venture. Faculty are expected to provide a high quality generalist and advanced generalist social work education and students are expected to be active, responsible learners as they become social work professionals.

Class attendance is highly valued in our program. The interaction between professors and students and between students is a critical part of the learning process in social work education. Students are expected to attend all class meetings.

Class participation is highly valued in our program. Students are expected to participate in all class activities, ask questions, and contribute to class discussions in meaningful ways. Reading is highly valued in our program.

Writing is highly valued in our program. Social work agencies require their professional level employees to produce written documents such as, psychosocial evaluations, reports to the court, grant proposals, or new policies and/or regulations. Students are expected to be able to write at a professional level by the time they leave our program. The written work will be graded on content as well as adherence to good academic writing style and fundamental mechanics.

Respectful behavior is highly valued in our program. Respect for the dignity and worth of the person is one of the major ethical principles of the social work profession. Students are expected to respect opinions, lifestyles, and values that may be different than their own. Students are also expected to engage in respectful classroom behaviors such as arriving on time, remaining in each class until it is scheduled to end, not having "side bar" conversations during class, and following the classroom rules set by the instructor.

Input is highly valued in our program. At various times students will be asked to complete questionnaires related to their opinions about individual classes or the program as a whole. Faculty members take the responses on these questionnaires seriously and constructive input, in the form of thoughtful and well written commentary, is very useful in making needed changes.

Learning is highly valued in our program. We believe that class attendance, participation, reading, writing, respectful behavior, and input all contribute to the quality of our social work program.

Fun is highly valued in our program. A social work graduate program can be quite a challenge. There are a number of opportunities in class and in other school gatherings to have a good time, get to know other students and faculty, and to recharge your batteries. Work hard and have fun.

CHAPTER 1 – CURRICULUM

The Master of Social Work Program at California State University, San Bernardino has an Advanced Generalist Concentration. Students take equal members of Micro and Macro Practice courses. Graduates are able to facilitate change on all systems levels. The Master of Social Work (MSW) degree is divided into a **generalist curriculum** and an **advanced generalist curriculum**. The generalist and advanced generalist curriculum requires the equivalent of two years of full-time study. The CSUSB School of Social Work offers two program models: a two-year model and a three-year model. Both models cover the same curricula. The timing and sequencing of particular courses for these models is described in the next section.

NOTE: STUDENTS WISHING TO CHANGE FROM THE TWO-YEAR MODEL TO THE THREE-YEAR MODEL (OR VICE VERSA) MUST SUBMIT A WRITTEN REQUEST TO THE SCHOOL. IT IS ALSO MANDATORY THAT SUCH CHANGES BE DISCUSSED, IN ADVANCE, WITH ACADEMIC ADVISORS.

Generalist Curriculum

The generalist curriculum builds on a liberal arts base, required for admission to the MSW Program, to provide a common professional core for all students as well as preparation for advanced generalist study in the second half of the program. Initial generalist courses cover the essential knowledge, values, processes, and skills of generalist social work practice. They also introduce current issues in a range of fields of practice, thus preparing students to make informed choices regarding specialized study in the advanced generalist (concentration) courses.

NOTE: Please see your specific class schedule for the classes you will be enrolling in.

Courses cover micro and macro practice, human behavior and the social environment (HBSE), and social work research concomitant with a year-long field work placement. Required generalist courses include the following:

1. HBSE

SW 6041: Human Behavior in the Social Environment: Lifespan Development (3 units)

SW 6042: Human Behavior in the Social Environment: Critical Topics (3 units)

2. Generalist Micro Practice

SW 6021: Generalist Micro Practice I (3 units) SW 6022: Generalist Micro Practice II (3 units)

3. Generalist Macro Practice

SW 6061: Generalist Macro Practice I (3 units)

SW 6062: Generalist Macro Practice II (3 units)

4. Research

SW 6011: Social Work Research I (3 units)

SW 6012: Social Work Research II (2 units)

5. Field Practicum

SW 6081: Generalist Field Work I (3 units)

SW 6082: Generalist Field Work II (3 units)

The Generalist Year Field Practicum is 16 hours per week of supervised work at a social service agency in the community. This includes a three-hour field seminar every month for a total of eight seminars.

NOTE: Students' professional liability insurance is covered by a policy held by the California State University. Students will be charged an annual fee for this coverage as part of their tuition fees.

6. Elective

(3 units – see Electives Section Below)

Advanced Generalist Curriculum

Building on the model in the generalist year, students move on to education for advanced practice in the second or third year. All students take both the micro practice and the macro practice series of courses. They learn three advanced generalist social work practice roles: change agent, interdisciplinary or interagency social worker, social work leader.

SPECIALIZATIONS (Sample form and more explanation in Appendices)

By their advanced generalist year, students select a **specialization** to which they will apply their advanced generalist micro and macro practice learning. This specialization can be a field of practice, a client group or a social welfare problem. There is some overlap between these categories but generally an issue is a social phenomenon, a client population is the population affected by that phenomenon, and a field of practice includes a clearly defined social work role. Students will apply all advanced generalist year assignments and their research projects to their chosen specialization. Listed below are some examples of specializations. Students are not limited to these examples; however, students should work with advisors on selecting specializations. Also, they should think about likely field placements for the concentration (advanced generalist) year when making the decision. Students do not have to have a field placement that exactly matches their specialization, but they would want to be placed in a setting that is able to address aspects of their selected social issue, client population or field of practice.

Examples of Specialization

Social Issue

Homelessness
Substance Abuse
Domestic Violence
HIV-AIDS
Poverty and Public Welfare
Racism and Ethnocentrism
Sexism
Spirituality
Social Work in the Health Care System

Client Population

Children
Elderly
Families
People living with HIV/AIDS
Minority Ethnic Group(s)

Gay and Lesbian Population
Persons with Substance Use Disorders
Rural Populations
Inner City Populations Child Abuse

Field of Practice

Child Welfare
Mental Health
School Social Work
Gerontological Social Work
Physical and Mental Disabilities and Rehabilitation
Correctional Services
Social Work in the Work Place
Substance Abuse
International Social Work
Immigrants and Refugees

*To summarize, students learn about Advanced Generalist Social Work Practice in the three roles of change agent, interdisciplinary/interagency practitioner and social work leader with particular reference to their chosen specializations. They learn interventions at all levels of practice: individual, family, group, organization and community. Courses required of all students in the second year are the following:

1. Advanced Generalist Micro Practice

SW 6023: Advanced Generalist Micro Practice I (3 units)
SW 6023: Advanced Generalist Micro Practice II (3 units)

2. Advanced Generalist Macro Practice

SW 6063: Advanced Generalist Macro Practice I (3 units)
SW 6064: Advanced Generalist Macro Practice II (3 units)

3. Integration of Micro and Macro Practice

SW 6777: Social Work Advanced Generalist Leadership and Capstone (3 units)

4. Research

SW 6013: Research Project I (1 unit)
SW 6014: Research Project II (2 units)

Note: Thesis versus Research Project

Students in the MSW Program conduct a Research Project (SW 6013 and SW 6014) as their culminating experience. Preparation for this independent project is provided by two courses, SW 6011 and SW 6012. A Research Project is the equivalent of a thesis in its quality and requirements and is viewed as such by the doctoral programs to which our graduates may apply. CSU defines our students' work as a Research Project because it is supervised by an individual faculty member rather than a committee.

A Thesis option exists in the School of Social Work for the rare student who has accrued extensive research experience prior to entering the MSW Program. Such students usually have previous graduate degrees for which they conducted a thesis, or have been employed as a researcher. Such students are capable of developing a research proposal and conducting their project without taking SW 6011 and SW 6012. In lieu of the usual research courses, they register for 9 units of SW 6971.

Students interested in pursuing the Thesis option must apply during their first term in the MSW Program

(application forms are available from the chair of the Research Curriculum Committee). The application consists of an accounting of previous research experience and preparation, a précis and time line for the proposed thesis, an IRB application, and a proposed committee. The Research Committee will review applications and inform students as to whether they have been approved to pursue the Thesis option by the beginning of the winter semester.

5. Elective

SW 6902 (2 units). Course Topics to be determined.

6. Field Practicum

SW 6083: Advanced Generalist Field Work I (4 units)

SW 6084: Advanced Generalist Field Work II (4 units)

In the Advanced Generalist Year, students are placed in a community agency for 20 hours per week, which includes a three-hour field seminar approximately once a month, for a total of eight seminars.

General Curriculum Explanations

1. Electives

The MSW Program includes two elective courses. One is taken as part of the Generalist curriculum, and the second as the Advanced Generalist curriculum.

2. Field Practicum

Two separate field practice placements totaling 1080 hours of supervised work in local agencies are required for the MSW degree. The Generalist placement is two days a week for two semesters (480 hours); and the Advanced Generalist placement is two and a half days a week for two semesters (600 hours). The Field Practicum includes participation by all students in a field seminar which meets once each month for three hours. Students who miss a seminar session must arrange a make-up assignment with the seminar leader.

The field practicum is an integral sequence of the MSW curriculum. The practicum setting provides an opportunity to integrate social work theory with practice. For this reason, field practice must be undertaken concurrently with practice methods courses.

While enrolled in a field practicum, students must carry professional liability insurance. This is provided by Cal State and paid for through student fees.

PLEASE SEE THE CSUSB SCHOOL OF SOCIAL WORK FIELD MANUAL FOR DETAILED INFORMATION ABOUT FIELD PLACEMENT REQUIREMENTS.

Criminal Background Checks and Arrests while in the MSW Program

The University does not conduct criminal background checks on students. However, almost every field agency requires a criminal background check. Federal and state laws mandate criminal background checks for persons placed in many settings. Any criminal record (infraction, charge, misdemeanor or felony) may make a student ineligible for placement in certain agencies. Students must disclose to the Director of Field Education or designated Field Coordinator any criminal background, including any and all expunged and/or dismissed charges, as they will still appear on background checks. Students may be ineligible for placement, or terminated from an agency, if criminal background information comes to light without prior disclosure. The Field Director or Program/Field Coordinator can provide insight to students as to potential opportunities and barriers to securing a field practicum site but cannot guarantee placement or choice of placement. Information disclosed will be used only for the purpose of determining appropriate field options. Please note: If a student cannot be placed, they will not be able to continue in the MSW Program.

In the event a student is arrested or charged with a new offense or is convicted during the program, the student is required to disclose this information to the Director of the School of Social Work, Director of Field Education, designated Field Coordinator, and Academic Advisor within 48 hours of arrest, charge or conviction. Students may be terminated from the program if an arrest or charge comes to light

without immediate disclosure. Failure to disclose will result in no credit for that field course.

Failure to provide the required disclosures or notices will be deemed as a deception and will be handled as a form of academic dishonesty in addition to any other violations. Arrests, violations and/or convictions which violate university and/or department policies or standards could result in sanctions.

Students who are arrested, charged or convicted during the program are not permitted to return to field placement until further notice. The student will be referred to the Student Review Committee for an initial review of the situation. The student assumes the risk involved with sharing information and thus may choose not to. However, if the student chooses not to share information, the Student Review Committee will not be able to determine a course of action.

If a student is charged with a new offense, the student will most likely be required to take a leave of absence until the case has been resolved and a decision has been made by a court of law. A student may be permitted to complete classroom course work for the current semester. Once the outcome of the specific case or circumstance has been determined, it is the student's responsibility to inform the Director of the School of Social Work, Director of Field Education, designated Field Coordinator, and Academic Advisor. At that time, the student will be referred to the Student Review Committee again for consideration of specific factors and implications related to the social work profession and his/her ability to return to the program and field work.

Credit by Examination (Testing Out) and Transfer of Credit

Testing out of a Class

- i. The student meets with their advisor or the Chair of the Student Review Committee to discuss necessary tests, appropriate faculty to meet with, and a time frame for completion. An individual program of work is drawn up reflecting these plans, and is signed by the student.
- ii. The student schedules meetings with faculty members who teach the courses to be tested out of. Each faculty member will give the student guidance in what to study, which may include materials such as texts. Exams may cover one class, or an entire sequence of classes, depending on the needs of the student. The faculty member will construct exams for their respective courses. The style of the exam e.g. open book, length of time, etc., is at the discretion of faculty. All exams are on site.
- iii. The Chair of the Student Review Committee will coordinate the scheduling of the exam(s) with the student and the faculty member(s) at a time when both student and faculty member(s) are available.
- iv. Exams will be graded by the faculty member who constructed that exam. The results will be forwarded to the Chair of the Student Review Committee who will inform the student of the results of the exam and document these results in the student's file.
- v. If the student fails the exam, the faculty member may: a) work with the student to retake the exam; or b) request that the student re-take the class at the discretion of the faculty member.

Policies on transfer credit and waivers

MSW students are subject to the policies for Graduate Studies which may be found in the Bulletin of Courses <http://bulletin.csusb.edu/>. The following are additional policies of the School of Social Work. When the School's policies are more restrictive than Graduate Studies, those of the School are enforced.

- vi. The School of Social Work does not give course credit for life experience or previous work experience.
- vii. Any student may request an opportunity to challenge required courses in the Generalist year curriculum by passing a comprehensive examination in each course. Students must achieve a "B" grade, or better, on that exam. Such requests should be made to the faculty member who is the current chair of the relevant curricular sequence and must be submitted before the first day of classes of the term in which the course is offered.
- viii. Students with BSW degrees from accredited programs are required to meet with their academic advisor prior to the beginning of fall courses to determine whether any Generalist year MSW courses are redundant with their undergraduate preparation. Such determination may be based on course syllabi, texts, informal testing (i.e., discussion of relevant concepts), or formal examination. If a course is found to be redundant students must have gained an "A" grade in that class to gain permission to waive the class. The advisor will also assist in selecting appropriate courses to replace those waived.
- ix. In compliance with CSUSB Graduate Studies requirements, all courses waived whether on the basis of BSW preparation or successful challenge examination, must be substituted with an approved elective in a related area of study so that a total of 60 units are completed for the MSW degree.
- x. FIELD WORK courses are not subject to waiver or challenge.

Policy on transfer of credit

- i. *From other social work programs:* Up to one half of the course work (30 semester units) may be transferred from an accredited MSW program. Only passing graduate level grades will be accepted ("B" grade or better). Course equivalents and the specific program of work required to complete degree requirements at CSUSB are determined by the Director of the School of Social Work. To assure timely completion of the advanced generalist year requirements, the Director of Field Education, and Research Sequence Chair will also be consulted. Transfer students are strongly advised to contact advanced generalist year course instructors as early as possible to discuss their preparation for those courses.
- ii. *From other departments at CSUSB or other universities:* In lieu of taking the elective course in the social work curriculum, students may apply 3 units of relevant 6000-level (graduate level) course work from other disciplines with approval from their academic advisor. A course waiver form must be submitted to avoid problems with university records.
- iii. Students seeking to transfer from another CSWE accredited school may be admitted if space is available and we are permitted to contact the prior program to ensure the student was in good standing.

Additional General Information

1. The MSW Program must be completed within a four-year period. All requests for course waivers and transfer of credit must be formally approved and a copy of the approval placed in the student's file.
2. A student's academic advisor may approve transfers of elective courses. Credit by examination, for generalist year courses, requires substitution of courses. The current chair of the appropriate curriculum sequence committee must approve such courses. Approval must also be obtained from the Director of the School of Social Work for this and waivers based on BSW preparation and for transfer of twelve or more units from an accredited MSW Program.

Sequencing of Courses

COURSES WITHIN EACH SEQUENCE (e.g., Micro Practice, Macro Practice, HBSE, Research), IN BOTH THE GENERALIST AND ADVANCED GENERALIST CURRICULUM, MUST BE TAKEN IN THE ORDER LISTED IN THE SAMPLE TWO AND THREE YEAR PLANS IN THE APPENDIX.

- A student who receives an "Incomplete" in a course that is prerequisite to another course will **not** be allowed to register in the subsequent course until a letter grade is recorded.
- Assignments to be completed for a course in a sequence must be turned in no later than 5 working days prior to the "Last Day to Drop," in the next semester, in order that a grade can be recorded in time to allow registration in the subsequent course (typically the 10th day of the semester).
- If students are "out of sequence" for any reason (e.g., incompletes, withdrawal from a course, leave of absence) it is imperative that they consult with their faculty advisors to devise a revised program of work that will bring them back into sequence with as little disruption as possible.
- Due to the sequencing of our curriculum, if a student fails a practice class, it may mean postponing both micro and macro classes, and field, to a later date to insure they are taken concurrently, preserving the integrity of the curriculum.

1. Two-year Model

The two-year program, offers four semesters of course work leading to the MSW degree in two years (see Appendix). This option is intended for students who can devote their time and attention to intensive study. Most classes taken by full-time students are scheduled in the daytime (i.e., 8:00 a.m. to 6:00 p.m.), but may occasionally be scheduled for evening hours as well. Field practice (two days a week in the first year, two and a half days a week in the second) are undertaken concurrently with a full load of classroom courses.

STUDENTS WHO FIND THAT THEY MUST WORK MORE THAN A MINIMAL PART-TIME JOB WHILE IN SCHOOL SHOULD CONSIDER CHANGING TO THE THREE-

YEAR MODEL (THIS MUST BE FORMALLY APPROVED). The normal sequence of courses for a two- year program of work can be found in the Appendices of this Manual.

2. Three-year Model

The three-year model allows students to complete MSW degree requirements in three years (**Note: CSWE Accreditation Guidelines require that students must complete the program within four years. Generally, students whose program of work extends beyond four years will be dismissed from the program and will then need to reapply to the program. However, the Social Work faculty review such situations on a case-by-case basis**). This program is intended for students who need to spread their studies over a longer period of time to accommodate other responsibilities. It must be emphasized, however, that an MSW Program is very demanding of time and energy, even when undertaken over three years. **STUDENTS ARE STRONGLY URGED TO REDUCE THEIR HOURS OF EMPLOYMENT WHILE IN THE MSW PROGRAM.**

IT IS ALSO EXTREMELY IMPORTANT FOR WORKING STUDENTS TO ARRANGE FOR FLEXIBILITY IN THEIR WORK HOURS WHENEVER POSSIBLE. Classes in the three-year model may start as early as 4 p.m. Time will also be needed to work on campus, particularly to complete the research project.

Field placement requirements are another important consideration for students in enrolling in the three- year model as they arrange their other responsibilities to accommodate graduate school. **THERE ARE VERY FEW FIELD PLACEMENTS AVAILABLE THAT INVOLVE ONLY EVENING AND WEEKEND HOURS. IT IS A REQUIREMENT OF ALL FIELD PLACEMENT SETTINGS THAT AT LEAST 8 HOURS OF FIELD PLACEMENT TAKE PLACE DURING THE REGULARLY SCHEDULED WORK WEEK OF THAT FIELD PLACEMENT SETTING.**

Additionally, field placements must be kept separate from a student's paid employment. (PLEASE SEE THE CSUSB MSW FIELD MANUAL FOR DETAILS ON THESE ISSUES.)

The above comments are offered to help you plan realistically for the MSW Program. Combining work and the three-year model, MSW Program is challenging but "doable." Students are particularly encouraged to consult with their faculty advisor about their program of work and about alternative ways of juggling their many responsibilities to allow the time necessary for graduate study.

3. Your “Individual Program Plan of Work” and Possible Changes

It is the responsibility of each student to be familiar with MSW degree requirements and to keep track of when they will need to take particular courses. It is very important to check with your faculty advisor if you are considering any deviation from the usual sequencing of courses. A blank Individual Program of Work form is included in the Appendix for your use in keeping track of your progress towards the MSW degree. (This information will also be needed when you prepare your Advancement to Candidacy form, discussed in a subsequent section.) Remember that plans for returning to field must be made several months in advance.

4. Leaves of Absence/Deferral of Admission

It is possible to take a leave of absence from the MSW Program and from the University to accommodate medical problems, military duty, or personal issues. “Master’s students must be continuously enrolled until all requirements for the degree are completed, including the comp exam and the thesis/project. Leaves are required for any student who will be absent from the University for one semester or more. With an approved leave of absence, the student may be absent from the campus without losing rights to the specific degree requirements for the catalog year in which they were admitted.” (Policies & Procedures governing a Leave of Absence for graduate students, as well as forms, may be found at: <https://www.csusb.edu/graduate-studies/policies-and-procedures>, on the Office of Graduate Studies website in the link for current students). Students needing to take a leave complete the steps outlined in this document and the Graduate Handbook prior to the leave. Students must also complete and submit for inclusion in their file an "Individual Program of Work" form with the School of Social Work, outlining the proposed plan for completing the MSW Program upon returning from the Leave of Absence.

DETAILS ABOUT THE VARIOUS CATEGORIES OF LEAVES AND THE FORM FOR REQUESTING A LEAVE OF ABSENCE MAY ALSO BE FOUND ON THE GRADUATE STUDIES WEBSITE AT: <https://www.csusb.edu/graduate-studies/policies-and-procedures>.

Before returning from a leave, the student should discuss with her or his faculty advisor how the leave has affected the planned program of work and to reaffirm or revise the Individual Program of Work in order to maintain the proper sequencing of courses.

Students who apply to the MSW Program and are accepted cannot defer that offer. If they are unable to accept the offer at that time and would like to attend at a later date, they will need to re-apply for admission to the MSW Program at that time.

The MSW Program has a **Four Year Completion Requirement**. Should students exceed this timeline, due to an extended leave of absence, it will be necessary for them to attain certification of their “currency” in courses taken more than 4 years ago from course instructors. This may involve formal testing out processes. Therefore, leaves of absences should be taken very seriously.

5. Returning to the MSW Program: Procedures Checklist

When returning to the MSW Program, students should consider the following:

Did you complete an **Individual Program Plan of Work** with your academic advisor to show how you plan to complete the program?

Yes _____ No _____ (if no, please do so)

Did you complete a **Leave of Absence Request** form

(https://www.csusb.edu/sites/default/files/LOA-Adobe%20Sign%20Process_6.pdf)? Yes ___ No ___
_____ (if no, please do so)

- **If Yes to both, and you are within the 4-year program completion requirement,** complete a Return from Leave of Absence form available from the Office of the Registrar (available at <https://www.csusb.edu/registrar/records/leave-absence> in the SEMESTER BEFORE you plan to return to the program. Students must also:

- a. Schedule a meeting with the Director of Field Education as soon as possible regarding placement in the field internship, no later than the SEMESTER BEFORE you plan to return.
 - b. Meet with your advisor or the School Director to ensure your Individual Program Plan of Work is still viable.
- **If Yes to both, and you are not within the 4-year program completion requirement,** schedule a meeting with the MSW Program Director to determine if the Petition for Waiver of University Regulations is appropriate and/or whether it is necessary to reapply to the program. If a waiver is deemed feasible, you will still need to meet with the instructor of each course that is beyond the 4-year limit to have them make a determination that you are current in the subject matter of the course being waived.

-If approved, also do both a. and b. above.

- **If no Leave of Absence Request was filed,** schedule a meeting with the MSW Program Director to determine what steps are necessary to reapply to the program and the University. In cases of repeated leaves of absence and other breaks in courses and field, a review may be required prior to re-starting the program.

CHAPTER 2 - COURSE AND GRADING POLICIES

Course Schedules

Course schedules are prepared each semester by the School of Social Work. This is a very complex task which aims to make the best match between the School's resources and the needs of all students.

The range of responsibilities of our students are taken into account in this process along with the reality that, since we have three cohorts of students, no schedule will ever be ideal for everyone. Although we attempt to keep to the usual schedule, it sometimes becomes necessary to make changes. Should this happen, students are informed as early as possible. Such changes will inevitably lead to unforeseen problems. However, we will do everything we can to keep you informed in a timely manner. The scheduling of required courses is predetermined by their sequencing.

The hours for which classes are scheduled may also change from year to year. Required courses for students enrolled in the two-year program are usually offered during the morning and early afternoon but may occasionally need to be scheduled in the early evening. Classes for students enrolled in the three- year program may start as early as 4 p.m.

The official schedule will be provided to students each semester before registration.

Registering for Courses

The student is required to enroll themselves into all courses, with the exception of fall Field Work Courses. You will be enrolled into your fall Field Work Courses, a few weeks prior to the start of the semester, by the School's Administrative Support Coordinator (ASC). However, the student is ultimately responsible for their own schedule and is required to check and maintain their schedule throughout the semester. The School of Social Work staff will disperse the Course Schedule prior to registration date each term.

Pathway MSW Program registration is different. Students will be registered into their correct courses by College of Extended and Global Education (CEGE) staff.

Whether on-campus or in the Pathway Program, students should check their registration to be sure it is correct. Registration is not the same as being on the Blackboard course roster.

Adding or Dropping Courses (After Census and through the 8th week of classes: Fall and Spring semesters only)*

Each term has a specified census date assigned which then becomes the deadline (last day) for adding or dropping a course. Adding or dropping a course after the census date is done by petition and only for serious and compelling reasons. A Petition to Drop After Census ***can only be submitted through the 8th week of classes for each semester***. A Petition to Add After Census can be submitted through the last day of class instruction (last day of classes) for each semester. A Petition to Add After Census for the semester, the student will need to obtain signatures of approval from the instructor of the course, the chair of the department of the course and the Dean of the college for the course in question. To drop a course after census, the student will need to obtain signatures of approval from the instructor of the course, the chair of the department of the course and the Dean from the college of the student's major. ***Supporting documentation is always required and must be attached to the petition.***

*Please refer to the Summer Class Schedule for procedures, dates and information to add or drop after the summer census dates. *Courses dropped after the census deadline **will be** assigned a grade of "W".*

Instructions for the petitions are listed at the top of each form. This form can be obtained at the Office of the Registrar at this webpage: <https://www.csusb.edu/registrar/all-forms>.

Grading Policies

The achievement of "mastery" in each course is based on an evaluation by the instructor of a student's academic performance. Specific grading criteria and procedures are included in each course syllabus given to students at the first class session.

In general, grading standards for MSW students are as follows:

Letter	Numerical	Equivalent (%)	Description
A	3.9 to 4.0	96 to 100	Excellent
A-	3.6 to 3.8	90 to 95	Very Good
B+	3.3 to 3.5	86 to 89	Good
B	3.0 to 3.2	83 to 85	Satisfactory
B-	2.6 to 2.9	80 to 82	Poor
C+	2.3 to 2.5	76 to 79	Below Course Expectations
C	2.0 to 2.2	73 to 75	Seriously Below Course Expectations
F	Below 2.0	Below 73	Failed Course

Meaning of Descriptions

Excellent (A)

- Far above expected performance or criteria.
- There is extensive use, understanding, and appropriate integration of a number of required, optional and other readings and relevant resources.
- There is clear evidence of the use of the student's own creative ideas and not just a repetition of ideas presented in class or in readings and resources. There is evidence of the student's own thinking and of critical thought.
- Able to analyze and apply ideas.
- Ideas are presented clearly and are either written or presented (depending on the nature of the assignment) in a logical and organized fashion.

Very Good (A-)

- Well above expected performance.
- The student used and incorporated relevant required course readings and materials, as well as some optional relevant materials in an appropriate fashion.
- The student demonstrated critical thinking, logical progression of ideas and good clear linkages between various resources and the ideas presented.
- There is evidence of the use of the student's own ideas.
- The student shows a beginning ability to analyze ideas. There is also conceptual understanding of the issues under discussion.
- Ideas are presented clearly and are either written or presented (depending on the nature of the assignment) in a logical and organized fashion.

Good (B+)

- Assignment is within expected performance.
- The student generally used required readings and materials only.
- The student demonstrated some evidence of own thinking.
- There is some evidence of ability to integrate resources with ideas under discussion.
- For the most part, ideas are presented clearly and are either written or presented (depending on the nature of the assignment) in a logical and organized fashion.

Satisfactory (B)

- A low pass.
- Minimal use of readings and course materials.
- Minimal use of imagination and creative thinking.
- Minimal evidence of ability to integrate course materials.
- Writing, clarity and organization of assignment is minimal.

Poor (B-)

- "Failure" at the graduate level. Student will pass the course with this grade but must get a high grade in another course to maintain a G.P.A. at 3.0.
- No use of readings.
- Lack of Critical thinking.
- Marked lack of originality.
- Writing and organization of assignments not acceptable at graduate level.

Below and Seriously Below Expectations (C+ and Below)

- Does not come close to addressing the criteria listed above

1. All students must maintain an overall grade point average of 3.0 (B) or better. (e.g., a "C" earned in one course must be offset by an "A" in another course.). Students may receive a grade of C on an individual course.
2. A Field Practicum grade of "No Credit" requires a repeat of that semester of field work. Receipt of a "NC" in field places the student on probationary status, and may result in a meeting with the Student Review Committee to resolve the problem. The student needs to pass field in all subsequent field courses.
3. Only one repeated course can be used to replace a "No Credit" in Field Practicum or an "F". (This action requires formal petition to the School.) If students receive more than one "F" (or "No Credit" in Field Practicum), then they may be dismissed from the program since, to graduate from the MSW Program, all classes must receive a "C" grade or better.
4. Any student who falls below an overall 3.0 GPA in any given semester will be placed on academic probation and must bring their overall GPA up to a 3.0 in the next semester. If such improvement does not occur, the student may be dismissed from the program.
5. If you find you are having academic difficulty, please contact your advisor for help, immediately.

PLEASE SEE REGULATIONS IN THE BULLETIN OF COURSES FOR FURTHER INFORMATION ABOUT GRADING STANDARDS.

Policy on Class Absences

Professional education requires that students actively participate in the learning process. For this reason, class attendance and participation are considered important and are always taken into account in determining course grades within the MSW Program. Particular attendance criteria for each course are specified in class syllabi.

Should unforeseen events interrupt a student's class attendance, professors must be notified of these events immediately, so that arrangements may be made for an incomplete or a repeat of the course; this is consistent with behavior expected of any professional. Failure to communicate with the professor may result in a failing grade for that course.

Incompletes & Withdrawals

Any student needing to withdraw from a course or to request postponement of grading must do so formally and in accordance with University regulations. Any incomplete in or withdrawal from a required course must be removed prior to the student's enrollment in subsequent required courses in a given sequence.

A. Withdrawals

Policies and procedures governing withdrawal from a course may be found in the Bulletin of Courses, under "Academic Regulations." Failure to officially withdraw from a course results in a grade of "F" being recorded on the student's transcript.

B. Incompletes

An "Incomplete" is not given automatically when a student has not turned in all assignments for a given course. Rather, the student must initiate a request to the instructor, indicating reasons why the work could not be completed and a plan for completing the missing work. The instructor will grant or deny this request and approve a final plan for completing the work. Usually, an incomplete is only given for serious medical or personal reasons.

A student who receives an "Incomplete" in a course that is a prerequisite to another course, cannot register in the subsequent course until a letter grade is recorded. (See also, "Sequencing of Courses," above.) Any student receiving an "I" in a course that is a prerequisite for another course, must complete the work necessary to remove the incomplete and have a letter grade recorded by the end of the third week into the next course in the sequence. Failing that, the student will be dropped from the next course, and will not be able to proceed in the sequence of courses until necessary remedial work is done.

It is also the student's responsibility to make sure the instructor files a change of grade form when the work is complete. Failure to change the incomplete to a letter grade by the date specified (or one year later if not specified) results in an "F" being recorded on the student's transcript.

Grievances and Grade Appeals

If a student has questions or concerns about the grade given on an assignment or for a course, he or she should always discuss the matter first with the course instructor. The student's advisor may also be included in these discussions. If the matter cannot be resolved through discussion, the student has the right to appeal a final course grade. Such actions must be initiated within 40 calendar days after the grade is recorded. Policies governing grade appeals are available on the Advising & Academic Services webpage: <https://www.csusb.edu/advising/students/academic-grievance>.

Advancement to Candidacy

The Advancement to Candidacy paperwork process begins the Spring the year before intended graduation (ex. Spring 2021 for a Spring 2022 graduation). Students will receive an electronic copy of the Advancement to Candidacy Form. They should download and use their unofficial transcript, verify the dates listed in the Advancement to Candidacy Form, fill in the items that are missing, and sign it. After this, they will send the unofficial transcript and the Advancement to Candidacy form to their Academic Advisor. A sample of this form is included in the Appendices.

Advancement to Candidacy constitutes formal approval of the student's individual program of work and demonstrated ability to perform professionally. By advancing to candidacy students have demonstrated to the faculty, supervisors, and themselves that they have effectively handled the rigors of graduate education in a responsible and professional manner.

To be Advanced to Candidacy by the University, MSW students must have:

1. completed all generalist year requirements,
2. achieved an overall GPA of at least 3.0,
3. conducted themselves in a professional manner both within the classroom and field agency site,
4. and not violated the provisions of the NASW Code of Ethics.

PLEASE NOTE: Once the **Advancement to Candidacy** has been filed with the Office of the Registrar, any deviations from the exact courses listed there as your program work (e.g., deciding to take a different elective) requires that another form (Change of Program Plan) be filed approving the change. **Often, the student is the only one who knows that such a change has taken place.** If you do not tell the School you have made a change in the courses you will actually take, the discrepancy will not be found until the final processing of your diploma. At that point (after graduation), you will receive a rather frightening letter from the Office of the Registrar informing you that you have not met the requirements for graduation.

Grad Check

Candidates for degrees must request a Graduation Requirement Check (AKA “grad check”) at the Office of the Registrar at least one semester prior to the end of the term in which all degree requirements will be completed. Plan to file your grad check well before the deadline. The grad check frequently uncovers any inconsistencies that must be corrected before the degree can be conferred. Several experienced graduates have suggested that students request a grad check several semesters before graduation in order to avoid any such “surprises.” While the grad check may be filed early to avoid late fees, Advancement to Candidacy is **required** before the grad check can be completed.

The last day to file a grad check for May graduation without incurring a late fee is usually around the beginning of September of the previous fall semester, and February for an August graduation. Plan to file well before the deadline. Please review this page for updates dates:
<https://www.csusb.edu/registrar/evaluations/graduation-requirement-check>.

School Honors

School Honors refers to a small group of graduating students that are honored each year by faculty nomination and vote. School Honors is generally based on:

- A high GPA;
- Outstanding performance in the field placement;
- An excellent research project, which is completed or nearly completed and will receive an “A” grade;
- A demonstrated commitment to service to students and/or the community;
- Only 8 to 12 students will be selected to receive School Honors;

CHAPTER 3 – STUDENT ADVISING

Information and advice is provided during the pre-admission and admission processes. Formal advising begins when each student is assigned a faculty advisor (this may be the field liaison) at the beginning of the first semester of the academic year. Time is scheduled during orientation for new students to meet with their faculty advisors. A student may, of course, seek the advice of any faculty member whether or not that person is the formally assigned advisor.

Faculty will be provided a list with all their advisees at the beginning of each academic year. If specific concerns arise during advising, they should be documented in the student's file.

The focus of advising is on academic success. Advisors become concerned with students' personal issues only when they have a negative impact on academic performance, or when the student requests advice. Students are encouraged initially to attempt to resolve course-related academic conflicts directly with the appropriate instructor; the advisor potentially becomes involved with issues that go beyond a particular course.

Advisor and Advisee Role and Responsibilities

1. To have contact at least once per semester. This may be brief if the student is proceeding with no problems or specific needs/issues that need discussing. Advisors will document this meeting.
2. To meet about any academic or professional behavior concerns.
3. Advisor will communicate significant events concerning advisees to the Student Review Committee, i.e., students at academic risk; requests for leave of absence; and "individual programs of work" to accommodate unique student needs and will document this in the student's file.
4. Advisor will consult with, or refer a student to, the Student Review Committee whenever an issue regarding a student is not being resolved.
5. To coordinate completion of the Advancement to Candidacy process and to ensure that all advisees have met the requirements. This occurs in the prior Spring semester for students graduating the following May.

Proactive communication between advisor and advisee is recommended. If issues arise, it is best to have previously met. Topics for checking in may be how course work is going, where the student is placed, and how the field placement is going. Students are encouraged to bring up any concerns or questions they may have as early as possible.

Other topics may include:

1. Information about university resources, and courses in the School of Social Work, as well as, in the university;
2. Support for the student's career goals and aspirations related to social work;
3. Issues related to the retention of the student once he or she is accepted in the social work program;
4. Adjustment to the academic rigors of the School of Social Work specifically, and to the university in general; and
5. Assistance in dealing with academic and academically related problems, in accordance with School, College, and University Policies and Procedures.

CHAPTER 4 - POLICIES FOR REVIEW OF ACADEMIC PERFORMANCE

1.0 Standards for Social Work Education

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. Standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience at the School of Social Work.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program administrators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. These expectations include the classroom, field, and off-campus university related activities.

2.0 Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1 Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a) *Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and complete adequately all written assignments as specified by faculty.
- b) *Oral:* Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objects of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

2.2 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to recognize and deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outline in the current Code of Ethics by the National Association of Social Workers).

2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her rights to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, university community, field and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for himself/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development

2.3.3 Self-Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4 Scholastic Performance

MSW students must maintain an overall grade point average of 3.0 (B) or better to graduate from the program. Students are placed on academic probation if their *overall GPA* drops below 3.0 in any given semester and must bring their overall GPA up to a 3.0 in the next semester. For those students whose overall GPA drops below 3.0, the Chair of the Student Review Committee will inform the student, advisor, and Program Director in writing of their probationary status. It is strongly advised that the student meet with their advisor so that the advisor serves as or helps the student connect with a mentor to meet regularly with the student (see role of the mentor below) to assist in the improvement of academic work. Preferred is that the advisor and mentor are one and the same. If the student does not achieve an overall 3.0 GPA in the subsequent semester, he/she faces termination from the program.

Failure to receive a grade of “Credit” in any semester of field placement results in a review of the student’s overall performance in the field by the Field Liaison and Field Instructor in consultation with the Director of Field Education. A Field Practicum grade of “No Credit” requires a repeat of that semester of fieldwork.

A student can repeat one class (Field or other course) in a graduate program. Note: Students with more than one “F” on their transcripts cannot graduate from the MSW Program.

2.4.1 Indicators of Academic Performance Criteria

Indicators of academic performance in the School of Social Work may include but are not limited to the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.
- Feedback from agency-based or faculty field instructors.
- Observation of classroom, volunteer, or field behaviors.
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework.
- Student personal statements or self-assessments.
- Interviews with faculty or other professionals.
- Taped interview situations (audio or video).
- Feedback from students, staff, university, helping professionals, or community.
- Feedback from faculty in other social work programs that students may have attended.
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics, other contracts between the School and the student.

2.5 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation the School of Social Work. A student with a disability may be protective by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Services to Students with Disabilities and provide documentation as needed. The Office of Services to Students with Disabilities makes recommendations for accommodations. The School of Social Work will review academic

performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Services to Students with Disabilities), and periodic checks between the School of Social Work and the student are appropriate courses of action in making accommodations.

3.0 Policies and Procedures for Review of Academic Performance

Two levels of review can occur at the School of Social Work in reviewing student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will be shared with other appropriate personnel if the information raises concerns about professional performance. Faculty and program administrators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. **They will follow university procedures related to student performance issues.**

3.1 Performance that May Result in a Student Review

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance. Students earning a grade of "F" or "NC" in any MSW course are automatically referred to the SRC and must repeat the course. Students may not move forward in the program until they have successfully repeated the failed course, and are only allowed one opportunity to repeat a course. Students who fail two courses are automatically dismissed from the program. Students who earn a grade of C+ or C in a course may be referred to the SRC, and may be required to repeat the course.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair advantage to the student. (Faculty must adhere to university guidelines. For complete University policy and procedures, see *California State University, San Bernardino Bulletin of Courses*, Academic Regulations, Plagiarism and Cheating.)
- Behavior judged to be in violation of the current NASW Code of Ethics.
- Behavior judged to be in violation of the Student Discipline Code (See CSUSB Bulletin of Courses).
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act that is contrary to professional practice.
- Consistent pattern of unprofessional behavior.
- Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance. For some of these circumstances, faculty are required to contact other entities, such as the Police Department or the CSUSB Student Conduct Office.

3.2 The Two Levels of Review (see flow charts below)

3.2.1 Level 1 Review

Whenever a faculty member, adjunct faculty, field liaison or field instructor has concerns regarding a student's academic performance, or professional/ethical conduct in the classroom or field practicum, he/she shall meet with the student to resolve the concerns. If the issues are not resolved, the student's Academic Advisor should be contacted to help address the concern and do further fact finding (A note of these meetings and activities should be placed on the log at the front of the

student's file). If the issues are still not resolved, the faculty member or advisor will make a referral to the Chair of the Student Review committee for a Level 2 Review. If the concern is of a very serious nature, it may be necessary to go directly to a Level 2 Review.

3.2.2 Level 2 Review

A Level 2 Review involves the Student Review Committee (SRC, which is composed of the Chair of the Student Review committee, and at least two other faculty members not parties to the problem. The person making the referral and the student's advisor, as well as other faculty whose expertise is required (e.g. field and program staff) are also invited to attend.

Within two business days of receiving the referral, the SRC Chair will:

- Notify the student of the referral using the student's CSUSB email address;
- Provide the student with the referral form and supporting documentation;
- Inquire about the student's preferences for meeting dates and times.

The SRC Chair will schedule the SRC to take place no sooner than two business days after the student has received the referral documentation, and no later than 10 days after the referral was made. The SRC will take into consideration the student's meeting preferences; however, it is the student's responsibility to respond to the notice for a SRC meeting, and to attend the meeting (in person, via phone, or via videoconferencing), even if the meeting cannot be scheduled during the student's preferred dates/ times. Should the student fail to respond and/ or attend, the SRC will meet and will render a decision without the student's input. Should the student withdraw from the MSW program or from the University while under referral to the SRC, the SRC process will continue with or without the student's participation.

If an issue is not resolved at Level 1, the Chair of the Student Review committee will convene the SRC to meet with the student and involved faculty members. The meeting will include communication regarding the specific concerns related to academic performance and/or professional/ethical conduct in the classroom or field practicum and an opportunity for the student to present their perspective on the concerns. After the review meeting has occurred, the Chair of the Student Review committee will inform the student of the decisions which can include one or more of the following actions:

- ***Continue the student in the program with no conditions.*** In these situations, the concern has been addressed and no further action by the student or program is required.
- ***Establish formal conditions for the student's continuance in the program.*** A remediation plan will be developed in consultation with the student, the advisor, and the concerned faculty member as needed. This plan shall:
 - a) specify the concerns of the faculty member in as much detail as possible;
 - b) indicate the actions to be undertaken by the student;
 - c) indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct;
 - d) the plan *may* indicate the name of a mentor (could be the advisor if the student chooses) who will meet regularly with the student and report progress to the SRC (see below Role of the Mentor);
 - e) be signed by the academic advisor, and faculty member who initiated the concern;

- f) be reported on regularly by the mentor (see below);

The student will be given a copy of the plan and asked to sign it indicating he/she received a copy of the document. The student will also be informed, in writing, of the right to rebut the Plan or grieve the decision. All students who have been placed on a remedial plan are also automatically placed on academic probation. Plan and reports will be filed in the student's file and reported to Graduate Studies.

The SRC chair shall, on or before the date specified in the plan for completion of the remediation, review student progress. One or two actions must be taken to resolve the concern:

- a) The plan is met and the concern is alleviated. This is communicated in writing to all those in the above paragraph, plus the Director of the School of Social Work and members of the SRC.
 - b) The concern is not alleviated. The SRC shall make a recommendation, which may be that the student be dismissed from the program.
- ***Dismiss the student from the program.*** In some situations, the SRC will recommend that the student no longer continue in the social work program. This decision will be forwarded to a meeting of the full faculty and if confirmed by the full faculty, is final at the School level. That decision will be communicated to the student in writing including information on the right to appeal through the university's academic grievance process (see CSUSB Bulletin of Courses).

At the time a student is dismissed from the program, they are dropped from classes and are no longer enrolled. This will be communicated to Graduate Studies and University Records. This may require repayment of financial aid funds. If a student is dismissed from the MSW program, they are dismissed from the university as well.

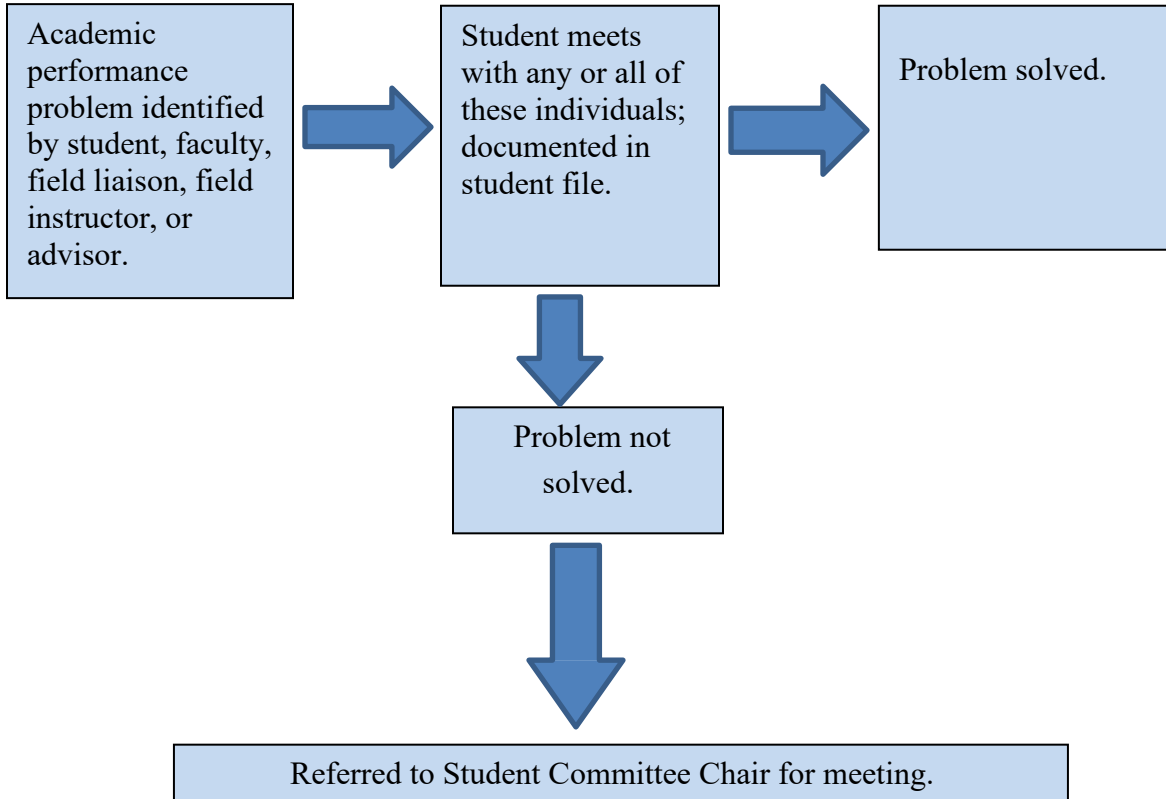
3.3 Role of the Advisor

The advising and mentoring process is critical to helping both students who enter on academic probation as well as those who develop academic or professional difficulties. He/she will set up monthly meetings with the student to discuss His/her situation, progress, and growth. The important factor is that the student feels he/she can work through the issues with the advisor.

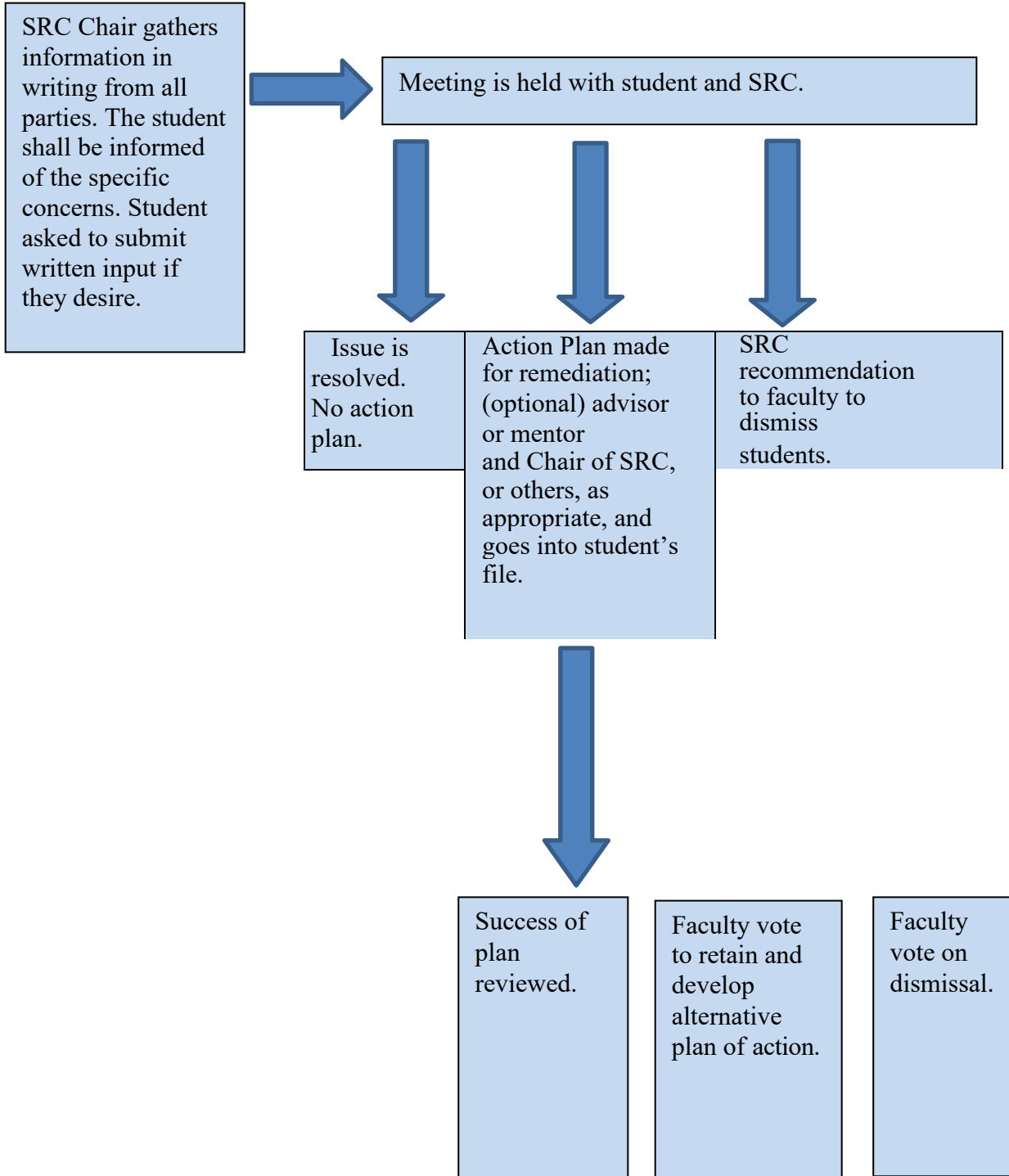
Any student who is dismissed from the MSW Program and then re-applies to the program will be considered and reviewed on a case-by-case basis by the Admissions Committee during the routine admissions process/timelines. In such cases, faculty representatives of the Admissions Committee will always interview the student. If a student applies to the MSW Program who has been dismissed from another MSW Program, the Admissions Committee will ask that student for permission to contact the previous MSW Program regarding that dismissal.

7. Much of the content of this chapter is modified from "Standards for Social Work Education" (2001) University of Texas at Austin, School of Social Work, with the permission of Dr. Charlene Urwin.

Student Review Process Flow Chart Level One



Student Review Process Flow Chart Level Two



CHAPTER 5- STUDENT CLUBS AND PROFESSIONAL ORGANIZATIONS

Social Work Student Association (SWSA)

MSW students have a student research and resource room located at SB-367. This room is intended to give students a place to study, relax together, get to know each other, and have meetings.

All students have a mailbox in the Resource Room. Having such a facility gives you the opportunity to form friendships and collegial relationships that will last beyond your graduation from this program. Please take care of your room! **It is all students' responsibility to keep this room clean and tidy. Please pick up after yourself and clear away any food and/or drink that you may have taken into that room.**

All MSW students are automatically members of the Social Work Student Association (SWSA) and are encouraged to become actively involved. SWSA is an active organization that serves to represent student interests and opinions in School policy making processes, to facilitate communication between students and faculty, to sponsor events that facilitate networking and cohesion among students, and to foster linkages with other student organizations on campus. Meetings are scheduled to accommodate both full and part time students, to encourage input from all students.

Each year, representatives are elected from each class to further communication between all students and the association.

Student Association of Macro Practice (StAMP)

StAMP is an organization for MSW students to explore macro social work in greater depth and in a real world application, with a focus on engaging in discussion that leads to empowerment, action, and engagement within our larger communities. StAMP officers are elected annually.

National Association of Social Workers (NASW)

Students are encouraged to join and become active in our profession's primary association, NASW. Membership applications are available from the School of Social Work. Not only do students enjoy a substantially reduced dues rate, but also become eligible for a reduced transition dues rate upon graduation.

Benefits of membership in NASW include:

- Automatic Chapter membership;
- Ethics, HIPPA, legal and malpractice resources;
- Free and reduced priced continuing education;
- Practice support and self-care;
- Publications, tips and insights;
- Online research library (over 25 social science and health databases);
- Wide variety of discounts.

The local Inland Empire unit of NASW meets regularly to hear informative speakers, discuss current professional issues, and enjoy the company of colleagues. Students are very much welcomed at these meetings which provide an excellent means of increasing your own professional network.

CHAPTER 6 - GRADUATION AND BEYOND

Several separate tasks are required of students in the final year of the MSW Program to assure that a degree is actually received in the end. Further information on the policies summarized below can be found in the CSUSB Bulletin of Courses.

Major Tasks to Complete Before Graduation

Advancement to Candidacy (See Chapter 2 for details, Appendices for Form)

Graduation Requirement Check (See Chapter 2 for details)

Commencement Time

Generally, there are three events you should be aware of at the spring Commencement time of year.

- The first is the college "Honors" night where a small group of students are chosen by faculty to be the School's "Outstanding Graduate Students".
- The second is the School Hooding event, which is typically organized by SWSA and the School.
- The third is the university Commencement ceremony where you will also be hooded as a Master's graduate. Only students in the College of Social and Behavioral Sciences graduate at that commencement ceremony. This event reminds us that we are one unit in a larger organization and without that organization, the MSW Program would not be here and students would not have the wonderful opportunity that has been given to them. The people who attend this event to congratulate you (the university president, the provost, the college dean) have worked hard to give you a "step up". It is important to make sure you shake their hands on this special day. To learn more about commencement, please go to this site: <https://www.csusb.edu/commencement>.

Students are strongly encouraged to attend both the School's Hooding Event and the University Commencement Ceremony. Not only are they great fun but you are the star of both shows. Don't miss it!

It is the School's policy that completion of all courses, except SW6014, is the minimal standard for being able to walk and be hooded at the university Commencement ceremony. If you do not complete SW 6014, you must create a contract with your supervisor outlining how the course will be completed. **Note, since December 2001, the campus has held two commencement ceremonies per year: Fall and Spring.**

Graduation Date and the Research Project

In general, graduation date is determined by the last semester in which course work is taken. However, there is a deadline connected to filing the Research Project of which you should be aware. In addition to approval by the supervising faculty member, the format of the final Research Project must be approved by Graduate Studies. Grades cannot be turned in for 6014 until the supervising faculty member sees the final approval from Graduate Studies. For all these steps to proceed on time, complete drafts of manuscripts must reach the Office of Graduate Studies by the scheduled dates identified by the Office of Graduate Studies, each year. If these deadlines are not met, the diploma date will be for the subsequent semester. See the Graduate Studies website for forms and deadlines <http://gradstudies.csusb.edu/>.

Students who do not have final approval from Graduate Studies, by the final review submission deadline must enroll in continuous enrollment in order to submit their project again, after the deadline, typically during the summer session. Students may obtain information and the needed forms either at the College of Extended and Global Education (CEGE) or the Office of Graduate Studies for a low cost method of obtaining continuous enrollment.

Licensure

The LCSW (License in Clinical Social Work) is a California post-MSW license required for most advanced social work positions in the state. (Equivalent licenses exist in virtually all states, but their exact names and initials may differ.) Application packets, which describe the requirements for earning an LCSW, are available from the Board of Behavioral Sciences <http://www.bbs.ca.gov>. There is a notice board in the northern corridor of the School dedicated to current information from the Board of Behavioral Sciences. It is a good idea to become familiar with licensing requirements well in advance.

In brief, the LCSW requires an accredited MSW, subsequent registration as an "Associate" working towards licensure, the equivalent of two years of full-time employment while registered (under appropriate supervision), and proof of training in child abuse assessment and reporting, alcoholism and other chemical substance dependency, sexuality, aging and long term care, and domestic violence. (The required MSW curriculum meets domestic violence, child abuse assessment and reporting, and aging and long term care requirements.) Training requirements may also be met through shorter workshops that are offered frequently in many locations throughout the state. Once these initial requirements are met, the candidate must pass a written examination.

CHAPTER 7 - PEOPLE, PLACES AND POLICIES

PLEASE CONSULT THE SCHOOL OF SOCIAL WORK'S WEBSITE FOR FACULTY AND STAFF CONTACT INFORMATION (<http://socialwork.csusb.edu/contactUs>)

Offices of Important Campus Departments

Office	Location	Phone	E-mail or Website
School of Social Work, MSW Main Office	SB-423	909-537-5501	socialwork@csusb.edu
College of Extended & Global Education	CGI 3 rd Floor	909-537-5976	cege@csusb.edu
College of Social & Behavioral Sciences	SB-207	909-537-7500	csbsinfo@csusb.edu
Graduate Studies	CE-356	909-537-5058	gradstud@csusb.edu
Office of the Registrar	UH-171	909-537-5200	recordsinfo@csusb.edu registrationhelp@csusb.edu
Evaluation	UH-171	909-537-5200 Option 4	evalinfo@csusb.edu
Financial Aid	UH-150	909-537-5227	csusb.edu/financial-aid
Student Financial Services	UH-035	909-537-5157	sfs@csusb.edu
Testing Office	UH-387	909-537-5045	csusb.edu/testing
Pfau Library Research Assistance Desk	PL	909-537-5091	library.csusb.edu
Coyote Bookstore	BK	909-537-3966	coyotebooks@bkstr.com
Services for Students with Disabilities	UH-183	909-537-5238	ssd@csusb.edu

Documents

- School of Social Work's web site <http://socialwork.csusb.edu>.
- CSUSB Bulletin of Courses: Available online at <http://bulletin.csusb.edu>.
- CSUSB Graduate Studies: <https://www.csusb.edu/graduate-studies/policies-and-procedures>
- CSUSB Registrar Office: <https://www.csusb.edu/registrar/all-forms>
- Class Schedule: We provide you an updated schedule each semester.
- NASW Code of Ethics: This very important document is provided to all new students at the back of this handbook and is discussed in various classes throughout the curriculum. The standards set out in this Code specify norms of professional behavior and apply equally to students, faculty, and practitioners.

General Policies

Sexual Harassment Policy

The University and School are committed to an environment free of harassment. If students feel unable to approach the Director of the School with any concerns they might have about sexual harassment issues, then they are strongly encouraged to contact the CSUSB Title IX and Gender Equity Office at (909) 537-5669.

Non-Discrimination Policy

The Policies and Procedures of California State University, San Bernardino on discrimination are enumerated in University's Diversity Policy. The School believes strongly in the importance of an educational experience that prepares students to work effectively with diverse populations as defined by color, ethnicity, age, religion, gender, sexual orientation, and physical and mental abilities. Through assignments, lectures, class discussion, exemplars, exercises and choice of field settings, students are assured an opportunity to understand and work effectively with clients who represent a wide range of attitudes and points of view. Further, the School is committed to learning experiences that provide an opportunity for students to be exposed to values and ethics reflected by the profession and society at large. The Department of Human Resources is designated to handle inquiries regarding the non-discrimination policies. If any member of the University community, including students, feel they have been discriminated against, they can contact Human Resources at (909) 537-5138, and their call will be routed accordingly. If you have any questions that are unanswered, you may contact the CSUSB Human Resources at (909) 537-5138, or e-mail hrdept@csusb.edu, or visit us on campus in Sierra Hall, room 110.

Background Checks/Criminal History Checks

The University does not conduct criminal background checks on students. However, almost every field agency requires a criminal background check. Federal and state laws mandate criminal background checks for persons placed in many settings. Any criminal record (infraction, charge, misdemeanor or felony) may make a student ineligible for placement in certain agencies. Students must disclose to the Director of Field Education or designated Field Coordinator any criminal background, including any and all expunged and/or dismissed charges, as they will still appear on background checks.

Students may be ineligible for placement, or terminated from an agency, if criminal background information comes to light without prior disclosure. The Field Director or Program/Field Coordinator can provide insight to students as to potential opportunities and barriers to securing a field practicum site but cannot guarantee placement or choice of placement. Information disclosed will be used only for the purpose of determining appropriate field options. Please note: If a student cannot be placed, they will not be able to continue in the MSW Program.

In the event a student is arrested or charged with a new offense or is convicted during the program, the student is required to disclose this information to the Director of the School of Social Work, Director of Field Education, designated Field Coordinator, and Academic Advisor within 48 hours of arrest, charge or conviction. Students may be terminated from the program if an arrest or charge comes to light without immediate disclosure.

Failure to provide the required disclosures or notices will be deemed as a deception and will be handled as a form of academic dishonesty in addition to any other violations. Arrests, violations and/or convictions, which violate University and/or School policies or standards, could result in sanctions. Please see the NASW code of ethics, "4.04 Dishonesty, Fraud and Deception."

Students who are arrested, charged or convicted during the program are not permitted to return to field placement until further notice. The student will be referred to the Student Review Committee for an initial review of the situation. The student assumes the risk involved with disclosing information and thus may choose not to. However, if the student chooses not to disclose information, the Student Review Committee will not be able to determine a course of action.

If a student is charged with a new offense, the student will most likely be required to take a leave of absence until the case has been resolved and a decision has been made by a court of law. A student may be permitted to complete classroom course work for the current semester. Once the outcome of the specific case or circumstance has been determined, it is the student's responsibility to inform the Director of the School of Social Work, Director of Field Education, designated Field Coordinator, and Academic Advisor. At that time, the student will be referred to the Student Review Committee again for consideration of specific factors and implications related to the social work profession and his/her ability to return to the program and field work.

File Sharing Policy

The unauthorized recording of peer-to-peer file copyrighted works, including music, pictures, and movies is a violation of the campus Computer Use Policy. The practice is also illegal and may carry

significant monetary and/or criminal sanctions. It is the responsibility of students who are downloading or uploading documents to make certain that they are not copyrighted works, or that the student has the permission of the copyright holder.

Restrictions on Assistance

The School of Social Work strives to be helpful to students in the ways we reasonably can. However, because of budgetary and other resource constraints, the following services cannot be provided for students.

- No materials of any kind can be duplicated. Students may not use the School's copier. There is a copier located at the south end of the Social & Behavioral Sciences building on the first floor by the stairwell for student use. Also, Graduate Studies and Associated Students each have funds for such costs on major projects.
- Grades and scores cannot be given out over the telephone by support staff. Papers, exams, etc., are either returned directly by course instructors or placed in the student's mailbox in SB-367.
- School telephones cannot be used to make off-campus calls, even with a calling card. (Our lines stay too busy to be tied up.)
- Items in student files (e.g., transcripts, grade sheets, references) cannot be copied or mailed.

APPENDICES

APPENDIX A. 2 Year Plan of Study for Students, Beginning Fall 2020

APPENDIX B. 3 Year Plan of Study for Students, Beginning Fall 2020

APPENDIX C. Advanced Generalist Year, Areas of Specialization, Explanation & Sample Form

APPENDIX D. Individual Program of Work: Planning Form

APPENDIX E. Advancement to Candidacy: Sample Forms

APPENDIX F. NASW Code of Ethics

APPENDIX G. Policy on Social Media and Professional Communication

APPENDIX A: Two-year Plan for MSW students

Admitted Fall 2020 (Graduate Spring 2022)

2020-2021	Course	Units
Fall Semester	SW 6041 Human Behavior in the Social Environment: Lifespan Development	3 units
	SW6042 Human Behavior in the Social Environment: Critical Topics	3 units
	SW 6021 Generalist Micro Practice I	3 units
	SW 6061. Generalist Macro Practice I	3 units
	SW 6081 Field Work	
Winter Intersession**		
Spring Semester	SW 6022	3 units
	SW6062 Generalist Macro Practice II	3 units
	SW6011 Social Work Research I	3 units
	Elective	3 units
	SW6082 Generalist Field Work II	3 units
	Summer 2021 *	
2021-2022	Course	Units
Fall Semester	SW 6012 Social Work Research II	2 units
	SW 6013 Research Project I	1 unit
	SW 6023 Advanced Generalist Micro Practice I	3 units
	SW 6063 Advanced Generalist Macro Practice I	3 units
	SW 6083 Advanced Generalist Field Work I	4 units
	Elective	2 units
Winter Intersession**		
Spring Semester	SW 6014 Research Project II	2 units
	SW 6024 Advanced Generalist Micro Practice II	3 units
	SW 6064 Advanced Generalist Macro Practice II	3 units
	SW 6084 Advanced Generalist Field Work II	4 units
	SW 6777 Social Work Advanced Generalist, Leadership/Transition to Practice	3 units

*Summer Field Orientation and skills training. Check on your specific obligations.

**Field Placement hours will continue between Fall and Spring semesters. Check on your specific obligations.

Year 1 = 30 Semester Units

Year 2 = 30 Semester Units

Total 60 semester units

APPENDIX B: Three-year Plan for MSW students

Admitted Fall 2020 (Graduate Spring 2023)

Pathway and On-campus

2020-2021	Course	Units
Fall Semester	SW 6041: Human Behavior in the Social Environment: Lifespan Principles	3 units
	SW 6042: Human Behavior in the Social Environment: Critical Topics	3 units
	SW 6061: Generalist Macro Practice I	3 units
Winter Intercession**		
Spring Semester	SW 6062 Generalist Macro Practice II	3 units
	SW 6011 Social Work Research Methods I	3 units
	Elective	3 units
Summer *		
2021-2022	Course	Units
Fall Semester	SW 6012 Social Work Research II	2 units
	SW 6021 Generalist Micro Practice I	3 units
	SW 6063 Advanced Generalist Macro Practice I	3 units
	SW 6081 Generalist Field Work I	3 units
Winter Intercession**		
Spring Semester	SW 6013 Research Project I	1 unit
	SW 6022 Generalist Micro Practice II	3 units
	SW 6082 Generalist Field Work II	3 units
	SW 6064 Advanced Generalist Macro Practice II	3 units
Summer*		
2022-2023	Course	Units
Fall Semester	SW 6014 Research Project II	2. units
	SW 6023 Advance Generalist Micro Practice I	3 units
	SW Second Elective	2 units
	SW 6083 Advanced Generalist Field Work I	4 units
Winter Intercession**		
Spring Semester	SW 6024 Advanced Generalist Micro Practice II	3 units
	SW 6777 Advanced Generalist Leadership and Capstone	3 units
	SW 6084 Advanced Generalist Field Work II	4 units

* Summer Field Orientation and skills training. Check on your specific obligations.

**Field Placement hours will continue between Fall and Spring semesters. Check on your specific obligations.

Year 1= 18 units

Year 2= 21 units

Year 3 =21 units

Total=60 units

APPENDIX C: Specialization Information

Explanation

Areas of Specialization within the MSW Program at CSUSB PLEASE READ

The MSW Program at CSUSB uses an advanced generalist model in its curriculum. Your *generalist* courses (first year for full time students and first two years for part time students) are in human behavior in the social environment (HBSE), research, micro practice, and macro practice. In your generalist courses you learn about the *generalist* model of social work practice. This prepares you to work effectively with individuals, families, groups, organizations, and communities.

During the last semester of your generalist year you are required to choose a special issue, client population, or field of practice within social work that will become your *specialization during your advanced generalist year.* Choosing an area of specialization allows you to have an intensive learning experience in an area of interest to you. Areas of specialization include, but are not limited to, such topics as child welfare, mental health, substance abuse, school social work, gerontology, medical social work, etc.

During your *advanced generalist* micro and macro courses (second year for two year students and third year for three year students) you add what you learned in your generalist courses about the generalist model, social work related theories, and practice models to what you are learning in the advanced generalist year and apply that knowledge to the area of specialization you chose. In each of your advanced generalist year courses in micro and macro practice you will write papers and/or present reports, applying the material you are learning in class to various aspects of your area of specialization. In this way, you will be able to explore your specialization and important issues within it from a variety of perspectives.

All students in the program take advanced generalist courses that cover the same broad content areas, but each individual student's learning in those courses is unique because he or she is applying the course material to an area of special interest. During the advanced generalist courses you will have the opportunity in class to hear from students who have other areas of specialization so you will be exposed repeatedly to social work practice areas outside of your specialization. As you reach the end of your advanced generalist courses you will know one area of social work practice very well while also having an appreciation for the breadth of practice within the field.

If you are in the Title IV-E program, your specialization during your advanced generalist year should be "child welfare," and if you are interested in the Mental Health Stipend, your specialization should be "mental health." For the purposes of completing assignments in your courses you may be asked to narrow your specialization to a more manageable topic for the purposes of discussion. For instance, your specialization might be "mental health" but you might narrow that topic to "people with post-traumatic stress disorder" (PTSD) for the purpose of completing assignments in your micro practice classes. If this were your choice, you would be expected to have a broad understanding of social work issues related to mental health such as the "recovery model" and a sophisticated understanding of PTSD and how social workers assist clients who are dealing with it.

To the extent possible, your second year field placement should be related to your area of specialization. You will need to talk to the Director of Field Education, the Title IV-E Coordinator or the Mental Health Coordinator about this. Your research project will also focus on a particular

issue within your specialization. Your research topic will, by design, be very narrow. It is important to understand that your “specialization” and your “research topic” are related, but not the same thing. If your specialization was “mental health” and you narrowed that broad area to “people with post-traumatic stress disorder” for the purposes of writing your micro papers in your advanced generalist year, you might further narrow that topic to “efficacy of outpatient treatment groups for Vietnam era veterans with PTSD” as a research question. Thus, the research question is derived from your area of specialization but it is not the same thing.

As your advanced generalist year progresses and you are completing both micro and macro assignments in your area of specialization, completing an internship with related practice experiences and conducting research in a related area, you should become quite knowledgeable about and very conversant with your particular specialization.

After you graduate you may or may not seek or find employment in the exact area that was your area of specialization in the MSW Program at CSUSB. However, it is the intent of your faculty that during your generalist and advanced generalist years you will have experienced a learning process that will allow you to build on the generalist model and use what you learned in the advanced generalist year *about* developing an area of specialization to develop another area of specialization in whatever area you choose. Many social workers develop several areas of expertise and specialize in different areas of practice during their professional careers. So here are some examples of specializations, you do not have to choose one of these, they are just ideas to get you started:

Social Issue

Homelessness
Substance Abuse
Domestic Violence
Child Abuse
HIV-AIDS
Poverty and Public Welfare
Racism and Ethnocentrism
Sexism
Spirituality

Gay and Lesbian Population
Substance Abusers
Rural populations
Inner City Populations

Field of Practice

Child Welfare
Mental Health
School Social Work
Gerontological Social Work
Social Work in the Health Care System
Physical and Mental Disabilities and Rehabilitation
Correctional Services
Social Work in the Work Place
Substance Abuse
International Social Work

Client Population

Children
Elderly
Families
People living with HIV/AIDS
Minority Ethnic Group(s)
Immigrants and Refugees

S A M P L E

You will be asked to complete this form in the term before you begin your Advanced Generalist Year.

Specializations for the Advanced Generalist Year

All students entering the advanced generalist year of the MSW Program are required to select a specialization. This specialization can be a social issue, a client population or a field of practice. There is some overlap between these categories but generally an issue is a social phenomenon, a client population is the population affected by that phenomenon, and a field of practice includes a clearly defined social work role. Examples of specializations are listed on the attached sheet. Students are not limited to these examples; however, please work with faculty members on selecting a specialization. Also, think about your field placement for your advanced generalist year when making your decision. You do not have to have a field placement exactly in that specialization but you would want to be placed in a setting that is able to address some aspect of your social issue, client population or field of practice. Within your specialization, think about the areas or issues that you want to focus on for research and in the field.

Final decisions should be provided to the School Main Office (SB-423) before the end of April. You will be asked to complete this form electronically.

Student's Name: _____ *Date* _____

Faculty Advisor's Name: _____ *Date* _____

Cohort began in Fall (20____)

(circle one):

2nd Year 2 Year (T/TH)

2nd Year 2 Year (M/W)

3rd Year 3 Year

Specialization: _____

APPENDIX D: Individual Plan of Work

California State University, San Bernardino School of Social Work

Individual Program of Work

Name _____ Date _____
 Address _____ Telephone (____) _____
 City _____ State _____ Zip _____ ID # _____
 Date of Classification in the Master of Social Work Program _____



Student Classification: _____ 2 Year Program _____ 3 Year Program

<u>Coursework to date</u>	<u>Anticipated coursework schedule</u>		
Fall _____	Fall _____	Fall _____	Fall _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Spring _____	Spring _____	Spring _____	Spring _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Other Term	Other Term	Other Term	Other Term
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Reason for request: _____

_____ Student's Signature	_____ Date	_____ Advisor's Signature	_____ Date
_____ Director of Field Education	_____ Date	_____ School Director	_____ Date

APPENDIX E: Advancement to Candidacy Form

GRADUATE PROGRAM PLAN OF STUDY AND ADVANCEMENT TO CANDIDACY MASTER OF SOCIAL WORK CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

NAME: _____
Last, First M.I.

ADDRESS: _____
Address City State Zip

PHONE: _____ ID # _____ DATE _____

EMAIL: _____

UNITS REQUIRED FOR GRADUATION – 90 UNITS

CATALOG YEAR (year you began program): _____ GPA _____

UPPER DIVISION WRITING REQUIREMENT MET BY: 1) Course No. _____ 2) Waiver _____

GENERALIST YEAR (29 units)

REQUIRED COURSES

COURSE	UNITS	GRADE	QTR/YR	TRANSFER CREDIT (work completed at other institutions)	COMMENTS
SW 6021	3.0				
SW 6022	3.0				
SW 6041	3.0				
SW 6042	3.0				
SW 6061	3.0				
SW 6062	3.0				
SW 6081	3.0				
SW 6082	3.0				
SW 6011	3.0				
SW 6012	2.0				

ADVANCED GENERALIST YEAR (26 units)

REQUIRED COURSES

SW 6083	4.0				
SW 6084	4.0				
SW 6013	1.0				
SW 6014	2.0				Meets Graduate Writing Requirement
SW 6023	3.0				
SW 6024	3.0				

SW 6063	3.0				
SW 6064	3.0				
SW 6777	3.0				

ELECTIVE COURSES

ELECTIVE UNITS REQUIRED (5 units total- 2 courses)

STUDENTS MAY TAKE ELECTIVE UNITS OUTSIDE THE SCHOOL WITH SCHOOL APPROVAL

PROGRAM PLAN APPROVED:

Student has conducted self in a professional manner both within the classroom and field agency site. Yes _____ No _____

Student has upheld the provisions of the NASW Code of Ethics. Yes _____ No _____

STUDENT'S SIGNATURE

DATE

STUDENT'S FACULTY ADVISOR SIGNATURE

DATE

ADVANCEMENT TO CANDIDACY RECOMMENDED (After successful completion of 45 units of CSUSB coursework)

FIELD EDUCATION DIRECTOR'S SIGNATURE

DATE

SCHOOL DIRECTOR'S SIGNATURE

DATE

Distribution: White/Original-Office of the Registrar; Yellow-School File; Pink-Student;

APPENDIX F: NASW Code of Ethics

This includes the NASW Preamble and Ethical Principles. Please review the Ethical Standards at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

National Association of Social Workers - Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. *NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank-ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional

guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principals

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

Value: *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

APPENDIX G: Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the CSUSB School of Social Work Program while in the classroom, the university community, and the broader area communities.