

**School of Social Work, CSUSB  
Student Professional Commitment Form**

**To all social work students: Please fill out this form  
and turn it in to the social work school office.**

**Thank you.**

I have read and understand

- |   |           |          |
|---|-----------|----------|
| 1. The Mission  | Yes _____ | No _____ |
| 2. The Curriculum   | Yes _____ | No _____ |
| 3. The Course and Grading<br>Policies   | Yes _____ | No _____ |
| 4. Student Advising   | Yes _____ | No _____ |
| 5. Policies for Review of<br>Academic Performance   | Yes _____ | No _____ |
| 6. Professional Associations  | Yes _____ | No _____ |
| 7. Graduation and Beyond  | Yes _____ | No _____ |
| 8. People, Places and Policies  | Yes _____ | No _____ |
| 9. The NASW Code of Ethics  | Yes _____ | No _____ |
| 10. I have read the section on plagiarism in the university catalogue, the NASW Code of Ethics section 4.04 related to plagiarism, and have reviewed the following website on plagiarism: <a href="http://www.lib.usm.edu/research/plag/plagiarismtutorial.php">www.lib.usm.edu/research/plag/plagiarismtutorial.php</a> and commit to abiding by these policies. | Yes _____ | No _____ |

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 clarify any confusion you have. This form should be placed in your file by **October 28<sup>th</sup>**.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Print Name

**THE MASTER OF SOCIAL WORK  
(M.S.W.)  
STUDENT HANDBOOK  
2011 - 2012**

<b>INTRODUCTION</b>	<b>3</b>
Mission	4
Educational Philosophy	6
<b>CHAPTER 1 - CURRICULUM</b>	<b>8</b>
<b>Foundation Curriculum (52 units)</b>	<b>8</b>
1) HBSE	8
2) Foundation Micro Practice	9
3) Foundation Macro Practice	9
4) Research	9
5) Field Practicum	9
<b>Concentration (Advanced) Curriculum (38 units)</b>	<b>9</b>
Specializations	10
1) Advanced Micro Practice	11
2) Advanced Macro Practice	11
3) Integration of Micro and Macro Practice	11
4) Research	11
5) Field Practicum	12
<b>General Curriculum Explanations</b>	<b>12</b>
1) Electives	12
2) Field Practicum	12
<b>Testing Out, Transfer Credit and Course Waivers</b>	Error! Bookmark not defined.
<b>Sequencing of Courses</b>	<b>15</b>
1) Two-year Model	15
2) Three-year Model	16
3) Your "Individual Program Plan of Work" and Possible Changes	17
<b>CHAPTER 2 - COURSE AND GRADING POLICIES</b>	<b>18</b>
<b>Course Schedules</b>	<b>18</b>
<b>Grading Policies</b>	<b>18</b>
<b>Policy On Class Absences</b>	<b>20</b>
<b>Incompletes &amp; Withdrawals</b>	<b>21</b>
A. Withdrawals	21
B. Incompletes	21
<b>Grievances And Grade Appeals</b>	<b>22</b>
<b>Grad Check (also see Chapter 6)</b>	<b>22</b>
<b>Advancement To Candidacy (also see Chapter 6)</b>	<b>22</b>
<b>School Honors</b>	<b>22</b>
<b>CHAPTER 3 - STUDENT ADVISING</b>	<b>23</b>
<b>CHAPTER 4 - POLICIES FOR REVIEW OF ACADEMIC PERFORMANCE</b>	<b>26</b>
<b>Standards for Social Work Education</b>	<b>26</b>

<b>Criteria For Evaluating Academic Performance</b>	<b>26</b>
Basic Abilities Necessary to Acquire Professional Skills	27
Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice	28
Professional Performance Skills Necessary for Work with Clients and Professional Practice	28
Scholastic Performance	30
Indicators of Academic Performance Criteria	30
Accommodations for Disabilities	31
<b>Policies And Procedures For Review Of Academic Performance</b>	<b>31</b>
Performance that May Result in a Student Review	32
The Two Levels of Review (see flow charts below)	32
<b>CHAPTER 5- PROFESSIONAL ASSOCIATIONS</b>	<b>37</b>
Social Work Student Association (SWSA)	37
National Association of Social Workers (NASW)	37
<b>CHAPTER 6 - GRADUATION AND BEYOND</b>	<b>39</b>
Graduation Requirement Check	39
Advancement To Candidacy	39
Commencement	40
Graduation Date And The Research Project	40
Licensure	41
<b>CHAPTER 7 - PEOPLE, PLACES AND POLICIES</b>	<b>42</b>
Support Staff	42
Faculty	42
Director of School of Social Work	42
Director of B.A.S.W.	42
Director of Field Education	42
Faculty, Tenure Track and Practice	42
Faculty, Title IVE (Child Welfare Training) Project	43
Faculty, Mental Health Stipend Program.	44
Public Child Welfare Training Academy (Riverside Site)	44
<b>Offices</b>	<b>44</b>
<b>Documents</b>	<b>45</b>
<b>General Policies</b>	<b>45</b>
Sexual Harassment Policy:	45
Nondiscrimination Policy	45
Background Checks/Criminal History Checks	45
File Sharing Policy	46
Restrictions on Assistance	46
<b>APPENDICES</b>	<b>48</b>

## INTRODUCTION

Welcome to the M.S.W. 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 M.S.W. Program. You should also become familiar with other important sources of information

including the CSUSB Bulletin and our web site, <http://socialwork.csusb.edu>

The M.S.W. 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 (Administration Building AD-127) apply to the M.S.W. Program. Graduate Studies policies are especially relevant to our MSW students and are contained in The Bulletin and at <http://gradstudies.csusb.edu/>

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. 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 sign an acknowledgment at the front of the handbook. 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 M.S.W. program is an accessible, dynamic, and rigorous academic program that prepares students with advanced professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

1. 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. 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. Offer and measure attainment of a competency-based, foundation and advanced 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. 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. Support faculty in providing leadership to the profession and to the community with their research and expertise.

The M.S.W. Program views its mission as being tightly bound to the educational needs of the region. It was, in fact, lobbying efforts by leaders in the local social work community that led to the development of this program. There is a long-standing shortage of social work practitioners in the region and limited educational opportunities for experienced agency employees who have the potential to assume positions of greater responsibility and leadership.

The M.S.W. 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 foundation year, a generalist framework for advanced 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 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 micro and macro practice sequences of courses, and apply the knowledge and skills to their chosen specialization. The advanced practice year focuses on three social work roles: change agent, interagency/interdisciplinary collaborator, and leader. The advanced micro practice sequence addresses these roles in terms of interventions with individuals, families and groups while the advanced macro practice sequence of courses addresses them in terms of interventions with organizations and communities, including policy practice in both contexts.

The M.S.W. program is designed to graduate advanced 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 sees social work education as a cooperative venture. Faculty are expected to provide a high quality generalist and advanced 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. Professionals in all disciplines train and educate each other and in our program students are expected to begin this process by contributing to the education of their fellow students by learning from and teaching each other. For example, student reports (in group or individually) are not made solely to the professor (who will be grading them ☺), but to the class as well. All students are expected to ask questions and make comments in class.

Reading is highly valued in our program. All classes have bibliographies that include required and suggested readings. The purpose of the readings is to better understand individuals, families, groups, organizations, communities, and policy practice and to learn how to intervene in each of these contexts in meaningful ways. The reading you do in this program is an important part of the intellectual foundation of your professional self. Students are expected to read assigned material and to be prepared to discuss it in class. Students are also expected to be sufficiently motivated and self directed to locate and read other relevant material that may contribute to their professional growth.

Writing is highly valued in our program. Social work agencies require their professional level employees to produce written documents. These documents may include such things 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, not using laptops during class for purposes other than

note-taking, and turning off cell phones.

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 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 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 (M.S.W.) degree is divided into a foundation curriculum and an advanced curriculum. The foundation and advanced 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 FACULTY ADVISORS.**

### ***Foundation Curriculum (52 units)***

The foundation 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 study in the second half of the program. Initial foundation 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 (concentration) courses.

The professional foundation utilizes a generalist model of practice and organizes its courses according to the standard categories of a social work curriculum. Classroom based course work in social work micro and macro practice, human behavior and the social environment (HBSE), and social work research are taught concomitant with a year-long field work placement. Required foundation courses include the following:

#### **1) HBSE**

SW 604A: Human Behavior in the Social Environment: Birth through Adolescence (4 units)

SW 604B: Human Behavior in the Social Environment: Adulthood And Aging (4 units)

## 2) Foundation Micro Practice

SW 602A: Foundation Micro Practice I (4 units)

SW 602B: Foundation Micro Practice II (4 units)

SW 602C: Foundation Micro Practice III (2 units)

## 3) Foundation Macro Practice

SW 606A: Foundation Macro Practice I (4 units)

SW 606B: Foundation Macro Practice II (4 units)

SW 606C: Foundation Macro Practice III (2 units)

## 4) Research

SW 612: Social Work Research I (4 units)

SW 613: Social Work Research II (4 units)<sup>1</sup>

## 5) Field Practicum

SW 608A: Foundation Field Work I (4 units)

SW 608B: Foundation Field Work II (4 units)

SW 608C: Foundation Field Work III (4 units)

The Foundation 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 (4 units – see below)

### ***Concentration (Advanced) Curriculum (38 units)***

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

---

<sup>1</sup> This course is part of the Foundation curriculum. However, students in the two-year program will take SW 613 in the second year of the program because of scheduling constraints.

## Specializations

By their advanced 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 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) 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  
Child Abuse  
HIV-AIDS  
Poverty and Public Welfare  
Racism and Ethnocentrism  
Sexism  
Spirituality

#### **Client Population**

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

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

To summarize, students learn about Advanced 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 Micro Practice**

SW 645: Advanced Micro Practice 1 (4 units)

SW 646: Advanced Micro Practice 2 (4 units)

SW 647: Advanced Micro Practice 3 (2 units)

### **2) Advanced Macro Practice**

SW 655: Advanced Macro Practice 1 (4 units)

SW 656: Advanced Macro Practice 2 (4 units)

SW 657: Advanced Macro Practice 3 (2 units)

### **3) Integration of Micro and Macro Practice**

SW 660: Advanced Practice Integrative Seminar (2 units)

### **4) Research**

SW 625A: Implementation of Research Project (2 units)

SW 625B: Implementation of Research Project (2 units)

### **Note: Thesis versus Research Project**

Students in the MSW Program conduct a Research Project (SW625AB) as their culminating experience. Preparation for this independent project is provided by two courses, SW612 and SW613. 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 SW612 and SW613. In lieu of the usual research courses, they register for 12 units of SW699.

Students interested in pursuing the Thesis option must apply during their first term in the MSW Program. (Applications 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 quarter.

## **5) Field Practicum**

SW 608D: Advanced Field Work I (4 units)  
SW 608E: Advanced Field Work II (4 units)  
SW 608F: Advanced Field Work III (4 units)

In the Advanced 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 M.S.W. Program includes one elective course taken as part of the Foundation curriculum. Some of the M.S.W. Program's electives meet requirements for the California License for Clinical Social Work (LCSW) (see Graduation and Beyond, below) but these requirements may also be met through shorter workshops taken after graduation.

### **2) Field Practicum**

Two separate field practica totaling 1080 hours of supervised work in local agencies are required for the M.S.W. degree. The Foundation placement is two days a week for three quarters (480 hours); and the Advanced placement is two and a half days a week for three quarters (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 M.S.W. 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.

### ***Credit by Examination (Testing Out) and Transfer of Credit***

a) The process of testing out of a class is as follows:

1. 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.
2. 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.
3. 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.
4. 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 file.
5. 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.

b) Policies on transfer credit and waivers

M.S.W. students are subject to the policies for Graduate Studies which may be found in The Bulletin. 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.

1. The School of Social Work does not give course Credit for life experience or previous work experience.
2. Any student may request an opportunity to challenge required courses in the Foundation 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.

3. Students with B.S.W. degrees from accredited programs are required to meet with their faculty advisor prior to the beginning of fall courses to determine whether any Foundation year M.S.W. 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.
4. In compliance with CSUSB Graduate Studies requirements, all courses waived, whether on the basis of B.S.W. preparation or successful challenge examination, must be substituted with an approved elective in a related area of study so that a total of 90 units are completed for the M.S.W. degree.
5. FIELD WORK courses are not subject to waiver or challenge.

b) Policy on transfer of credit

1. From other social work programs

Up to one half of the course work (45 quarter units) may be transferred from an accredited M.S.W. 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 year requirements, the Director of Field Education, and Research Sequence Chair will also be consulted. Transfer students are strongly advised to contact Advanced year course instructors as early as possible to discuss their preparation for those courses.

2. From other departments at CSUSB or other universities

In lieu of taking the elective course in the social work curriculum, students may apply 4 units of relevant 600-level (graduate level) course work from other disciplines with approval from their advisor.

**Additional General Information**

1. The M.S.W. Program must be completed within a four year period.
2. 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.

3. A student's advisor may approve transfers of elective courses. Credit by examination for foundation 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 B.S.W. preparation and for transfer of twelve or more units from an accredited M.S.W. program.

### ***Sequencing of Courses***

**COURSES WITHIN EACH SEQUENCE (e.g., Micro Practice, Macro Practice, HBSE, Research), IN BOTH THE FOUNDATION AND ADVANCED 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 quarter in order that a grade can be recorded in time to allow registration in the next course (typically the 10<sup>th</sup> day of the quarter).
- 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 six quarters of course work leading to the M.S.W. degree in two years (see sample). 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 practica (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 M.S.W. degree requirements in three **(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 re-apply 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 M.S.W. 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 M.S.W. PROGRAM.**

Working part-time students are also urged to consult with their faculty advisor about resources that may be available to enable them to reduce their hours of paid employment. The School is constantly working to develop more financial resources for student support and keeps abreast of changes in financial aid programs that are of benefit to our students.

**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 in the library and in the computer center.

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 WORKWEEK OF THAT FIELD PLACEMENT SETTING.**

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

The above comments are offered to help you plan realistically for the M.S.W. Program. Combining work and the three-year model, M.S.W. program is challenging but "do-able." 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. Your faculty advisor can answer any questions you may have about your individual program plan. 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 M.S.W. degree. (This information will also be needed when you prepare your advancement to candidacy form, discussed in a subsequent section.)

### 4) Leaves of absence/deferral of admission

It is possible to take a leave of absence from the M.S.W. Program and from the University to accommodate medical problems, military duty, or personal problems. “Degree and credential seeking students who plan to be absent from the university must file a leave of absence to preserve their current catalog rights” CSUSB Bulletin of Courses 2009-2010, page 360). Students needing to take a leave must inform their advisor and file the appropriate paper work with the Office of Records, Registration and Evaluation prior to their leave. This can be picked up at the School of Social Work office at SB 423. Students should also file an "Individual Program of Work" form with the social work School, outlining the proposed plan for completing the MSW program upon returning from the Leave of Absence.

DETAILS ABOUT THE VARIOUS CATEGORIES OF LEAVES MAY BE FOUND IN THE BULLETIN UNDER GRADUATE STUDIES.

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 M.S.W. program at that time.

The M.S.W. 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 absence should be taken very seriously.

## CHAPTER 2 - COURSE AND GRADING POLICIES

### **Course Schedules**

Course schedules are prepared quarterly 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, which is placed in student boxes quarterly.

### **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 M.S.W. students are as follows:

<b>Letter</b>	<b>Numerical</b>	<b>Equivalent (%)</b>	<b>Description</b>
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 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 G.P.A. at 3.0.
- No use of readings
- Lack of Critical thinking
- Marked lack of originality
- Writing and Organization of assignment 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.

2. A Field Practicum grade of "No Credit" requires a repeat of that quarter 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 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 quarter will be placed on academic probation and must bring her or his GPA up to a 3.0 in the next quarter. 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 as early as is possible.

PLEASE SEE GRADUATE STUDIES REGULATIONS IN THE BULLETIN 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 M.S.W. 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, 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 completed 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 and the forms needed for this purpose are available from the office of the College of Social and Behavioral Sciences (SB-207).

## ***Grad Check (also see Chapter 6)***

Candidates for M.S.W. degrees must request a Graduation Requirement Check (AKA "grad check") at the office of Records, Registration & Evaluation prior to the end of the term of their expected graduation. **The last day to file a grad check for June or September diplomas without incurring a late fee is usually around the beginning of November of the previous fall quarter. Plan to file well before the deadline.**

## ***Advancement To Candidacy (also see Chapter 6)***

In the winter of the last year of the program, students must prepare an Advancement to Candidacy form for their advisor's signature. This form lists all courses the student has taken and the grades received as well as the courses that will be taken each quarter until graduation. 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, M.S.W. students must have

1. completed all foundation year requirements,
2. achieved a GPA of at least 3.0
3. conducted themselves in a professional manner both within the classroom and field agency site; and
4. not violated the provisions of the N.A.S.W Code of Ethics.

## ***School Honors***

School Honors refers to a small group of graduating students that is 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 near completed and will receive an “A” grade
- A demonstrated commitment to service to students and/or the community.

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 quarter 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. The list will have space to record advising contact for each student each quarter. 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 at least quarterly contact. This may be brief if the student is proceeding with no problems or specific needs/issues that need discussing. Advisors will document this meeting. A note will be placed in student mailboxes quarterly, approximately the third week of the quarter, reminding them it is time for them to check in with their advisor.
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, to insure that all advisees have met the requirements. This occurs in winter quarter for students graduating the following June.

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<sup>2</sup>

### 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.

### 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.

---

<sup>2</sup> 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.

## 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:

- Adherence to the NASW Code of Ethics.
- No history of convictions of offenses that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- 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 quarter and must bring their GPA up to a 3.0 in the next quarter. For those students whose 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 a 3.0 GPA in the subsequent quarter, he/she faces termination from the program.

Failure to receive a grade of "Credit" in any quarter 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 quarter 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 M.S.W. program.

## 2.5

### **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.

## 2.6

### **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
- 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

### 3.2

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

##### 3.2.1 Level 1 Review

Whenever a faculty member, adjunct faculty 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 advisor will contact 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.

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 of 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 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.

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:

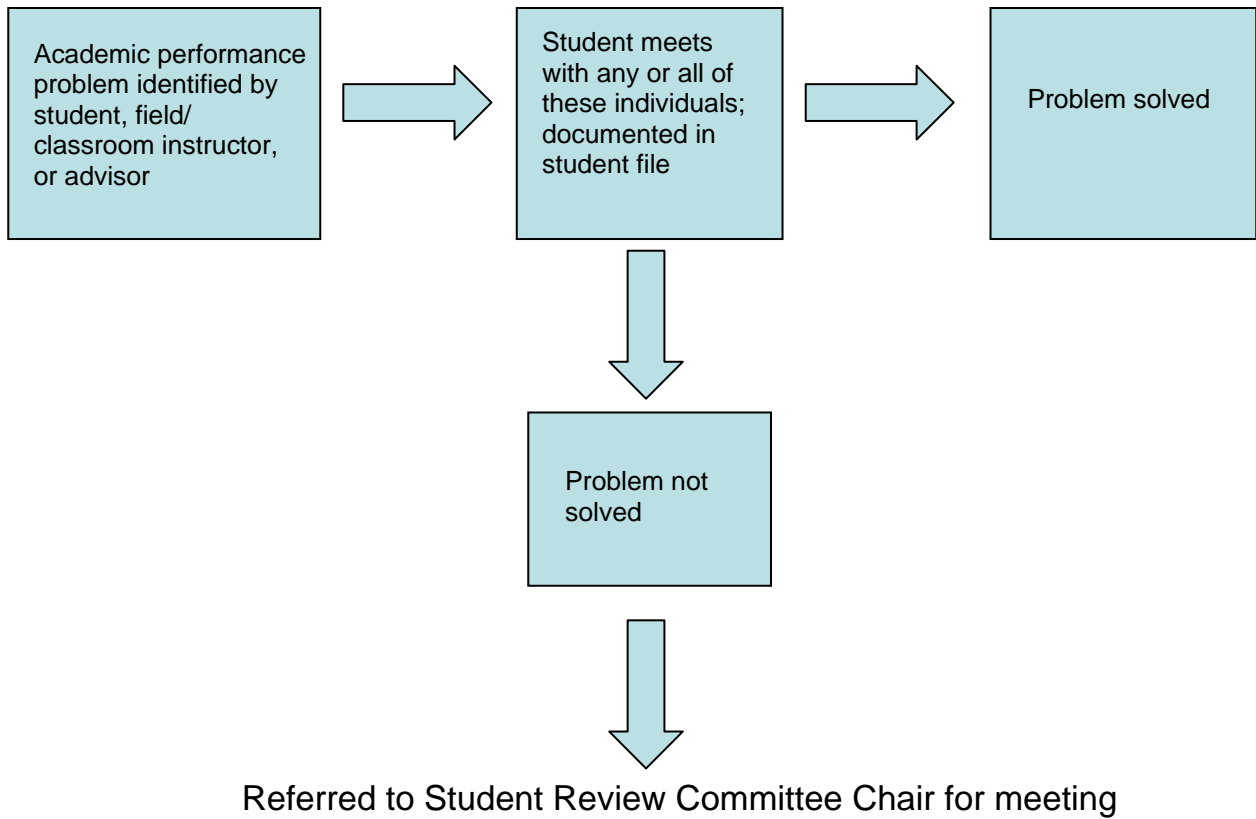
- a) the plan is met and the concern is alleviated. This is communicated in writing to all those in the above paragraph, plus the Director of the School of Social Work and members of the SRC.
  - b) the concern is not alleviated. The SRC shall make a recommendation, which may be that the student be dismissed 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). 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.

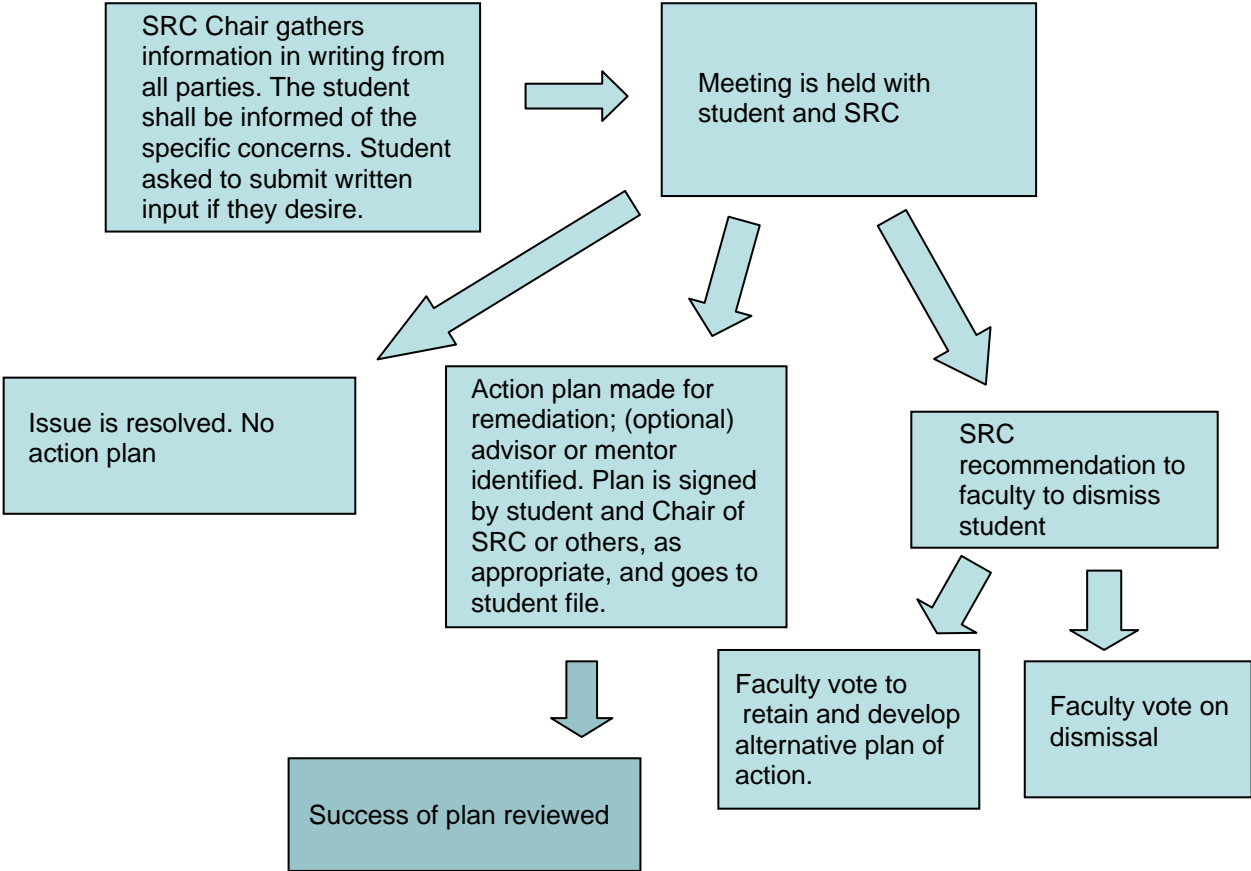
Role of the Advisor: The advising and mentoring process is critical to helping both students who enter on academic probation as well as those who develop academic or professional difficulties. He/she will set up monthly meetings with the student to discuss his/her situation, progress, and growth. The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

Any student who is dismissed from the M.S.W. 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 M.S.W. program who has been dismissed from another M.S.W. program, the Admissions Committee will ask that student for permission to contact the previous M.S.W. program regarding that dismissal.

### Student Review Process: Level One



# Student Review Process: Level Two



## CHAPTER 5- PROFESSIONAL ASSOCIATIONS

### ***Social Work Student Association (SWSA)***

All M.S.W. 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 members for M.S.W. Curriculum Committees are also selected through SWSA. SWSA officers are elected annually: officers are listed in a later section of this handbook.

SWSA sponsors a Peer Mentor Program that can match new students with continuing students for support, advice, and general encouragement. Opportunities to sign up for this program will be made available early in the fall quarter.

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. 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.**

### ***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:

- NASW News, a monthly, national newspaper;
- NASW California News, a monthly, state newspaper;
- Social Work, a bimonthly professional journal;

- reduced rates on other NASW journals;
- access to conferences and continuing education programs; and
- opportunities for professional development locally and at the state level.
- reasonably priced professional liability insurance;

Our local unit of NASW, convened by Dr. McCaslin of our own faculty, 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 M.S.W. 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](#).

### ***Graduation Requirement Check***

Candidates for degrees must request a Graduation Requirement Check (AKA “grad check”) at the Office of Records, Registration & Evaluation prior to the end of the term of their expected graduation. **The last day to file a grad check for June or September diplomas without incurring a late fee is usually around the beginning of November of the previous fall quarter. Plan to file well before the deadline.**

The grad check frequently uncovers registration errors that must be corrected before the degree can be conferred. Several experienced graduates have suggested that students request a grad check several quarters before graduation and then again prior to the term of expected graduation in order to avoid any such “surprises.” (There is a small fee for each grad check.)

### ***Advancement To Candidacy***

As Records begins to process your grad check, you will receive a notice that they are awaiting your Advancement to Candidacy form. (The purposes of and requirements for Advancement to Candidacy have been described in a previous section of the [Handbook](#).)

The Advancement to Candidacy form requires that you, in consultation with your advisor, list all courses that you have taken towards the M.S.W. degree and the grades received along with all courses that you will take each quarter until graduation. In addition, the form asks for confirmation that you have met the other requirements for Candidacy as listed above in Chapter two. A sample of this form is included in the Appendices.

Advancement to Candidacy forms and the transcripts that must accompany them can be obtained in the Social Work Office starting at the beginning of the Winter Quarter. Before asking for your form, you must make an appointment to see your advisor and notify the School Secretary (Joanne) at least 45 minutes in advance. Once it is filled out, the form is routed for the signature of the Director of Field and the signature of the Director of the School of Social Work. It then makes its way to Admissions and Records. Any omissions or errors in the program of work you record on this form will slow down this process.

PLEASE NOTE: Once the Advancement to Candidacy has been forwarded, any deviations from the exact courses listed there as your program of 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 Admissions and Records informing you that you have not met the requirements for graduation.

### ***Commencement***

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 graduation event, which is organized by SWSA.
- The third is the university commencement ceremony where you will be hooded as a Master's graduate. This event is college based. That is, only students in the College of Social and Behavioral Sciences graduate at that commencement ceremony. This makes for a smaller, more intimate event than the campus wide commencement ceremony in past years. This event reminds us that we are one unit in a larger organization and without that organization, the M.S.W. 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.

Students are strongly encouraged to attend both the School Graduation 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 SW 625B is the minimal standard for being able to walk and be hooded at the college commencement ceremony. **Note, since December 2001, the campus has held two commencement ceremonies per year: June and December.**

### ***Graduation Date And The Research Project***

In general, graduation date is determined by the last quarter 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. When both approvals have been obtained, signed copies of the manuscript, printed on bond paper, must be taken to the Bookstore for binding. Grades cannot be turned in for SW625B until the supervising faculty member sees the Bookstore binding receipt. For all these steps to proceed in time, complete drafts of manuscripts must reach 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 quarter.

## **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 L.C.S.W., 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 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

**Note: when making a campus call on campus, add 7 to the four-digit extension.**

### Support Staff

**Joanne Reiter**, Administrative Support Coordinator, [jreiter@csusb.edu](mailto:jreiter@csusb.edu) (SB-423, Ph. 537-5501)

**Shanta Moore**, Administrative Support Assistant, [smoore@csusb.edu](mailto:smoore@csusb.edu) (SB-423, Ph. 537-5501)

**Deanna Rinebolt, MSW/BASW Title IVE & MH**, Administrative Assistant, [drinebol@csusb.edu](mailto:drinebol@csusb.edu) (SB-402E, Ph. 537-7226)

**Jessica Baker, BASW**, Administrative Assistant, [jcbaker@csusb.edu](mailto:jcbaker@csusb.edu) (SB-402, Ph. 537-5565)

**Marcie Arciniega**, Support Staff to PCWTA Riverside site, [marciniega@projects.sdsu.edu](mailto:marciniega@projects.sdsu.edu) 3600 Lime Street, Suite 424 (Bldg. 4) Riverside, CA 92501 Phone: (951) 682-2580

### Faculty

#### Director of School of Social Work

**Laurie Smith**, Ph.D. (UCLA), Professor, [lasmith@csusb.edu](mailto:lasmith@csusb.edu) (SB-423, Ph. 537-3837)  
Interests: Human behavior and the social environment, research methods, social welfare policy, AIDS prevention and services.

#### Director of B.A.S.W.

**Carolyn McAllister**, Ph.D. (Michigan State), Assistant Professor, [cmcallis@csusb.edu](mailto:cmcallis@csusb.edu) (SB-402D, Ph. 537-5559) Interests: Social work practice with individuals with disabilities and their support systems, integrating disability content into social work education, transition issues for adolescents with disabilities and their families, and teaching with technology, alternate forms of instruction.

**Director of Field Education** (to be filled early Fall 2011)

### Faculty, Tenure Track and Practice

**Janet Chang**, Ph.D. (UCLA), Professor, [jchang@csusb.edu](mailto:jchang@csusb.edu) (SB-413, Ph. 537-5184) Interests: Families in the Korean Community, Women's Issues, Mental Health.

**Tom Davis**, Ph.D. (University of Washington, Seattle) Associate Professor, [tomdavis@csusb.edu](mailto:tomdavis@csusb.edu) (SB-411, Ph. 537-3839) Interests: Substance Abuse, Evidenced Based clinical practice, Native-American issues.

**Ray Liles**, Ph.D. (UCLA), Social Work Practice Lecturer, [reliles@csusb.edu](mailto:reliles@csusb.edu) (SB-405, Ph. 537-5557) Interests: Mental Health, ADD, Telecommunications and Social Work Education.

**Rosemary McCaslin**, Ph.D. (Chicago), Professor, [rmccasli@csusb.edu](mailto:rmccasli@csusb.edu) (SB-409, Ph. 537-5507) Interests: Gerontology, service use, adult families, intergenerational aspects of individual development, preventive interventions, mezzo practice.

**Teresa Morris**, Ph.D. (Berkeley), Professor, [tmorris@csusb.edu](mailto:tmorris@csusb.edu) (SB-403, Ph. 537-5561). Interests: Research methodology and philosophy of science issues, community organizing, social welfare policy, social action, immigration and refugees, administration and leadership.

**Herb Shon**, Ph.D. (UCLA), Assistant Professor, [hshon@csusb.edu](mailto:hshon@csusb.edu) (SB-407, Ph. 537-5532). Interests: Micro Practice, Aging and Long Term Care, Field Education, Veterans issues.

**Stanley Taylor** Ph.D. (USC), Assistant Professor (SB-302G, Ph. 537-5584). Interests: gangs and the criminal justice system, urban issues.

### **Faculty, Title IVE (Child Welfare Training) Project**

**Andrew Anderson** D.S.W. (Pennsylvania), Project Coordinator, [aanderso@csusb.edu](mailto:aanderso@csusb.edu) (SB-402B, Ph. 537-5544) Interests: Child Welfare, At Risk Youth.

**Zoila Gordon, M.S.W. LCSW**, IVE Faculty, [zgordon@csusb.edu](mailto:zgordon@csusb.edu) (SB-421, Ph. 537-7222) Interests: Human Development, Latino Issues, Community Practice.

**Margaret Hughes, Ph.D.** (Brandeis) IVE Faculty, [mhughes@csusb.edu](mailto:mhughes@csusb.edu) (SB-402F, Ph. 537-5560) Interests: Social Welfare Policy.

**George Taylor, M.S.W. LCSW**, IVE Faculty, [gtaylor@csusb.edu](mailto:gtaylor@csusb.edu) (SB-417, Ph. 537-7223) Interests: Veterans Issues, Personnel Management, Human Development.

**Faculty, Mental Health Stipend Program.**

**Julia Poirier, M.S.W.**, Project Coordinator  
(SB-302C, Ph. 537-3776) Interests: Mental Health.

**Public Child Welfare Training Academy (Riverside Site)**

**Rhoda Smith, MSW**, Director, [rsmith@projects.sdsu.edu](mailto:rsmith@projects.sdsu.edu) 3600 Lime Street, Suite 424  
(Bldg. 4) Riverside, CA 92501 Phone: (951) 682-2581

***Offices***

School of Social Work: SB-423, 537-5501

Field Placement Office: SB-415, 537-5568

Title IVE Program: SB-402E, 537-7226

Mental Health Stipend Program: SB-302C, 537-3776

College of Social & Behavioral Sciences: SB-207, 537-7500

Graduate Studies: CH-123, 537-5058

Records, Registration and Evaluation: UH-177, 537-7671

Financial Aid: UH-150, 537-5227

Bursars Office: SH-102, 537-5157  
(Satellite Office: UH-171, 537-7257)

Testing Office: JB-405, 537-5041

Pfau Library: 537-5084

Bookstore: 537-5966

Services to Students with Disabilities: 537-5238

## **Documents**

- School of Social Work's web site <http://socialwork.csusb.edu>
- CSUSB Bulletin: Available for purchase in Bookstore and online at [www.coyotebooks.bkstr.com](http://www.coyotebooks.bkstr.com).
- Class Schedule: **We place a current schedule for social work classes in your box every quarter**
- 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 creating a relaxed 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 Lovellie Almogela, CSUSB's Judicial Affairs Officer, UH-231, ext. 75185.

### **Nondiscrimination 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.

### **Background Checks/Criminal History Checks**

The School of Social Work has no requirements for background/criminal history checks in order to enter either the MSW or BASW program. However, applicants are advised that some field placements do require criminal history background checks and that some

agencies will not accept interns with certain criminal histories. Likewise, undocumented students will not be able to pass a mandatory background check. Students are also advised that for many of these placements all arrests and convictions will be reported, even those that have been expunged or are from other states. Therefore, students who do have criminal arrest/conviction histories or are undocumented are advised to disclose and be prepared to explain these past events in a straightforward manner, while not revealing too much information to staff and others involved in the field placement process. Failure to disclose an arrest/conviction history when asked can result in termination from your field placement and possible termination from the Social Work program for violating the N.A.S.W. code of ethics. Please see the NASW code of ethics, "4.04 Dishonesty, Fraud and Deception."

Students may want to check their own records by accessing the State of California Department of Justice website and following the instructions for obtaining a print out of the criminal history. Having a criminal history will not necessarily impact all field placement or future job opportunities. However, applicants should understand that certain convictions will preclude social workers from obtaining employment with certain agencies and organizations.

### **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 clerical staff. Papers, exams, etc. are either returned directly by course instructors or placed in the student's mail box 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**

Social Work Student Association 2011-2012 officers

School of Social Work, Community Council Membership

Two-Year Program: Course Sequence (2011-2012)

Three-Year Program: Course Sequence (2011-2012)

Individual Program of Work: Planning Form

Advancement to Candidacy: Sample Forms

Campus Map

2011-2012 CSUSB Calendar

NASW Code of Ethics