

Student Handbook

Master of Social Work Program

California State University, Northridge

2008-2009

College of Social and Behavioral Sciences
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I. GENERAL INFORMATION

A. Welcome

A warm welcome to the graduate students of the Master of Social Work Program at California State University, Northridge - along with a very cordial welcome from the College of Social and Behavioral Sciences. The primary goal of our Program is to offer you a quality professional education in social work. Our faculty is dedicated to your learning in an environment in which you will be encouraged to think beyond yourselves and to inquire into the most complex - yet fundamental - ideas about the human condition. In addition, your ideas will be tested in the arena of practical experience through intensive field placements. As you struggle with ideas and test them in the real world, you will have the opportunity to explore, grow, and to become. The faculty is here to support you, challenge you, and help you become professional social workers who act compassionately, thoughtfully, and ethically.

Faculty is the heart of the program. They embody that which is best about higher education: open minds, lively encounters, and high academic standards. We are very fortunate to have gathered a group of interesting and talented people who will be your teachers, mentors, and advisors. Talk with them, get to know them, and be prepared to stretch your minds in the process.

Students are the soul of the program. I welcome you to share with us information about your activities, insights on social work practice, community needs, and solutions. Like all new programs, we are in a state of becoming - so your thoughts, ideas, and knowledge are important for the growth of your Master of Social Work Program.

Welcome!

James T. Decker, Ph.D., LCSW
Professor
Chair/Director
Master of Social Work Department

B. Accreditation

Accreditation is a system for recognizing educational institutions (and professional programs affiliated with those institutions) as having a level of performance, integrity, and quality that entitles them to confidence of the educational community and the public they serve. The Commission on Accreditation (Commission of the Council on Social Work Education) is authorized to accredit baccalaureate and master's programs in social work education in the United States.

The accreditation review process provides professional judgments on the quality of a social work education program. These judgments are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Education Policy and the Commission on Accreditation. The Commission on Accreditation establishes standards for the accreditation of social work education at both the baccalaureate and master's levels. Master's programs are reviewed for their preparation of students for advanced social work practice (Handbook of Accreditation Standards and Procedures, Fifth Edition, CSWE, 2003).

On February 18, 2008, the Department of Social Work at California State University, Northridge received its Initial Accreditation from the Commission of the Council on Social Work Education for academic years 2004-2005 through 2011-2012.

Master of Social Work Advisory Board

C. Community Advisory Board

The Community Advisory Board serves as the official bridge between the Department of Social Work and the community. The Board advises the faculty on issues relevant to the Community-University relationship, and serves to support the Department in a variety of ways. They discuss the nature of field instruction and the relationship between class and field. They participate in fundraising efforts, and represent the department at events at both the University and in the community. The Chair of the Department is the link between the Board, faculty, and student body.

I. Advisory Board Members

Colleen Begley, MSW	MSW Graduate, Class of 2007
Ida Benjamin, LCSW	SFV Unit NASW
Brendan Broms	Membership Coordinator NASW, CA
Teresa A. DeCrescenzo, MSW	Part-Time CSUN faculty
Anita Devore, LCSW	Co-Chair, SFV Unit NASW
Joni Diamond, LCSW	SFV Unit NASW; Private Practice
Judy Diaz	MSW Graduate, Class of 2008
Peter Getoff, MA, LCSW	CA Dept. of Corrections Los Angeles
Fred D. Heather	K&L Gates
Sara Isaacs	MSW 2 nd year student in the three-year program
Anita Kaplan, LCSW	SFV Mental Health Center
Robert A. Knox	The P&G Distributing Company
George A. Maranon, D.D.S.	Dentist Office
Lyn Munro, LCSW	Retired after 34 yrs in childrens' services, mental health, adoption, and foster care

Peggy Polinsky, MSW, PhD	Parents Anonymous® Inc.
Bonnie Roth, LCSW	SFV Mental Health Center
Rafael "Ray" Vega	President/CEO Casa Vega Fine Mexican Cuisine
Cathleen Watkins	MSW 2 nd year student in the two-year program
John H. Wolf	Attorney At Law John H. Wolf & Associates

D. Faculty and Staff

I. Full-Time Social Work Faculty

Eli Bartle, Ph.D., MSW

Eli Bartle, Professor, joined the CSUN faculty in the Fall of 1998. Dr. Bartle received his Ph.D. in Lawrence, Kansas from the University of Kansas and his MSW from the University of Nebraska, Omaha. Dr. Bartle has nine years of practice experience as a caseworker and youth counselor in both Child Protective Services and other Child Welfare agencies in Nebraska and Arizona. In his most recent position at the Project EAGLE Comprehensive Care Development Program, Dr. Bartle was part of a team of ethnographers who worked with staff and clients to document the empowerment progress of families who had pre-school-aged children at risk for developmental difficulties.

Dr. Bartle was also a researcher for the Family & Children Research Center in Urbana, Illinois and has held teaching positions at the University of Illinois in Urbana; Arizona State University, and the University of Kansas as well as at his present position at California State University, Northridge. Dr. Bartle's research interests are in the areas of public assistance, workplace policy, child welfare, and hate crimes. He has published six juried articles; one juried article in press; two monographs; ten grant reports; presented fifteen papers at local, national, and international conferences; and served as Principal Investigator for four federal and state grants. Dr. Bartle also serves on the editorial board of the Journal of Poverty.

Jean E. Daniels, DSW, LCSW

Jean Daniels, Professor, joined the CSUN faculty in the Fall of 1976. Dr. Daniels received her Doctorate of Social Welfare from the University of California, Los Angeles and her MSW from Howard University in Washington D.C. Dr. Daniels also has a Master of Public Health (MPH) from University of California, Los Angeles. Dr. Daniels has practice experience in mental health at the Neuropsychiatric Institute at UCLA in both the adult and children inpatient wards. She spent a year at Guy's Hospital, York Clinic in London, England. She holds professional credentials from the NASW Academy of Certified Social Workers (ACSW) and the California State Licensed Clinical Social Workers (LCSW). Dr. Daniels was a Professor in Sociology before her appointment to the MSW Program. She has published in juried social work journals, gerontology/aging journals, and family journals. She has presented at local, national and international conferences, and has been the Principal Investigator for a \$300,000 grant from Los Angeles County Department of Children and Family Services. Dr. Daniels has served on the National Board of the American Lung Association, on committees of the California Chapter NASW, and on advisory committees in social service organizations.

James T. Decker, Ph.D., LCSW

James T. Decker, Professor, joined the CSUN faculty in the summer of 2006. He is the Chair of the Department of Social Work and Director of the MSW Program. His degrees include a Ph.D. in Organizational Development from the University of Minnesota; Ph.D. in Clinical Psychology from Pacifica Graduate Institute; and MSW degree from the State University of New York at Stony Brook. Dr. Decker has been the Director and Graduate Coordinator of three different MSW Programs:

Bridgewater State College, Bridgewater, Massachusetts. University of North Dakota, Grand Forks, North Dakota, and Radford University, Radford, Virginia. Dr. Decker was also Chair of the Department of Social Work, Human Services, and Allied Health at Northern Kentucky University, Highland Heights, Kentucky, and Director of the BSW Program at the University of Texas at El Paso.

Dr. Decker has consistently received high teaching evaluations, published twenty-eight juried articles, has one book published, twenty book chapters, and monographs. He presently serves on two editorial review boards and has served as Principal Investigator for over thirty-one federal and state grants totaling over \$7,542,897.00. Dr. Decker also has experience in organizing and writing self-studies for CSWE in addition to his role as a Site Reviewer for CSWE.

Dr. Decker was the Senior International Non-Resident Scholar (2005-2006, 2006-2007) in the Academic Fellowship Program at Tbilisi State University in the Republic of Georgia, assisting in the development of a new Master of Social Work program, and since January, 2007 is the Co-Director and Professor of the Social Work Department at Ilia Chavchavadze State University, Tbilisi, Georgia. Dr. Decker has over twenty-five years of private practice experience working with families and individuals, and in the areas of substance abuse and domestic violence. He was Executive Director/CEO for seventeen years of a large managed behavioral health organization in California. He is a Jungian Analyst and a Licensed Clinical Social Worker in the state of California since 1982.

Jieha Lee, Ph.D., MSW

Jieha Lee, Assistant Professor, joined the CSUN faculty in the Fall of 2008. Dr. Lee received her Ph.D. in Social Work from Boston University and MSW degree from the University of Southern California. Dr. Lee has been a guest lecturer in both her MSW and Ph.D. programs on the topic of Research and Human Behavior. She has one sole juried article published, three co-authored publications, one sole publication in preparation, and has presented eleven papers at social work conferences. Her research interest is in sexually transmitted diseases and sexual risk behaviors among racial/ethnic minority females.

Amy Levin, Ph.D., MSW

Amy Levin, Assistant Professor, joined the CSUN faculty in the Fall of 2004. Dr. Levin received her Ph.D. in Social Work from the University of Southern California and her MSW from Columbia University. Dr. Levin has nine years of practice experience as a clinician in both mental health and preventive service agencies in New York and California. In her most recent position at the University of Southern California Staff and Faculty Counseling Center, Dr. Levin was a Crisis Intervention Counselor. Dr. Levin has also been a Field Liaison and a Field Instructor and has held a teaching position at the University of Southern California and Hebrew Union College in Social Work. Dr. Levin's research interests are in the area of at-risk youth, motivation to stay in school and levels of self-esteem. She has published five juried articles, two monographs, presented eleven papers at local, national and international conferences and is currently serving as Principle Investigator for several internal grants. Dr. Levin is the faculty advisor for the Social Work Society, which is a student run organization. Dr. Levin serves on several committees at CSUN, such as the Sexual Assault Committee and the Sierra Annex Planning committee. She is also a board member at local community organizations, such as Rock the Classroom and Madison Community Collaborative.

Susan Love, Ph.D., LCSW

Susan Love, Assistant Professor, joined the CSUN faculty in the Fall of 2007. Dr. Love received both her Ph.D. in Social Work and MSW degree from the University of Washington, and she has a Master of Arts degree in Marriage, Family and Child Counseling (MFC) from John F. Kennedy University. Dr. Love has been teaching for the past six years at California State University, Long Beach. She was also an Adjunct Professor at University of Southern California, and worked as a trainer for the

Inter-University Consortium (IUC) and as the IUC Field Education Coordinator at CSU, Long Beach. Dr. Love has over twenty years of clinical independent social work practice experience. She has two juried articles in print, two juried articles in press, and has presented papers at social work conferences.

Hyun-Sun Park, Ph.D., MSW

Hyun-Sun Park, Assistant Professor, joined the CSUN faculty in the Fall of 2008. Dr. Park received both her Ph.D. in Social Work and MSW degree from the University of Texas at Austin. Dr. Park has been a teaching assistant since 1999 at University of Texas at Austin and a Research Assistant from 2003-2006. She has one juried article in print, one juried article under revision, and has presented three papers at social work conferences. Her research interest is immigrant families.

Wendy Ashley, Psy.D., LCSW

Wendy Ashley, Lecturer, joined the CSUN faculty in Fall of 2008. Dr. Ashley received her Psy.D. from Ryokan College and she received her MSW from the University of Southern California. She has thirteen years of social work experience. Dr. Ashley has been a Clinical Director from 2000-present and an Adjunct Faculty at National University from 2007-present. She also has managed her private practice in psychotherapy from 2003-present as well as being a Contract Therapist from 2004-present.

Dana Gaines, MSW

Dana Gaines serves as IUC Consultant and Field Instructor for our Palmdale site as well as a Lecturer, and joined the CSUN faculty in 2007 where she oversees our IUC Child Welfare Stipend program. She received her MSW from Colorado State University. Ms. Gaines also teaches our Supervision Child Welfare elective course offered to Concentration-year students.

Beth Halaas, MSW

Beth Halaas, Director of Field Education, joined the CSUN faculty in the Fall of 2004. Ms. Halaas received her MSW degree from University of California, Los Angeles and has nineteen years of practice experience in both the private and public sectors. She has worked primarily in the areas of social service management, planning, and administration; case management; training/education; public health; drug/alcohol treatment, and HIV/AIDS in the greater Los Angeles area. Prior to joining the CSUN MSW faculty, Ms. Halaas was Director of Community Programs for Tarzana Treatment Centers, Director of Client Services for the AIDS Service Center, and Case Management Coordinator for the Office of AIDS Programs & Services, Los Angeles County Department of Health Services. Ms. Halaas also held a Lecturer position for several years at UCLA. She has one juried article in press.

Jennifer Henningfield, LCSW

Jennifer Henningfield, Field Education Coordinator and Lecturer, joined the CSUN faculty in 2007. She received her MSW from University of California, Los Angeles and has over twenty years of practice experience. Ms. Henningfield serves on multiple committees relevant to field and GSWEC events supporting students, and other general field support events. Currently, those committees include membership on the Job Fair Committee and the GSWEC Committee. She also participates in the Placement Fair and the Field Instructor Luncheon. She is a new advisory board member for the Santa Clarita Valley Youth Project.

Katie Mortimer, LCSW

Katie Mortimer, CalSWEC Coordinator and Lecturer, joined the CSUN faculty in 2007 where she oversees our Child Welfare Stipend program. She received her MSW from University of Southern California. She teaches the Child Welfare Services elective course for students in their Concentration-

year. In addition, she has also taught the required course Family Crisis, Trauma and Grief in Urban Settings, and both electives DSM IV and Mental Health Services for Concentration-year students. Ms. Mortimer has twelve years of Child Welfare and community mental health experience, serving in both direct practice and administrative capacities in the field. After holding clinical positions, she was promoted to Clinical Supervisor, Program Director of Therapeutic Behavioral Services (TBS), and Program Director of Outpatient Services. Prior to joining us at California State University, Northridge, her teaching experience has included clinical, policy, and theory-based training for both post-bachelor and post-graduate level employees in an agency setting. Ms. Mortimer serves on multiple committees relevant to CalSWEC funding, events supporting students, and other general field support events. Currently, those committees include heading the Los Angeles Field Education Joint Symposium Committee, and membership in the CalSWEC Job Fair Committee. Each committee involves the five MSW programs located in Southern California, including University of California, Los Angeles, University of Southern California, California State University, Los Angeles, California State University, Long Beach, and California State University, Northridge. She also participates in the tri-annual CalSWEC Project Coordination meetings to support program oversight. She is a new member to the Los Angeles County Task Force to End Homophobia.

Jose Ramos, Jr., MSW

Jose Ramos, Lecturer, joined the CSUN faculty in 2007 serving as a Field Liaison and will be assuming his new position as a full-time lecturer in Fall 2008. Mr. Ramos received his MSW from California State University, Long Beach. He has fourteen years of experience in the social work field including: Program Director, Program Instructor, and Program Coordinator. Mr. Ramos also has three years of experience as an Adjunct Professor and one year of Field Liaison experience at CSUN in the MSW Program.

2. Part-time Faculty and Field Liaisons

Diane Duff, MBA

Lecturer

Julie Gould, LCSW

Field Liaison

Shoshanna Hecht, LCSW

Field Liaison

Vanessa Hirsí, LCSW

Field Liaison

Janis Lyons, LCSW

Field Liaison/Lecturer

Caroline Nersessian, LCSW

Field Liaison

Luis Pereira, MSW

Field Liaison

3. Administrative Staff

Naomi Campos, ME
Administrative Support Coordinator

Heather Lang
CalSWEC / IUC Administrative Assistant

Frances Rucks
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4. Faculty and Staff Directory

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II. OUR MISSION, GOALS, AND OBJECTIVES

A. Department of Social Work Mission Statement

The missions, goals and, objectives of the Master of Social Work program at California State University, Northridge are to prepare advanced professional practitioners to address the needs of the San Fernando Valley and the greater Los Angeles and Southern California regions and to enhance social services for people in urban environments through a strengths-based, community-oriented urban family practice model while promoting social justice with special sensitivity to the multicultural and multinational population.

Our mission, goals, and objectives are woven throughout the curriculum. We prepare graduates to work successfully with a variety of client systems. The MSW Program is grounded in a strengths-based framework to promote the well-being of urban families and urban communities. Our curriculum incorporates content on the profession's history, purposes, and philosophy. It emphasizes critical and creative thinking that will enable our graduates to initiate, adapt, and evaluate interventions for urban families while remaining alert to relevant national and global issues. The program trains professionals to practice ethically and competently and to integrate social work knowledge, process, and values into all professional activities.

B. Definition of Program Goals

Our mission has guided the faculty in the development of programmatic goals. Through the use of curriculum committees we have integrated our mission statement into our goals and objectives. The mission, goals, and objectives are reflective of the knowledge development and research purpose of social work education.

The program has goals derived from its mission and these goals reflect and incorporate the purposes of social work education defined in the Educational Policy and Accreditation Standards statement.

The mission of the Master of Social Work Program is to maintain and enhance social services for people in urban environments by educating professional, master's level social workers with special sensitivity to the multicultural and multinational populations of the San Fernando Valley and the greater Los Angeles and Southern California regions.

1. Program Goals of the MSW Program

- **Goal 1:** To develop graduate social workers who understand and advocate for effective social services in increasingly complex and diverse communities that exist in the San Fernando Valley and Southern California.
- **Goal 2:** To inspire students to commit to a vision of social work practice based on human rights and social justice.
- **Goal 3:** To prepare students with the knowledge and skills necessary to carry out various practice roles with people from diverse backgrounds across multiple levels and settings from a local, regional, national, and global perspective.
- **Goal 4:** To advance social work practice through the use and development of research knowledge and skills.
- **Goal 5:** To provide students with the knowledge and skills to develop and implement policy and programs and to practice from a strengths-based perspective.

- **Goal 6:** To prepare students for leadership roles in the development, implementation, and evaluation of services with urban families or within urban social service environments.

These program goals reflect the broad goals of social work education and are aligned with the purposes of the profession, as articulated in EPAS (pp. 31) 1. Purposes; 1.0 Purpose of the Social Work Profession.

C. Program Purposes of the MSW Program

- Enhance human well-being and alleviate poverty, oppression, and other forms of social injustice as reflected in CSUN's MSW Goal 1 and 2.
- Enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress, as reflected in CSUN's MSW Goal 1, 3, and 5.
- Formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities, as reflect in CSUN's MSW Goal 5.
- Pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice, as reflected in CSUN's MSW Goal 2 and 5.
- Develop and use research, knowledge, and skills that advance social work practice, as reflected in CSUN's MSW Goal 4.
- Develop and apply practice in the context of diverse cultures, as reflected in CSUN's MSW Goal 3 and 6.

D. Strengths-Based Framework of the CSUN MSW Program

The MSW Program is committed to a social work practice model with individuals and urban family well-being. The program incorporates seven theoretical perspectives or approaches that make-up a strengths-based framework which is used to elaborate on the program's mission and to develop the program's goals, Foundation-year objectives, and Concentration-year objectives. The following seven knowledge bases provided the foundation for the development of our strengths-based framework:

- Community development;
- Family systems;
- Strengths perspective framework;
- Resilience frameworks;
- Social justice frameworks;
- A bio-psychosocial framework and an ecological perspective; and
- Culturally congruent practice.

E. Overview of Knowledge Bases

- **Community Development:** A strengths-based perspective views communities as critical human associations. These associations are based on ties of kinship, relationship, and shared experiences in which individuals voluntarily attempt to provide meaning in their lives, meet individual needs, and accomplish personal goals (Brueggeman, 1996). Communities are social systems that may take on various forms, including religious

institutions, ethnic and cultural organizations, neighborhoods, and kinship networks. Social workers grounded in a strengths-based approach are cognizant of the interrelatedness of clients' well-being and the conditions in and of the larger community. This theory base helps social workers understand behavior in context and illustrates how systems have an impact on individual social functioning. Strengths-based practice stresses that social workers must be involved in strategies aimed at changing the social environments of clients. These strategies include advocacy, empowerment, policy development, and change implementation.

- **Family Systems:** A strengths-based approach to practice recognizes the importance of urban family systems and of natural helping networks. However, a strengths-based perspective is far more than simply helping clients adapt to their social milieu. Systems theory focuses on linkages that connect individuals with each other. It implies the need to change the system as well as individuals and urban families within it in order to attain a better "fit" between the two. Systems theory provides a paradigm that focuses on multiple levels of phenomena simultaneously and emphasizes the interaction and transactions between parts (Hoffman, 1981).
- **Strengths Perspective Framework:** The strengths perspective has become the principal orientation of much of social work practice over the last decade and provides a thematic direction for the development of our practice approach. Among its most articulate proponents, Dennis Saleebey (2006) states that:

Practicing from a strengths orientation means this – everything you do as a social worker will be predicated, in some way, on helping to discover and embellish, explore and exploit clients' strengths and resources in the service of assisting them to achieve their goals, realize their dreams, and shed the irons of their own inhibitions and misgivings, and society's domination. (p. 1)

According to Saleebey (2006), social work has long presumed itself to be building on clients' strengths, but in fact, that impulse has been undermined by our cultural and professional reliance on pathology—or deficit-based explanations and interventions. He sees the strengths perspective as an overall approach to thinking and practice that addresses individual suffering and social justice.

- **Resilience Frameworks:** To ground the strengths-based paradigm in practice, resilience theory is used as the system of understanding that shapes the strengths-based perspective. To utilize the strengths-based perspective in social work practice, then, is to work to enhance the resilience of client systems. This goal is the foundation of the MSW Program's Concentration-year curriculum: To utilize strengths-based practice strategies to enhance the resilience of individuals, urban families, and communities.

In order for social workers to abandon the entrenched use of pathology-based explanations for people's difficulties and a deficit-correction pattern of interventions, Itzhaky and Bustin (2003) note that social workers need to experience themselves as having the capacity to be helpful unrelated to their ability to prescribe solutions. They can only give up the sense of control that the prescribing role supports when they feel personally empowered and possess adequate resilience-enhancing skills. The California State University, Northridge MSW Program seeks to graduate social workers with a sense of personal empowerment and the commitment to resilience-enhancing empowerment skills that they can share with their clients and communities.

- **Social Justice:** Social justice is increasingly described as the organizing value of social work (Swenson, 1999). Van Soest (1995) noted three components of social justice: legal justice (what one owes society), commutative justice (what people owe each other), and

distributive justice (what society owes the individual). A commitment to human rights and social justice provide the moral grounding for social work practice and research. These concepts reflect our belief that all people should fully participate in the “culture’s construction of the good and the real” (Gergen, 1994, p. 180). They direct social work resources and activities toward people who are oppressed and marginalized. Since respect for basic human rights provides the necessary conditions for a just society, freedom and well-being are the starting points and ultimate criteria by which we judge the value of social work practice and research. Social workers contribute to a just society by helping to create the structural arrangements and social processes in which these fundamental rights are honored and resources are obtained and distributed in an equitable manner.

Theorists and practitioners have increasingly addressed the role of social justice and human rights in social work practice and social work education over the last two decades - such consideration is invigorating and imperative for a profession whose goal is to ensure that economic and social resources are available on an equal basis to all citizens. The valuing of social justice and human rights and the implications of that valuing for the profession underlies the MSW Program at California State University, Northridge and its efforts to enlighten and empower social workers to be active change agents on behalf of those who face adversity or are oppressed. Knowledge and skills related to social justice are fundamental to the curriculum, as is indicated in the course syllabi.

- **A Bio-Psychosocial Framework and an Ecological Perspective:** Integrating a bio-psycho-social framework and the ecological perspective enhances students’ insights and knowledge about the human condition. Hutchison (1999) defines the bio-psycho-social framework as “an approach that considers human behavior to be the result of interactions of integrated biological, psychological, and social systems” (p. 456). It offers social workers guidance concerning dimensions of human behavior that must be understood to work with clients to maximize their functioning. Knowledge of biological influences, psychological perspectives, and social theories on family dynamics, ethnicity and culture, social movements, socio-economic class, and social institutions are introduced in the Foundation-year curriculum. The ecological perspective complements the bio-psycho-social framework, emphasizing the interactions between people and their multiple environments. The ecological approach provides concepts—such as person-environment fit—that help social workers understand people’s transactions and allows social workers and clients to identify and address those processes that undermine human dignity, self-actualization, and fulfillment.
- **Culturally Congruent Practice:** Developing a strengths-based approach must include knowledge of culturally congruent practice. Intercultural understanding has been a mainstay in social work in its efforts to address the needs of all client systems in sensitive and relevant ways. Recent literature has suggested difficulties with the concept of cultural competence (Dean, 2001, Dyche and Zayas, 2001, and Poole, 1998) and other language has been offered that may be more specific to our goals, such as culturally congruent or culturally relevant practice. Embracing the need to give voice to marginalized communities, the California State University, Northridge MSW curriculum addresses ways for students to learn and practice ways of working with diverse groups of clients that best enable members of those communities to achieve their goals.

The above philosophy defines the conceptual parameters and commitments of the program. It articulates the assumptions that grounds our curriculum and outlines our

vision of professional social work. This framework further refines the MSW Program's mission and is a basis for forming the goals and objectives.

III. PROGRAM OBJECTIVES

A. Foundation-Year Objectives

The Foundation-year objectives outlined by CSWE in the 2003, Educational Policy and Accreditation Standards (EPAS) have been adapted to create the following Foundation-year objectives for California State University's MSW Program. Graduates will be able to:

- Apply critical thinking skills within the context of professional social work.
- Understand the value base of the profession and its ethical standards and principles, and act accordingly.
- Practice without discrimination, with affirmation, with respect, knowledge, and skills related to clients' age, class, race, culture, (dis)ability, ethnicity, family structure, sex, gender, national origin, religion, sexual orientation, and income.
- Demonstrate an understanding of the forms and mechanisms of prejudice, oppression, and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- Understand and interpret the history of the social work profession and its contemporary structures and principles, connecting these to implications for the professional social work role.
- Apply the knowledge and skills of a strengths-based generalist social work perspective to practice with systems of all sizes, utilizing an intergenerational approach.
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the development and behavior of families, groups, and communities, in interaction with one another and in the context of the wider community.
- Assess human needs, analyze, formulate and influence social policies, and work within social and political institutions with the aim of strengthening individuals, families, and communities.
- Evaluate research studies, apply research findings to practice, and demonstrate the ability to evaluate one's own practice.
- Use assessment and communication skills differentially across client populations, colleagues, and communities.
- Use supervision and consultation appropriate to social work practice with the goals of professional development, service to clients, and accountability to the agency.
- Function within the structure of organizations and service delivery systems and seek organizational change necessary to promote effectiveness, positive client and colleague relationships, and social justice.

B. Concentration-Year Objectives

The Concentration-year objectives reflect the Program's expanded mission and goals. The Program is designed to prepare advanced practitioners utilizing a strengths-based model for practice with urban families. These practitioners will be able to address regional needs, promote social justice, and enhance the strengths and resilience of individuals, urban families, and communities.

Course content and fieldwork form the core curriculum that allows students to continue to learn and refine their knowledge, skills, and values of social work. Graduates will be able to:

- Base the selection of interventions on those theories that enrich the biological, social, cultural, psychological, and spiritual dimensions of individuals, urban families, and communities across their life span.
- Under professional supervision, demonstrate ethically-anchored strengths-based practice designed to achieve the goals of individuals, urban families, and communities while promoting social and economic justice
- Evaluate, select, and implement culturally sensitive theories and practices founded on social work values and ethics that incorporate a strengths-based approach, which will enhance resilience in diverse individuals, urban families, and communities.
- Utilize and apply research findings in the selection and evaluation of clinical and policy practices as well as programs designed to strengthen the functioning of individuals, urban families, and communities.
- Employ financial, organizational, administrative, and planning processes in order to enhance their ability to identify and implement public organizational policies and procedures that support the resilience of individuals, urban families, and communities.

Graduate education is ideally characterized by intellectual curiosity and the desire to contribute to human knowledge. It is much more than a mere continuation of undergraduate work. The MSW Program at California State University Northridge is designed for students who have demonstrated in their earlier studies outstanding academic ability and the capacity for independent thought and work. The graduate curriculum emphasizes the enhancement of both cognitive and pragmatic abilities. As a result, students are required to operate in a manner that includes intentional reflection on their interactions at the level of both content and process.

C. Foundation Objective of MSW Program

The California State University, Northridge MSW Program defines its foundation goal as the preparation of students for generalist social work practice. CSUN will provide an influx of strengths-based, MSW practitioners, and leaders to the underserved, diversely populated San Fernando Valley as well as the Greater Los Angeles Area. The six program objectives, which follow, are to be achieved by MSW students at the completion of their graduate studies. At the completion of those studies, students should be able to:

- Apply critical thinking skills to understand and influence theoretical frameworks of human behavior, social welfare policy and services, and social work practice from a bio-psycho-social-spiritual, strengths-based perspective.
- Advocate for social and economic justice for all sizes of systems.
- Use social research to affect and enhance social work practice interventions and programs and to evaluate one's own practice.
- Know and adhere to the ethics and values of social work.
- Value and respect cultural diversity, especially in the San Fernando Valley and greater Los Angeles regions.
- Display advocacy in analyzing, formulating, implementing and influencing policies and services affecting urban families.

IV. FOUNDATION-YEAR CURRICULUM

A. Foundation-Year Design

1. Fall Semester

Course	Course Title	Units
SWRK 501	Human Behavior and Social Environment I	3
SWRK 510	Generalist Social Work Theory & Practice I	3
SWRK 521	Generalist Social Work Theory & Practice II	3
SWRK 522	Foundations of Field Education I	3
SWRK 525	Social Welfare Policy and Services	3

2. Spring Semester

Course	Course Title	Units
SWRK 502	Human Behavior and the Social Environment II	3
SWRK 520	Generalist Social Work Practice in Multicultural Settings	3
SWRK 523	Foundations of Field Education II	3
SWRK 535	Research Methods for Social Work Knowledge & Practice	3
SWRK 603	Practice-DSM-IV-TR	3

B. Foundation-Year Courses

SWRK 501: Human Behavior and the Social Environment I

This course provides information on human behavior and the social environment, with particular emphasis on smaller systems such as the individual, couples, and families. The course content includes theories about human behavior from the ecological and strengths perspectives and systems theory as well biological, social, and psychological perspectives. The course focuses on the development of the human being from birth through death and also examines the interaction of human behavior within the social environment and the effects of the environment on people as well as the roles people play in shaping the social environment.

SWRK 502: Human Behavior and the Social Environment II

This course is designed to assist the student in developing an understanding of the developmental dynamics of larger social systems specifically groups, organizations, and communities. These systems are interdependent with the political, social, cultural, economic and natural environments. They exercise enormous influence on individuals and families who, in turn, influence the larger systems. The course emphasizes multiculturalism, diversity, and social justice in relation to social systems. This course will build on the students' knowledge of human development and relationships from an ecological perspective, which was covered in SWRK 501.

SWRK 510: Generalist Social Work Theory & Practice I

This is an introductory course on generalist social work methods and skills for smaller system social work intervention. Attention is given to the historic development of social work practice, the nature and application of social work values and ethical principles, the theoretical framework of helping methods, and the processes of assessment, planning, intervention, termination, and evaluation of services with individuals, couples, families, and small groups. Emphasis is on a generalist approach to helping within an ecosystem approach for understanding the person-in-situation. The strengths-based approach, which reinforces the strengths of clients rather than their deficiencies, is emphasized in the course. This is a generalist practice with smaller systems course which utilizes steps of engagement and relationship building, assessment and problem definition, data collection, goal setting, selecting strategies, implementation of intervention, evaluation, and follow-up. These steps are distilled from the works of many of the writers on generalist practice.

SWRK 520: Generalist Social Work Practice in Multicultural Settings

This course is designed to assist graduate social work students in understanding and interacting in a culturally competent manner with the multitude of groups that are identified by race, culture, ethnicity, class, religion, gender, age, sexual orientation, mental or physical disability, and regional or national origins, using generalist social work practice principles and methods. Students are introduced to patterns, dynamics, and consequences of modern urban oppression, discrimination, and economic deprivation, and the social processes and practices that produce it. Sensitivity to and the development of skill in working with the variety of groups encountered in modern American cities are emphasized. Skills in working with multicultural systems of all sizes are addressed, including, individuals, families, small groups, organizations, and communities. This course is part of the foundation practice curriculum. The faculty views this course as being of special importance because of the multicultural nature of the university and community where the program is located.

SWRK 521: Generalist Social Work Theory & Practice II

This course is designed to help students understand organizations, institutions, and communities, and the knowledge bases of social work generalist practice for interventions at these levels. It provides an opportunity to explore selected macro generalist practice models and to learn new skills in service delivery. The course provides students with an understanding and perception of needed social change and responses of the social work profession in promoting change through assessment, planning, interventions, and evaluation on the macro level.

SWRK 522: Foundations of Field Education I

Foundations of Field Practicum I is designed to permit the student to apply knowledge, skills, and ethics learned in social work coursework (and information gained in their undergraduate Liberal Arts coursework) during their field practicum experience. The chief purpose of the Foundation-year field placement is to develop generalist social work practice skills that are applicable in a wide variety of practice settings. Students are required to complete approximately 200 hours of supervised practice in their assigned social service agency and attend field practicum designed to integrate classroom learning and field experience. In the field practicum course, discussions related to the students' field internship experience help the students to reinforce material that they have learned in their practice class. This is accomplished through various group discussions. Please refer to the CSUN MSW Field Manual for further information.

SWRK 523: Foundations of Field Education II

The professional Foundation-year, field practice is designed to permit the student to apply knowledge, skills, and values learned in social work courses during their field practicum experience.

During the second semester of the Foundation-year, students continue their practicum at their first semester assigned placement site while continuing to develop and enhance their basic social work practice skills. In the second semester of field, students are required to complete approximately 240 hours of supervised practice in their assigned social service agency and attend field practicum designed to integrate classroom learning and field experience. In the field course, discussions related to the student's field internship experience help the students to reinforce material that they have learned in their practice class. This is accomplished through various group discussions.

SWRK 525: Social Welfare Policy and Services

This course examines economic, historical, political, intellectual, and socio-cultural factors as well as leadership, values, and ideologies that shape social welfare policy, programs, and services. It addresses the historical development, pertinent concepts, skills, and definitions associated with social welfare problems and policies. It addresses various frameworks for studying social welfare policy, programs and services, and examines the roles of policy-makers, the processes of social change, and the roles of social workers as facilitators of positive social change. Special emphasis is placed on the effects of social and economic policy decisions on impoverished and oppressed people, and on applying a strengths perspective and solution-focus to policy formation, analysis, and change.

SWRK 535: Research Methods for Social Work Knowledge and Practice

This course gives an overview of social science research methods useful for social work practice. It provides the foundation knowledge and skills that enable students to be intelligent consumers of information, conduct social research, and to critically evaluate social work practice. Students will also learn how to use research to scientifically evaluate their own practice. The application of social research methods to social work practice in various size systems is a primary emphasis. Finally, the course is designed to advance students beyond a basic understanding of the research process. The student will gain an understanding of how research can facilitate and inform the on-going evaluation of one's practice.

SWRK 603: Practice DSM-IV-TR

This course will expose students to multiple perspectives in assessing and diagnosing adults, adolescents and children implementing culturally sensitive theories and practice founded on social work values and ethics that incorporate a strengths-based approach to social work practice. Students will learn how to assess a client system within the framework of the social work system which relies upon DSM-IV-TR.

V. CONCENTRATION-YEAR CURRICULUM

A. Concentration-Year Design

1. Fall Semester

<u>Course</u>	<u>Course Title</u>	<u>Units</u>
SWRK 601	Advanced Social Work Practice with Urban Families I	3
SWRK 622A	Advanced Field Practicum with Urban Families I	3
SWRK 635	Advanced Skills in Program Evaluation and Research with Urban Families	3
SWRK 645	Urban Social Policy and Advocacy	3
Elective		3

2. Spring Semester

<u>Course</u>	<u>Course Title</u>	<u>Units</u>
SWRK 602	Advanced Social Work Practice with Urban Families II	3
SWRK 622B	Advanced Field Practice with Urban Families II	3
SWRK 630	Family Crisis, Trauma & Grief	3
SWRK 698	Graduate Project	3
Elective		3

3. Electives

<u>Course</u>	<u>Course Title</u>	<u>Units</u>
SWRK 650 A	Child Welfare	3
SWRK 650 B	Addictions	3
SWRK 650 C	Social Work Practice in Mental Health Settings	3
SWRK 650 D	Social Work Practice with Immigration and Families	3
SWRK 650 G	Supervision, Leadership, Consultation and Administration	3
SWRK 650 I	Aging	3

B. Concentration-Year Courses

SWRK 601: Advanced Social Work Practice with Urban Families I

This is the first of two Concentration-year practice courses. This course will present a theoretical analysis of urban family functioning and integrate this analysis with social work practice. This course will also focus on commonly employed models of community inter-generational, family-based social work practice with diverse families. Broad definitions of “family” will be used including, extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, and other inclusive definitions. Models that have significantly contributed to social work practice with

families are studied with a focus on the processes of assessment, intervention, tools of engaging and evaluation. This course will cover all stages of the helping process with families (i.e., engagement, assessment, planning, evaluation, intervention, and termination). Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires.

SWRK 602: Advanced Social Work Practice with Urban Families II

The second of two Concentration-year practice courses offer second-year MSW students the opportunity to study and apply multiple clinical models in the treatment of individuals from a strengths-based practice model, which promotes resilience in individuals. Students will be asked to use assessment and diagnosis skills from culturally sensitive theories that complement a strengths-based approach to practice with individuals prior to applying cognitive and post-modernist clinical theories to the treatment of individual clients.

SWRK 622A: Advanced Field Practicum with Urban Families I

In the advanced field practicum, students continue to build upon the knowledge and skills gained during the Foundation-year practicum. The first semester of the course introduces the advanced concentration curriculum. Students are required to complete approximately 296 hours of supervised practice in their assigned social service agency and attend field practicum course designed to integrate classroom learning and field experience. In the field practicum course, discussions related to students' field internship experience help the students to reinforce material they have learned in their practice class and other course work, as well as in their professional development in the areas of self, boundaries, and professional communication. Please refer to the CSUN MSW Field Manual for further information.

SWRK 622B: Advanced Field Practicum with Urban Families II

Advanced Field Practicum with Urban Families II is the second semester of the Concentration-year field practicum courses, and is a continuation of field education and practicum supporting the Concentration-year curriculum, which focuses on social work with urban families. During the second semester of field practicum, students continue at their first semester assigned placement site while continuing to enhance their social work practice skills. In the second semester of field, students are required to complete approximately 360 hours of supervised practice in their assigned social service agency. Please refer to the CSUN MSW Field Manual for further information.

SWRK 630: Family Crisis, Trauma & Grief

This concentration course explores the effects of trauma and stress on urban families, individuals, and communities and examines a variety of approaches to working with clients who experience severe adversity in their lives. In this course we will identify potentially traumatizing experiences. We will study various models for understanding responses to trauma, including Post-Traumatic Stress Disorder. We will explore ways to assess and address trauma and chronic stress in direct practice situations (individual, family, and group work) and with different age groups and varying demographic urban populations. We will also address the issue of vicarious traumatization as it relates to clinical work in this area as well as relevant community and policy practice.

SWRK 635: Advanced Skills in Program Evaluation and Research with Urban Families

This course provides a more in-depth view of social science research methods useful for social work practice. It provides the knowledge and skills that enable students to be intelligent consumers of

information, to conduct social research, and to critically evaluate social work practice. Students will also learn how to use research to scientifically evaluate their own practice. The current socio-political climate is increasingly focusing on assessing the costs, quality, and effectiveness of social work services. This course is based on the assumption that as a practicing social worker, you will be engaged in applying research findings in your clinical work and using research methods to monitor and evaluate clinical interventions and services to urban families. The use of the scientific method to inform practice decisions is a theme throughout the course. In the first part of the course, the major focus is on single systems design. Students will both learn and utilize the procedures required to successfully implement single subject design for evaluation practice. The second part of the course will focus on evaluating practice via other research methodologies. Students will learn the skills of problem formulation, operationalization, and examination and utilization of the peer-reviewed literature by focusing on a research topic they are passionate about. This work will serve as the foundation upon which their graduate project will be based.

SWRK 645: Urban Social Policy and Advocacy

This course is designed to help students gain knowledge and skills of policy practice (including both analysis and advocacy) to effectively participate in the development and advancement of policies that support and effect change at multiple levels of diverse client systems in urban environments. This course complements Advanced Social Work Practice with Urban Families I by skill-building in both formal and informal policy analysis, identifying underlying values, and communicating and organizing to effect policy formation and change.

SWRK 698: Graduate Project

Offered as the culminating experience of the graduate program, students complete an individual research project reflecting the students' interest and needs in working with urban families. This project meets the culminating experience requirements.

SWRK 650 A-Z: Six credits of elective courses

VI. ETHICAL CONDUCT

A. Preamble of the National Association of Social Workers (NASW) Code of Ethics

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 attending 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 organization, 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. The 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.

To review the NASW Code of Ethics in its entirety please refer to the following website: <http://www.socialworkers.org/pubs/code/code.asp>.

B. Purpose of the NASW Code of Ethics

Professional ethics are 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.

C. NASW Code of Ethics as applied to MSW Program

It is the expectation of the CSUN MSW Department for students to uphold the NASW Code of Ethics in the classroom and during the field practicum experiences. Please refer to the MSW Field Education Application and the MSW Field Education Student Agreement. Student behavior which is contrary to the guidelines for professional conduct for social workers as specified in the NASW Code of

Ethics will be reviewed by the Academic Review Committee and could result in dismissal of student from program. All students must sign the “Agreement to Abide by NASW Code of Ethics” document found in the Appendix section of this document. Signed, hard copy original is to be turned in to the Social Work Department by September 15th of each academic year.

VII. GENERAL POLICIES AND PROCEDURES

A. Non-Discrimination Policy

California State University provides equal opportunity for all. CSUN is a public institution with a long-standing commitment to equal opportunity for all. The University does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, veteran status, or disability in admission to the University. Nor does California State University, Northridge discriminate in treatment of employees, selecting a candidate for a job position, or selecting which students can participate in an activity or program. Concerns or questions regarding the implementation of this policy can be directed to the Office of Affirmative Action.

B. Advising

Upon admission to the Master of Social Work Program, students are assigned a faculty advisor. The Program will notify the student in writing or via email who their advisor is. Advisors serve as resources for academic and professional advising, and may serve as advocates or mediators should problems occur in class. Under unusual circumstances, the student may ask the Chair/Director of the MSW Program to be reassigned to a different advisor. The department may re-assign the student to new advisor at any time.

C. Transfer Credit

Students may transfer up to six hours of Foundation-year credits from other Council on Social Work Education accredited graduate programs in social work. Only “A” and “B” grades are granted credit at California State University, Northridge. The Admissions Committee must approve all transfer credit. If the student is transferring elective credit, the student’s academic advisor and the MSW Chair/Director must approve the elective. However, altogether, only six credits may be transferred into the MSW program at California State University, Northridge.

D. Testing Out

Students wishing to test out of our courses must consult with their advisor. The Graduate Studies Committee is responsible for the creation and development of the means by which students may test out.

E. Progress Evaluation

It is the responsibility of each student to keep up to date on his or her own progress in classroom and field. In other words, the professor is not responsible for seeking out a student. Indeed, the converse is true. Students may make appointments with professors, leave voice messages, or correspond by e-mail. The professor’s obligation as a teacher is to be available on a regular, posted basis and to respond to messages in a timely manner. However, the student must initiate discussion about progress in courses and fieldwork.

F. Academic Difficulties

1. Academic Problems in the Classroom

Students are advised to deal with concerns or problems before they become tremendous. The following steps should be followed when students have concerns or problems:

- Resolution of student academic difficulties should first be initiated and negotiated between the student and the classroom instructor. Students should assume responsibility in initiating and negotiating a resolution of the academic difficulty with the faculty member.
- If the student feels that resolution of the academic difficulty appears improbable, then the student should consult his/her faculty advisor. It is suggested that after a conference with the faculty advisor, some form of a three-way meeting of the student, the classroom instructor, and the faculty advisor take place for a speedy resolution of the academic difficulty.
- It is the intent of these guidelines that most student academic difficulties can be resolved at the classroom level or in joint consultation with the faculty advisor.
- If, following these steps, the student feels that the resolution of the difficulty is not satisfactory, the student should consult with the Chair/Director.
- If the situation results in the student not meeting the requirements for continuation in the program, the Chair/Director will refer the matter to the Academic Review Committee.

2. Academic Dishonesty

All California State University, Northridge syllabi must now include the CSUN Policy regarding academic dishonesty. Please carefully review the entire statement, as “a student committing any act of academic dishonesty will run a serious risk of harming his or her future educational or employment opportunities” (as articulated in The PENALITIES Section within the following policy). Also note that faculty members are obligated to pursue the enforcement of penalties for student dishonesty: “(if) there is evidence of academic dishonesty on the part of a student, it is the faculty member’s responsibility to take action against the student” (as articulated in The FACULTY POLICY ON ACADEMIC DISHONESTY section within the related CSUN policy statement).

3. CSUN Academic Dishonesty Policy

CSUN Academic Dishonesty Policy

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction.

Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Comments:

1. Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Substantial portions of the same academic work may not be submitted for credit in more than one course without

authorization.

Fabrication

Intentional falsification or invention of any information or citation in an academic exercise.

Comments:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Comments: For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

Plagiarism

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Comments:

1. **Direct Quotation:** Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the MLA Style Sheet or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.
2. **Paraphrase:** Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. **Borrowed Facts or Information:** Information obtained in one's reading or research must be acknowledged. When direct quotations are used quotation marks must be inserted and prompt acknowledgment is required.

Penalties

Section 41301, Title 5, California Code of Regulations, as published in the University Catalog, provides that a student may be expelled, suspended, placed on probation or given a lesser sanction for a proven violation of the Student Conduct Code. Among the violations listed in Section 41301, cheating or plagiarism in connection with an academic program is specifically included. Disciplinary records of any action of academic dishonesty are retained in the Office of the Vice President for Student Affairs for at least five years from the date of final adjudication. These records may be available to prospective employers and other educational institutions in accordance with federal and state regulations. In short, a student committing any act of academic dishonesty will run a serious risk of harming his or her future educational or employment opportunities.

4. Academic Standards

Academic standards apply to class work attendance and performance, field education performance and attendance, as well as ethical and professional conduct. (Please refer to the Field Education Manual for further information on academic standards for field education performance.

- Students are permitted one grade of "C, C-, D+, D, or D-." A second grade of "C, C-, D+, D, or D-" will result in dismissal from the MSW Program.
- The receipt of an "F" grade results in termination of the student from the MSW Program.
- Students must have a G.P.A of 3.0 to graduate. Students who complete their course work without the 3.0 average must meet with their faculty advisor to discuss additional

- requirements which must be approved in writing by the Chair/Director or Academic Review Committee and are subject to the final approval of the Dean of the College of Social & Behavioral Sciences and Graduate Studies.
- Students who are dismissed for academic reasons have the right to a hearing before the Academic Review Committee for the purpose of presenting information in support of possible reinstatement.
 - Students are expected to adhere to the NASW Code of Ethics and Standards of the Social Work Department. (Refer to Appendix A for the NASW Code of Ethics). Failure to adhere to the NASW Code of Ethics will result in dismissal for professional reasons.

Dismissals from graduate programs are difficult for all parties involved. The Academic Review Committee is designed to provide a systematic approach for dealing with student performance problems, including dismissal from the MSW Program. This process serves as a mechanism to provide students the greatest possible opportunity to be successful in the program and to be successful as professional social workers. The committee is intended to serve in a problem-solving capacity and is not devised to be adversarial.

5. Academic Review Committee

The Academic Review Committee will:

- Review identified academic problems, including those from the field practicum that cannot be resolved, through other specified channels with the parties involved.
- Review concerns of student conduct which is contrary to the guidelines for professional conduct for social workers as specified in the NASW Code of Ethics.
- Recommend to the Chair/Director a course of action resulting from the Academic Review Committee deliberations with the student.

Review Protocol:

- Any student who receives a failing grade for a course will be referred for review.
- Any student who receives two “C” grades, or below will be referred for review.
- Any student at risk of receiving two “C” grades, or below may be referred for review.
- Any student who receives a grade of a “C” in field education will be referred for review.
- Any student who as at risk of receiving a “C” or lower in field education may be referred for review.
- Any faculty, staff, or field liaison from the Department of Social Work may recommend a review for any student who is perceived to be in academic difficulty in the classroom or in the field, or who appears to have engaged in inappropriate conduct in violation of the NASW Code of Ethics.
- Written referrals (with specific concerns) for review are sent to the Chair/Director of the Department of Social Work, who forwards the request to the Chair of the Academic Review Committee. The Chair of the Academic Review Committee will convene a meeting, if possible, within one week after receiving the request for review. The Chair of the Academic Review Committee will send written notification (certified mail return recite requested) of the academic review to the student and to his/her faculty advisor. The notification will indicate the reason for the review, the parties being asked to attend, and the date, time and location of the meeting. A copy of the notification will be placed in the student’s folder.

- In establishing the time for the meeting, the Chair of the Academic Review Committee should indicate the nature of the specific concerns to the student. Present at the meeting should be the student and the Academic Review Committee. Faculty and other parties who may have pertinent information to share regarding the specific concern may be invited by the Chair of the Academic Review Committee to present that information. In cases where the field practicum is involved, the Field Instructor may be invited to present information. Those parties external to the deliberation will be present only to state and discuss their relevant information.
- The discussion should seek to arrive at a plan that will allow the student to improve his/her academic performance and to make reasonable progress toward his/her degree.
- After a discussion about the expressed concerns, the Academic Review Committee will continue to meet with the student to formulate possible remedies, if needed. Once the remedies are identified, the Academic Review Committee will excuse the student and meet in closed session to formulate a recommendation to the Chair/Director of the Department. The Chair of the Academic Review Committee will write a report of findings with a recommendation to the Chair/Director of the Department within one week of the review.
- The Chair/Director of the Department will notify the student and the faculty making the referral of any resulting decisions within one week of the committee recommendation.
- The Department may choose to modify this process if the seriousness of the concern so indicates.

Review Structure:

- The Academic Review Committee shall consist of two (2) full-time tenure or tenure track faculty members and one faculty member from the MSW graduate teaching faculty. The Chair/Director of the Department will appoint an Academic Review Committee Chair.
- In cases where the Chair/Director of the Department is directly involved in the concern of record, the Chair of the Academic Review Committee will assume the responsibilities of the Chair/Director of the Department in that matter.
- In cases where committee members are directly involved in the concern of record, they will be excused from participation and the Chair of the Academic Review Committee will find an alternate faculty member for this review.
- If the Chair of the Academic Review Committee is directly involved in the concern of record, he/she will select a Chair for the Academic Review Committee from the two other members of the committee and an alternate faculty member will be appointed by the Chair/Director of the Department to make up the additional member of the committee.
- If the case involves the student's field education, the Director of Field Education or Field Coordinator will be appointed to the committee on an ad hoc basis.

Only those persons who have been identified prior to the date of the proceedings to provide information may appear before the Academic Review Committee. Those individuals must appear separately and are not to remain to hear information from other persons scheduled to appear. Exceptions can be made when the information to be provided by two or more persons is so closely related that separate appearances would seriously diminish the value of the information to be provided. The committee chair is responsible for all meeting notes and documentation.

6. Procedures Governing Reinstatement

If the student whose performance has resulted in termination believes extenuating circumstances exist that might justify reinstatement, he/she may request in writing that the Chair/Director of the Department consider these circumstances.

- Within three classroom days of receipt of this request, the Chair/Director of the Department shall establish a Reinstatement Committee, which shall consist of three faculty members, chosen by lottery, from a list of all MSW teaching faculty of which, two must be tenure or tenure track faculty members. Any instructor of record in a course whose grade results in termination will not be included in the lottery in this specific instance.
- The senior tenure or tenure track committee member will convene the Reinstatement Committee within a week of notification by the Chair/Director of the Department of their appointment. It will elect its own chair and review the materials before it. It may at its discretion ask the student and/or others to appear before it.
- A student may request to appear before the Reinstatement Committee, and may also ask a peer student representative to appear with him or her.
- Documentation of request: The student shall submit in writing to the Reinstatement Committee his/her reasons to believe satisfactory performance can be achieved upon reinstatement, and may submit in writing any relevant supporting data to help elucidate his/her belief that reinstatement is merited.
- Additional documentation: The Reinstatement Committee may also request written data, opinions, recommendations, and/or evaluations from appropriate sources that may assist it in reaching a decision.
- The Reinstatement Committee shall deliberate and reach a decision in private and transmit its advisory written recommendations to the Chair/Director of the Department promptly. The Chair/Director of the Department shall consider the Reinstatement Committee's recommendation and notify the student of the Chair/Director of the Department's decision within one week of receipt of the Reinstatement Committee's report.
- If the graduate student is reinstated, but following reinstatement receives any grade below "B" in any class or fieldwork, the graduate student shall be terminated from the program.
- Students who do not request reinstatement within the time limits outlined above or who are not reinstated by the Chair/Director of the Department following termination, and who subsequently wish to be considered for readmission to the Department, may not be readmitted for at least one year.

7. Grade Appeals

See current edition of the CSUN Graduate Catalog.

G. Student Conduct Code

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and University life.

Student behavior that is not consistent with the CSUN Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following is a partial list of the grounds upon which student discipline can be based. For a complete listing of the California Code of Regulations; Title 5, Article 2, please refer to: www.csun.edu/a&r/soc/studentconduct.html.

1. Grounds for Student Discipline

Grounds for Student Discipline

1. Dishonesty, including:
 - A. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - B. Furnishing false information to a University official, faculty member, or campus office.
 - C. Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - D. Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
2. Unauthorized entry into, presence in, use of, or misuse of University property.
3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
4. Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
7. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8. Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctions events.

Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
11. Theft of property or services from the University community, or misappropriation of University resources.
12. Unauthorized destruction, or damage to University property or other property in the University community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
 - A. Unauthorized entry into a file, for any purpose.
 - B. Unauthorized transfer of a file.
 - C. Use of another's identification or password.
 - D. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.

- E. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - F. Use of computing facilities and resources to interfere with normal University operations.
 - G. Use of computing facilities and resources in violation of copyright laws.
 - H. Violation of a campus computer use policy.
16. Violation of any published University policy, rule, regulation or presidential order.
 17. Failure to comply with directions, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
 18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
 19. Violation of the Student Conduct Procedures, including:
 - A. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - B. Disruption or interference with the orderly progress of a student discipline proceeding.
 - C. Initiation of a student discipline proceeding in bad faith.
 - D. Attempting to discourage another from participating in the student discipline matter.
 - E. Attempting to influence the impartiality of any participant in a student discipline matter.
 - F. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - G. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
 20. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

2. Classroom Misconduct

Instructors are responsible for setting both the academic and behavioral standards for their courses. Students are expected to comply with established class standards as well as the Student Conduct Code. Students who display disruptive, threatening, or abusive behavior in class are subject to discipline. Faculty may eject a student from a single class session when necessary to end seriously disruptive or threatening behavior. Such actions will be reported to the appropriate campus officials.

3. Reporting Misconduct

Behavior believed to be in violation of the Student Conduct Code should be reported, in writing, to the Chair of the Department and/or other faculty members and the Associate Vice President for Student Affairs.

H. Sexual Harassment

Sexual harassment is unwanted sexual or gender-based behavior that occurs when one person has formal or informal power over the other.

There are three elements to sexual harassment:

- The behavior is unwanted or unwelcome.
- The behavior is sexual or related to the gender of the person.
- The behavior occurs in the context of a relationship where one person has more formal power than the other (such as a supervisor over an employee or a faculty member over a student) or more informal power (such as one peer over another).

Any student believing to be sexually harassed should report incident(s) to the Department Chair, their advisor, or other faculty member. Chair, advisor, or faculty member will then convene a formal investigation, if necessary. Substantiated charges of sexual harassment by a student may result in dismissal from the program. In addition, Chair, advisor, or faculty member may assist student with reporting the alleged misconduct/violation of the Student Conduct Code to the Associate Vice President for Student Affairs.

Harassment

Harassment is unwanted behavior that occurs when one person has formal or informal power over the other.

There are three elements to harassment:

- The behavior is unwanted or unwelcome.
- A person is being harassed when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons.
- The behavior occurs in the context of a relationship where one person has more formal power than the other (such as a supervisor over an employee or a faculty member over a student) or more informal power (such as one peer over another).

Any student believing to be harassed should report incident(s) to the Department Chair, their advisor, or other faculty member. Chair, advisor, or faculty member will then convene a formal investigation, if necessary. Substantiated charges of harassment by a student may result in dismissal from the program. In addition, Chair, advisor, or faculty member may assist student with reporting the alleged misconduct/violation of the Student Conduct Code to the Associate Vice President for Student Affairs.

If You Believe You Have Been Sexually Harassed And/Or Harassed:

- Understand that it is not your fault
- Do not be intimidated by a threat of retaliation to you or a family member

I. Students With Disabilities

Students with documented disabilities may request reasonable accommodations for their classes and/or field placement through the Disability Resource Office. The Disability Resource Office is located in Bayramian Hall, Room 110. The office can be contacted by phone at (818) 677-2684.

Students who may need an accommodation for their field placement experience should identify this need on the MSW Field Education Application and with the Director of Field Education so that reasonable accommodations can be facilitated in a timely fashion. Students are encouraged to take charge of how they present their disability to the prospective placement agency, especially if reasonable accommodations are required.

J. Drug Free Campus Policy Information

Consistent with its mission of enabling students to reach their educational goals, CSUN is committed to creating a campus environment that is free from both the illegal and harmful use of alcohol and drugs.

It is the policy of CSUN that the manufacture, possession, distribution, sale, or use of alcohol or illicit drugs on-campus, or off-campus while on University business or participating in university-sponsored functions, is prohibited. Drugs may be possessed or used as legally prescribed or when lawfully permitted for the purpose of research or instruction.

The purpose of this policy is to delineate University regulations concerning alcohol and drugs, provide procedural guidelines, communicate the consequences of failing to adhere to established policies, and provide guidance as to available resources.

Complete text of the policy and procedural guidelines can be viewed at www.csun.edu.

K. Withdrawals For Medical Reasons

A withdrawal from the CSUN MSW program for medical reason constitutes a complete withdrawal from the University for the academic period in question. Students who are granted complete withdrawals for medical reason forfeit their right to use those student services available to regularly enrolled students until the first day of classes in the semester they return to school.

To request a withdrawal for a medical reason, refer to information provided on the Klotz Student Health Center website (www.csun.edu/shc/essential/withdrawals.htm) and complete the Petition for Complete Withdrawal for Medical Reason form. Mail or bring the form to the Klotz Student Health Center Room 235 with a letter from your doctor stating the medical reason for your withdrawal and supporting your withdrawal request. Before going to the Klotz Student Health Center, please call (818) 677-3691 to arrange a review of your application with the Medical Withdrawal Coordinator. To comply with California State University requirements, CSUN requires that your request be confidentially reviewed by the Klotz Student Health Center Director. Students must also obtain signatures from Professors, Department Chair, and/or other University Administrators. The Coordinator will advise you of the specific requirements you will need to complete your request after reviewing your application at the time of your visit.

Please Note:

- The medical withdrawal process should be completed as soon as possible. After one semester, applications are no longer valid. You will have to re-apply with a request for a retroactive withdrawal.
- Withdrawals for medical reasons may affect a student's financial aid. Students are encouraged to contact the Financial Aid Office (ext. 4085) for clarification.
- Withdrawals for medical reasons may affect a student's Academic Status. Contact Admissions and Records (ext. 3700, option 7).
- If students are registered with the International Programs office, a withdrawal may affect their student visa. Please contact International Programs (ext. 3053) prior to submitting the application.
- If a student applies for more than three withdrawals for medical reasons during their college career, they may be required to seek academic advisement before their return to school.
- If a hold is placed on a student record because of a withdrawal for a medical reason, it will be necessary for the student to provide written clearance from a medical provider before they will be allowed to return to school. Please bring the clearance note to the Klotz Student Health Center Room 235 prior to registration.
- If a student applies for a withdrawal for a medical reason during the last three weeks of instruction, consultation is required with the Associate Vice President of Graduate Studies.
- The Student Health Center does not handle refunds. If students believe they are entitled to a refund, they should contact Student Financial Services (ext. 4085, press 9) after receipt of written notification from Admissions and Records that the medical withdrawal has been completed.

L. Program Absences

If a student misses more than three classes in any one course, dismissal from the program is a possibility. Please refer to individual syllabi for specific information on attendance for each course.

In some circumstances a leave of absence may be granted by the chair of the department for cases such as pregnancy, death, illness, etc.