

**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
Policies | Yes_____ | No_____ |
| 4. Student Advising | Yes _____ | No_____ |
| 5. Policies for Review of
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 websites on plagiarism: <http://www.plagiarism.org/> <https://www.youtube.com/watch?v=wNg94ebLGzY> and commit to abiding by these policies.

Yes_____ No_____

11. 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 clarify any confusion you have. This form should be placed in your file by **October 30th**.

Student Signature

Print Name

**THE MASTER OF SOCIAL WORK
(M.S.W.)
STUDENT HANDBOOK
2016 - 2017**

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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 (Chaparral Hall, CH-123) 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 foundation and 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. 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, 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. 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 M.S.W. Program views its mission as being tightly bound to the educational needs of the region. 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 envisions 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. 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, 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 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 (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.

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 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)¹

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.

¹ 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.

Criminal Background 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 records (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, even expunged charges, as they will still appear on background checks. Students may be ineligible for placement or terminated from an agency if the criminal background information comes to light without prior disclosure. The Filed Director or Program/Field Coordinator can provide insight to students as to possible consequences of being able to secure a field practicum site but cannot guarantee placement. Information disclosed will be used only for the purpose of determining appropriate field options.

In the event a student is charged with a new offense 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 immediately. The student will be referred to Student Review Committee Chair for consideration of specific factors and implications related to the social work profession, prior to resuming field placement.

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.

c) 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. A course waiver form must be submitted to avoid problems with university records.

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 10th 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; on page 51). 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 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 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 "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. 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.) 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 M.S.W. Program and from the University to accommodate medical problems, military duty, or personal issues. "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 2015-2016, Policies & Procedures governing a Leave of Absence may be found in The Bulletin under "Academic Regulations"). 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 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 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.

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 advisor (available from School of Social Work office) 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 (available from School of Social Work or Graduate Studies)?

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 Records, Registration & Evaluations Office (available at <http://rre.csusb.edu>), in the QUARTER BEFORE you plan to return to the program. 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 QUARTER 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 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 is placed in student boxes quarterly.

Registration

The student is required to enroll themselves into all courses, with the exception of Field Work Courses. You will be enrolled into your Field Work Courses a few weeks prior to the start of the quarter by the Department ASC. However, the student is ultimately responsible for their own schedule and is required to check and maintain their schedule throughout the quarter. If you see any issues or if you have any questions regarding your schedule, please do not hesitate to contact our Department ASC II, Natasha Hemmings, at [\(909\) 537-3504](tel:9095373504).

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:

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.)

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 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 quarter will be placed on academic probation and must bring their 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, immediately.

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 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 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 nearly completed and will receive an "A" grade
- A demonstrated commitment to service to students and/or the community

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 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 PERFORMANCE²

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 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. 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 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:

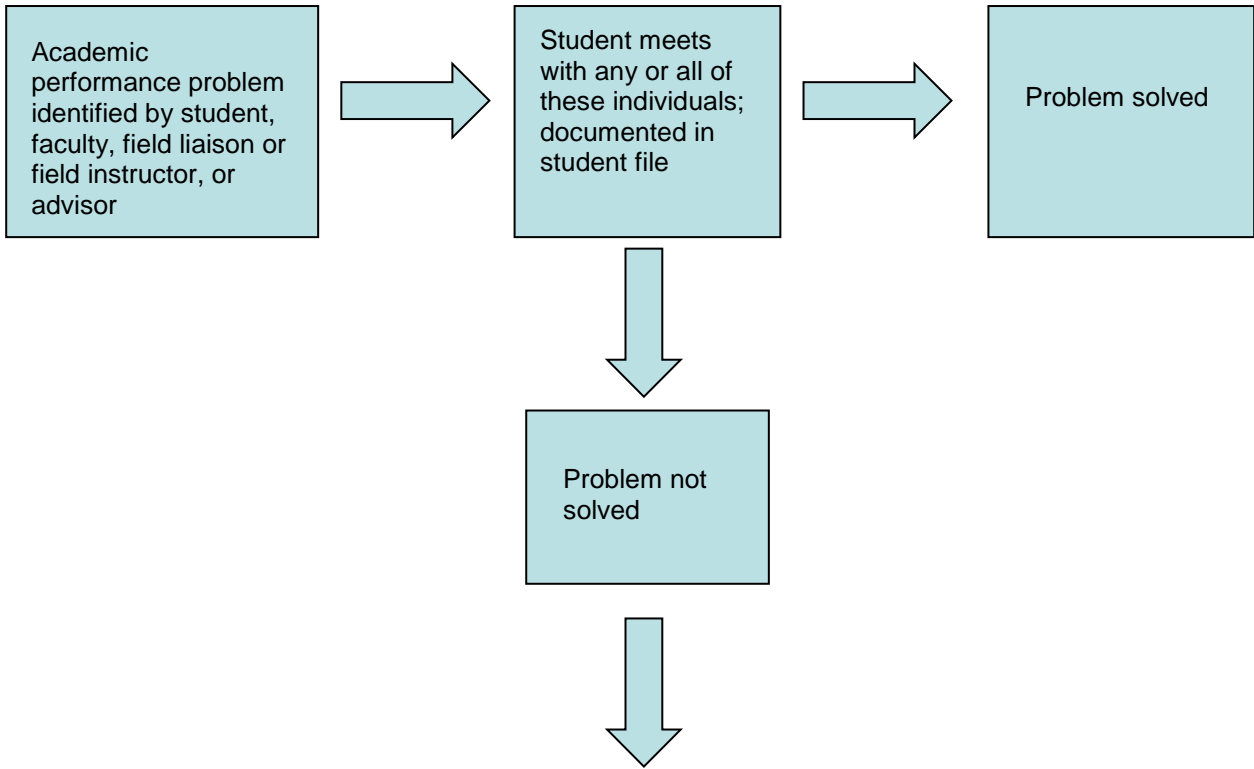
- a) the plan is met and the concern is alleviated. This is communicated in writing to all those in the above paragraph, plus the Director of the School of Social Work and members of the SRC.
 - b) the concern is not alleviated. The SRC shall make a recommendation, which may be that the student be dismissed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

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.

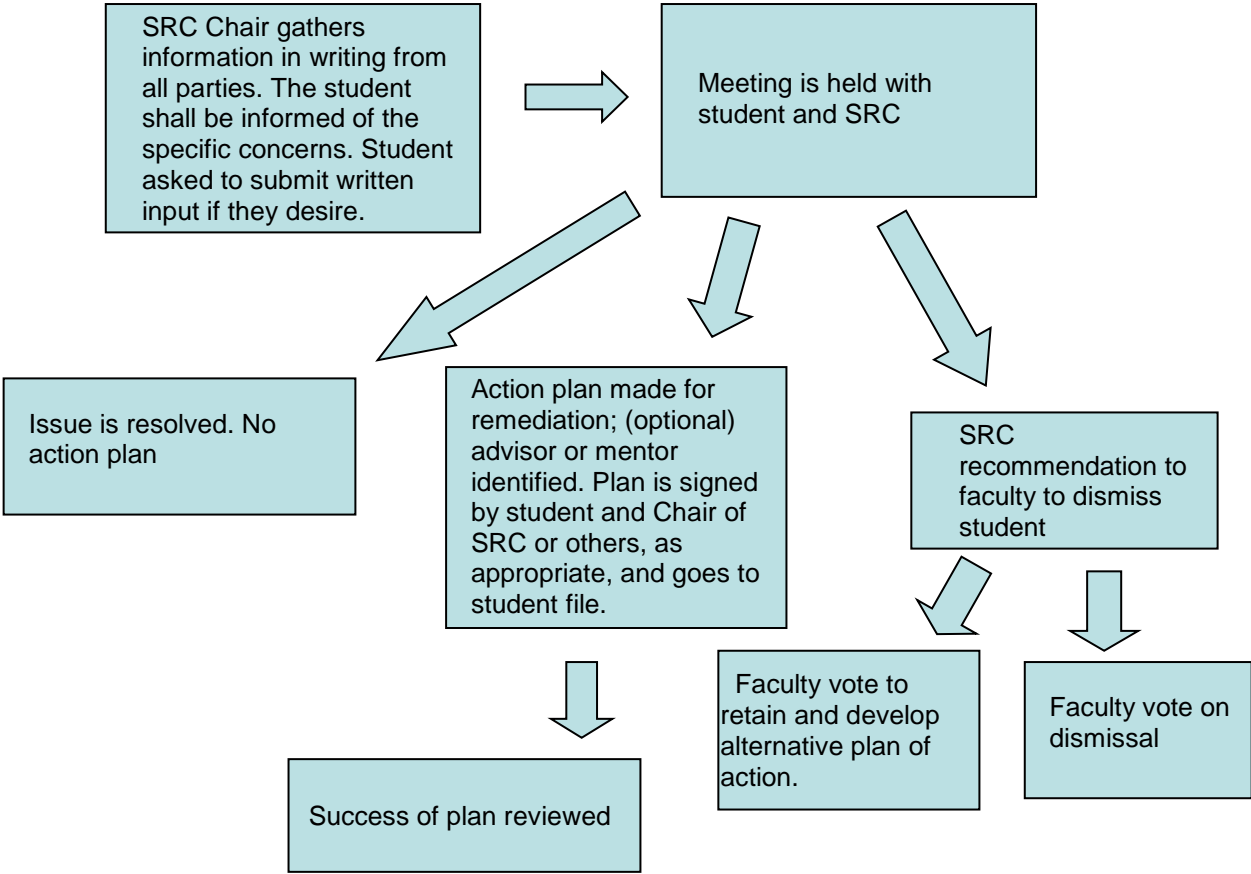
Any student who is dismissed from the M.S.W. program and then re-applies to the program will be considered and reviewed on a case-by-case basis by the admissions committee during the routine admissions process/timelines. In such cases, faculty representatives of the Admissions Committee will always interview 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



Referred to Student Review Committee Chair for meeting

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’s Administrative Coordinator (Natasha) 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 typically organized by SWSA.
- The third is the university commencement ceremony where you will 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 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 SWSA 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. Grades cannot be turned in for SW625B until the supervising faculty member sees the final approval form Graduate Studies. For all these steps to proceed on 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. 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 submission deadline review must enroll in continuous enrollment in order to submit their project again after the deadline, typically summer session. Students may obtain information and the

needed forms either at the College of Extended learning or the Office of Graduate Studies for a low cost of (\$260) method of obtaining continuous enrolment.

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

Natasha Hemmings, Administrative Support Coordinator II, nhemming@csusb.edu (SB-423A, Ph. 909-537-3504)

Andrew Copeland, Administrative Support Assistant, acopelan@csusb.edu (SB-423, Ph. 909-537-5501)

Angela Becktal, MSW/BASW Title IVE, Administrative Assistant, angela.becktal@csusb.edu (SB-402E, Ph. 909-537-7226)

Wendy Callejas, BASW, Administrative Assistant, wcallejas@csusb.edu (SB-402, Ph. 909-537-5565)

Timothy Hatch, Pathway & Title IV-E Programs, Administrative Support Assistant, thatch@csusb.edu, (SB-402F, Ph. 909-537-7244)

Faculty

Director of School of Social Work

Laurie Smith, Ph.D. (UCLA), Professor, 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 (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

Rachel Allinson, M.S.W., LCSW, rstrydom@csusb.edu (SB-415, Ph. 537-5568)
Interests: Social work education, supervision of pre-licensed social workers and students, forensic issues, severe and persistent mental illness, discharge planning and community integration, and micro practice.

Director or Pathway Distance Education Program

Teresa Morris, Ph.D. (Berkeley), Professor (SB-302G, Ph. 537-5561). Interests: Research methodology and philosophy of science issues, community organizing, social welfare policy, social action, immigration and refugees, administration and leadership.

Faculty, Tenure Track and Practice

Armando Barragan, Ph.D. (USC), Assistant Professor, (SB-302A, Ph. 537-3775)
Interests: Latino Mental Health, research methods

Janet Chang, Ph.D. (UCLA), Professor, 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 (SB-411, Ph. 537-3839) Interests: Substance abuse, evidence based clinical practice, Native-American issues.

Erica Lizano, Ph.D (USC), Assistant Professor, elizano@cssub.edu (SB-403, Ph. 537-5584), Interests: Macro practice, human service worker, well-being and burnout.

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

Herb Shon, Ph.D. (UCLA), Assistant Professor, hshon@csusb.edu (SB-407, Ph. 537-5532). Interests: Micro practice, aging and long term care, field education, veterans issues.

Faculty, Title IVE (Child Welfare Training) Project

Susan Culbertson, M.S.W., Title IV-E Coordinator, sculbert@csusb.edu (SB-419, Ph. 537-7224) Interests: Child abuse and neglect, domestic and intimate partner violence, public child welfare policy and procedure, safety and risk assessment in CWS, case management.

Sandy Howard, MSW (Southern University, New Orleans), IVE Faculty
showard@csusb.edu (SB-302A Ph. 537-7224) Interests: Working with abused and neglected children and families in reunification, psychodynamic and cognitive behavioral treatment with adult sex offenders, mentoring, motivational interviewing, coaching, couple counseling and support groups, and support groups for women.

Jeannine Meza, MSW, Title IV-E Faculty, jmeza@csusb.edu (SB-417, Ph. 537-7223)
Interests: Foster care, adoption, transitional age youth, and case management and supervision.

Deirdre Lanesskog, MPA, PhD, deirdre.lanesskog@csusb.edu Interests: Social welfare policy, administration, and organizations; immigration and immigrants.

Nick Watson, M.S.W., IVE Faculty, awatson@csusb.edu (SB-402C, Ph. 537-3838)
Interests: Child welfare, at risk youth, health policy, and substance abuse.

Michael Edwards, M.S.W., IV-E Faculty, medwards@csusb.edu (SB-302G, Ph. 909-537-3266)

Pathway Distance Education Program

Shyra Harris, MSW (CSUSB), Field Coordinator, sharris@csusb.edu (SB-302C Ph. 537-3776) Interests: High risk child welfare and juvenile probation, forensic issues, severe and persistent mental illness, discharge planning and community integration, medical social work, and micro practice.

Melinda Corral, M.S.W., Title IV-E Child Welfare Outreach Specialist,
Melinda.Corral@csusb.edu (SB-405, Ph. 537-5557)

Sunshine Munesue-Tenerelli, M.S.W., Child Welfare Specialist

SWSA and Stamp Officers

Raul Maldonado
President (SWSA and STAMP)
(maldr310@coyote.csusb.edu)

SWSA

1. Vice President: Luis Murillo
2. Vice President: Katarina Kolde
3. Vice President: Natalie Rivera
4. Treasurer: Micah Carlson
5. Treasurer: Ada Dimas
6. Secretary: Meghann Doane
7. Secretary: Marlene Anceno
8. Fundraising Chair: Natalie Hoover
9. Fundraising Chair: Jennifer Thompson

Pathways Representative: Liz Sidener

STAMP

1. Vice President: Marissa Wollard
2. Treasurer: Micah Carlson
3. Secretary: Natalie Rivera

Public Relations/Communications: Meghann Doane

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

- Title IV-E Financial Aid Contact: Berennisse Behr, 537-3421

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 or <http://bulletin.csusb.edu>.
- 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 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.

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. If any member of the University community, including students, feel they have been discriminated against, they can contact Cesar Portillo, Associate Vice President for Human Resources (909) 537-5138 or Dr. Jacqueline Hughes Ass

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

Two-Year Program: Course Sequence (2016-2017)

Three-Year Program: Course Sequence (2016-2017)

Individual Program of Work: Planning Form

Advancement to Candidacy: Sample Forms

Campus Map

2016-2017 CSUSB Calendar

NASW Code of Ethics

SAMPLE SCHEDULE FOR FULL TIME STUDENTS
Program Plan – School of Social Work
2016- 2017

First Year (48 units)

Fall

SW602A	Found. Micro Practice I	4.0 units
SW604A	Hum. Bv. & Soc. Env. I	4.0 units
SW606A	Found. Macro Practice I	4.0 units
SW608A	Field Work	4.0 units

Winter

SW602B	Found. Micro Practice II	4.0 units
SW604B	Hum. Bv. & Soc. Env. II	4.0 units
SW606B	Found. Macro Practice II	4.0 units
SW608B	Field Work	4.0 units

Spring

SW602C	Found. Micro Practice III	2.0 units
SW606C	Found. Macro Practice III	2.0 units
SW612	Social Work Research I	4.0 units
	Elective	4.0 units
SW608C	Field Work	4.0 units

Second Year (42 units)

Fall

SW613	Social Work Research II	4.0 units
SW618	Mental Health Seminar	1.0 units*
SW645	Adv. Micro Practice I	4.0 units
SW655	Adv. Macro Practice I	4.0 units
SW608D	Field Work	4.0 units

Winter

SW618	Mental Health Seminar	1.0 units*
SW646	Adv. Micro Practice II	4.0 units
SW656	Adv. Macro Practice II	4.0 units
SW625A	Research Project	2.0 units
SW608E	Field Work	4.0 units

Spring

SW618	Mental Health Seminar	1.0 units*
SW647	Adv. Micro Practice III	2.0 units
SW657	Adv. Macro Practice III	2.0 units
SW660	Adv. Prac. Int. Seminar	2.0 units
SW625B	Research Project	2.0 units
SW608F	Field Work	4.0 units

* Mental Health Stipend Students Only (45 units/2nd year)

SAMPLE SCHEDULE FOR PART TIME STUDENTS
Program Plan – School of Social Work
2016 - 2018

First Year (22 units)

Fall

SW604A	Hum. Bv. & Soc. Env. I	4.0 units
SW606A	Found. Macro Practice I	4.0 units

Winter

SW604B	Hum. Bv. & Soc. Env. II	4.0 units
SW606B	Found. Macro Practice II	4.0 units

Spring

	Elective	4.0 units
SW606C	Found. Macro Practice III	2.0 units

Second Year (32 units)

Fall

SW602A	Found. Micro Practice I	4.0 units
SW612	Social Work Research I	4.0 units
SW608A	Field Work	4.0 units

Winter

SW602B	Found. Micro Practice II	4.0 units
SW613	Social Work Research II	4.0 units
SW608B	Field Work	4.0 units

Spring

SW602C	Found. Micro Practice III	2.0 units
SW625A	Research Project	2.0 units
SW608C	Field Work	4.0 units

Third Year (36 units)

Fall

SW645	Adv. Micro Practice I	4.0 units
SW655	Adv. Macro Practice I	4.0 units
SW608D	Field Work	4.0 units

Winter

SW646	Adv. Micro Practice II	4.0 units
SW656	Adv. Macro Practice II	4.0 units
SW608E	Field Work	4.0 units

Spring

SW647	Adv. Micro Practice III	2.0 units
SW657	Adv. Macro Practice III	2.0 units
SW660	Adv. Prac. Int. Seminar	2.0 units
SW608F	Field Work	4.0 units
SW625B	Research Project	2.0 units

SAMPLE

(This form is for your information only. You will not be required to select a specialization until your Advanced Year. The form will be placed in your mailbox in the spring quarter of your Foundation Year for return to the School's main office.)

Specializations for the Advanced Year

All students entering the advanced year of the M.S.W. 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 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 handed into the school office, Room 423, by WEDNESDAY, April 27th. Simply write in your name & date, circle the cohort that you are to be in, and circle or add your specialty.**

Name: _____/Date _____

Cohort in Fall (2015)

(Circle One):

2nd Year Full Time (TTH)

2nd Year Full Time (MW)

3rd Year Part Time

Specialization: _____

IMPORTANT!!

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 *foundation* 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 foundation 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 quarter of your foundation 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 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* micro and macro courses (second year for full time students and third year for part time students) you add what you learned in your foundation courses about the generalist model, social work related theories, and practice models to what you are learning in the advanced year and apply that knowledge to the area of specialization you chose. In each of your advanced 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 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 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 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 IVE program, your specialization during your advanced 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 IVE 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 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 year progresses and you are completing both macro and micro 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 foundation and advanced 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 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

Client Population

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

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

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

NAME _____
 Last First MI Address City State Zip
 PHONE: Home _____ Business _____ ID # _____ DATE _____

UNITS REQUIRED FOR GRADUATION – 90 CATALOG YEAR _____ GPA _____
 UPPER DIVISION WRITING REQUIREMENT MET BY: 1) Course No. _____ 2) Waiver _____

FOUNDATION YEAR (48 units)

REQUIRED COURSES

COURSE	UNITS	GRADE	QTR/YR	TRANSFER CREDIT (work completed at other institutions)	COMMENTS
SW 602A	4.0				
SW 602B	4.0				
SW 602C	2.0				
SW 604A	4.0				
SW 604B	4.0				
SW 606A	4.0				
SW 606B	4.0				
SW 606C	2.0				
SW 608A	4.0				
SW 608B	4.0				
SW 608C	4.0				
SW 612	4.0				
SW 613	4.0				

ADVANCED YEAR (38 units)

REQUIRED COURSES

SW 618 (For Mental Health Stipend Students Only)	1.0				
SW 618 (For Mental Health Stipend Students Only)	1.0				
SW 618 (For Mental Health Stipend Students Only)	1.0				
SW 608D	4.0				
SW 608E	4.0				
SW 608F	4.0				
SW 625A	2.0				
SW 625B	2.0				Meets Graduate Writing Requirement
SW 645	4.0				
SW 646	4.0				
SW 647	2.0				

Code of Ethics

of the

National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 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, and 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. There are many instances in social work where simple answers are not available to resolve complex ethical issues. 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.

Ethical Principles

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.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional

discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers

should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual

members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
- (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.