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#### PART ONE: STUDENT HANDBOOK

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I. PREFACE

This manual is intended to cover the academic year as noted on the front cover. Updates and/or changes to this manual will be communicated to students as necessary. Core requirements will remain consistent throughout your designated program; however schedules, curriculum, and some policies and procedures may be adapted.

II. GENERAL INFORMATION

A. Welcome

On behalf of the faculty and staff of the Social Work Department, I am delighted to welcome you to the Master of Social Work Program at California State University, Northridge and to the College of Social and Behavioral Sciences. Although our MSW Program is only entering its eighth year, we are already recognized for our high educational standards, innovative research activities and commitment to the social services. The MSW program provides a dynamic environment for teaching and learning that strengthens and nurtures intellectual, emotional, technical, and practical knowledge and skills. Our faculty and staff encourage and support innovative scholarship, practice, and research. We strive for excellence in teaching, advising, and mentoring. Community service is an important part of our work that links the MSW Program and its resources with local communities to provide service and support in furtherance of the goals of eliminating poverty and injustice, improving community life, and solving challenging social issues. Our students are united by a passion to help others and are motivated to actively participate in their educational experience. We trust that you will be an active participant and caring member of the MSW program, the University and the communities we serve. We invite you to join us as we work together to renew and strengthen community based urban family practice.

The CSUN MSW Program is committed to education which furthers social and economic justice in the urban environment and strives to incorporate this commitment into its programs and activities. The Department is especially concerned with empowerment of all oppressed groups. Our goal is to educate exceptional social work practitioners in order to be able to attend to the needs and build on the strengths of individuals, families, groups, organizations and communities in diverse, urban settings.

You will find that our faculty have a wide range of skills and interests in micro, mezzo and macro practice. Our faculty are experts in trauma and mental health, children and families, public health, public policy, LGBTQ issues, aging and international social work. We make social work training relevant. Our students build valuable skill sets to bring out into the world and utilize in the field. Our students become agents of change and positively impact communities at the micro, mezzo and macro levels.

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 and to grow. The faculty is here to support you, challenge you, and help you become professional social workers who act compassionately, thoughtfully, and ethically. Talk with them, get to know them, and be prepared to stretch your minds in the process.

The information provided in this handbook and field manual will answer many of your questions regarding the program and its structure. You will also want to familiarize yourself with the University Catalog. Understanding your rights and responsibilities as presented in this Handbook and the University Catalog is essential to your success in the program. Advising is an integral part of our program, and you will work closely with your advisor to develop a program of study appropriate to your interests and goals. We are here to support your growth and we wish you well in achieving your goals.

Welcome!

Amy C. Levin, MSW, Ph.D.
Associate Professor, Chair
B. 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.

Advisory Board Members

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<td>SFV Unit NASW</td>
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<td>Maya Bhaumik, PhD, MSW</td>
<td>CSUN Faculty Member</td>
</tr>
<tr>
<td>Joni Diamond, LCSW</td>
<td>SFV Unit NASW; Private Practice</td>
</tr>
<tr>
<td>Judy Diaz Guerero, MSW</td>
<td>MSW Graduate, Class of 2008</td>
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<tr>
<td>Peter Getoff, MA, LCSW</td>
<td>CA Dept. of Corrections Los Angeles</td>
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<tr>
<td>Sara Isaacs, MSW</td>
<td>MSW Graduate, Class of 2010</td>
</tr>
<tr>
<td>Heidi Lennartz</td>
<td>Chief Executive Officer, Mission Community Hospital</td>
</tr>
<tr>
<td>Lyn Munro, LCSW</td>
<td>Retired: 34 years in childrens’ services, mental health, adoption, and foster care</td>
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<tr>
<td>Peggy Polinsky, MSW, PhD</td>
<td>Parents Anonymous® Inc.</td>
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<tr>
<td>Rina Levi Shroyer, LCSW</td>
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C. Faculty and Staff

1. Full-Time and Tenure Social Work Faculty

Wendy Ashley, Psy.D., LCSW

Wendy Ashley, Assistant Professor, 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 been a Licensed Clinical Social Worker since 1998 and has over fourteen years of social work experience in the areas of community mental health and child welfare. Dr. Ashley has been employed in many settings within the arena of community mental health, including Family Preservation, Mental Health, Adoptions, Foster Care, Wraparound, Residential and Group Homes, and Day Treatment. Most recently, she was a Clinical Director from 2000-2008 for a Foster Family Agency (FFA) providing mental health services to children and families in the foster care system. Dr. Ashley has also worked as an Adjunct Faculty at the University of Southern California and National University, and has served as a field instructor for CSU, Northridge, CSU Long Beach, Pepperdine and Alliant (for MSW, MA and Psy.D. programs) for over five years.

In addition to the Practice, Policy, Trauma, DSM-IV-TR, Human Behavior and other courses she teaches as CSUN, Dr. Ashley currently works as a clinical supervisor at Phoenix House, maintains a private practice and provides individual, group and family therapy for Probation group home youth.

Dr. Ashley’s dissertation proposed a model for addressing the obstacles inherent in clinical work with African American males. Additional research interests include treatment models for working with African American and Transgender clients, creative engagement of involuntary clients, and child welfare.
Eli Bartle, Ph.D., MSW

Eli Bartle, Professor, joined the CSUN faculty in the Fall of 1998. Dr. Bartle received his Ph.D. in Social Work from the University of Kansas, Lawrence and his MSW from the University of Nebraska, Omaha. Dr. Bartle has practice experience as a caseworker and youth counselor in both Child Protective Services and other Child Welfare agencies in Nebraska and Arizona. His MSW Internship involved establishing a research center to assist students and faculty in conducting and disseminating their research. During his Ph.D. work, 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.

Prior to being hired at CSUN, Dr. Bartle worked for a year as a researcher at the Family & Children Research Center and Social Work Program University of Illinois, Urbana-Champaign campus. Dr. Bartle's research interests are in the areas of public assistance, workplace policy, child welfare supervision, hate crimes, and gay, lesbian, bisexual, and transgender health care issues. He has published several juried articles. Dr. Bartle also serves on the editorial board of the Journal of Poverty.

Jodi Constantine Brown, Ph.D., MSW

Jodi Constantine Brown, Assistant Professor, joined the CSUN faculty in the Fall of 2011. Dr. Constantine Brown received her MSW from the University of Illinois-Chicago and her Ph.D. from Washington University in St. Louis. She completed a post-doctoral research fellowship in mental health economics at the Department of Health Care Policy, Harvard Medical School before moving to California in 2001. In her previous position as Program Director for Team Survivor, a non-profit that provides free exercise for women with cancer, Dr. Constantine Brown developed and implemented the organization's first program evaluation, expanded the program by six percent annually, and generated over $300,000 in grant funding. Her teaching and research interests include mental health care policy, program evaluation, organizational networks, and access to care.

Luis O. Curiel, MSW

Luis O. Curiel, IUC Consultant and Part-time Lecturer, joined the CSUN faculty in the Spring of 2011. Mr. Curiel oversees the Inter-University Consortium Child Welfare Stipend program. He received his MSW from California State University, Northridge in 2008 making him the first CSUN MSW alumni to join faculty. Mr. Curiel teaches the Child Welfare Services elective courses including Family Crisis, Trauma and Grief in Urban Settings and Spanish Conversation for Clinicians and Community Organizers as well as introductory Child Welfare to undergraduate sociology students. In addition, Mr. Curiel's child welfare and community mental health experience includes working as a Children's Social Worker for the Los Angeles County, Department of Children and Family Services (DCFS) where he investigated cases of child abuse and neglect in an emergency response capacity as well as provided Family Maintenance and Reunification services to families with medically fragile/terminally ill children in the Department's Medical Case Management Services unit. Also, Mr. Curiel has seven years of experience working with the medically fragile/terminally ill child and adolescent population through his work with the Los Angeles Ronald McDonald House of Charities non-profit organization. In addition, he has worked as a Bilingual, In-Home Outreach Counselor providing Family Preservation services to Spanish-speaking families under the supervision of the DCFS. Mr. Curiel's teaching experience includes working for the Los Angeles Unified School District (LAUSD) where he developed literacy curriculum for K-3rd grade students and taught professional development, community service/organizing, creative teaching techniques and methods to literacy tutors, LAUSD teachers and community-based literacy tutoring programs. Mr. Curiel currently serves as founding President of CSUN's MSW Alumni Association.

Judy DeBonis, Ph.D., MSW

Judy DeBonis, Assistant Professor, joined the CSUN faculty in the Fall of 2011. Dr. DeBonis is a licensed clinical social worker with over 25 years of professional experience in clinical practice and
research, program development, teaching and training in clinical, academic, and business environments. A Ph.D. Social Work practitioner with practice experience including a wide variety of patient populations in diverse settings, Judy is also a researcher, and educator with a with a proven record of design and implementation of health care models which significantly improve delivery of health care services for individuals and groups with chronic illnesses. Her special expertise is in incorporating individualized, person-centered, empowerment, and solution-based models of care as the foundation for effective clinical practice, education, and training. She has extensive knowledge and practical application of human behavior, developmental and change theories, diagnostics and psychopathology, and educational and therapeutic approaches for individuals, families, and groups. Judy holds a Ph.D. from the USC of Social Work and an MSW from the State University of New York at Albany. She received a funded dissertation grant from NIMH and has two published journal articles in refereed journals.

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 was appointed to the Director of the Institute of Social and Behavioral Science in the summer of 2009. 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 Heath at Northern Kentucky University, Highland Heights, Kentucky as well as The Department of Social Work at California State University, Northridge, 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, monographs, and has presented over 100 juried papers at international and national conferences. He presently serves on three editorial review boards and has served as Principal Investigator for over thirty-one federal and state grants totaling over $10,542,897. 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.

Julie Gould, LCSW
Julie Gould, CalSWEC Field Consultant and Part-time Lecturer, joined the CSUN faculty in 2008. She received her MSW from University of Southern California in 1993. She teaches the Child Welfare Services elective course for students in their Concentration-year. In addition, she also teaches Foundation year Generalist Social Work Theory and Practice and several sections of the required Field Education course. Professor Gould has sixteen years of child welfare and community mental health experience, serving in both direct practice and administrative roles. After holding several clinical positions, she has also served as Regional Coordinator, Program Director of the Children’s Bereavement Program, Clinical Supervisor, and Program Director of Therapeutic Behavioral Services (TBS), in several LA County social service agencies. Additionally, she has worked providing clinical services and supervision in Ventura County. 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.

Beth Halaas, MSW
Beth Halaas, Director of Field Education and Lecturer, joined the CSUN faculty in the Fall of 2004. Ms. Halaas received her MSW degree from University of California, Los Angeles and has over twenty 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.

Theresa Knott, MSW, Ph.D.
Theresa Knott, Assistant Professor, and Associate Chair of the Social Work Department, joined the CSUN faculty in the Fall of 2010. Dr. Knott received her MSW and Ph.D. in Social Work from the University of Toronto. Dr. Knott has fourteen years of practice experience as a clinician in mental health in Toronto, ON. In her previous position at the Centre for Addiction and Mental Health in Toronto, ON, Dr. Knott was a Staff Social Worker on an in-patient trauma unit for women, Clinician in an out-patient child-psychiatry unit, and Mood & Anxiety unit. Dr. Knott has also worked within hospital administration at the Centre for Addiction and Mental Health.

Prior to joining the CSUN Department of Social Work, Dr. Knott held an appointment as an assistant professor at York University in Toronto, ON, and also as an instructor at the University of Toronto, and other research intensive universities within Ontario. Dr. Knott’s research interests involve the epidemiological analyses of child maltreatment, child welfare policy & practice; women’s mental health, violence against women, and program evaluation. Dr. Knott has published peer-reviewed articles in prominent journals, presented invited and peer reviewed papers at local, and national conferences, and disseminated published research reports. Dr. Knott is currently serving as Principal Investigator for a child sexual abuse prevention study, and is acting as a Co-Investigator for a Community University Research Alliance Federal Grant (CURA) valued at over one-million dollars, which aims to identify developmental assets of urban youth.

Jennifer Henningfield, LCSW
Jennifer Henningfield, Assistant Director of Field Education and Part-time Lecturer, joined the CSUN faculty in the Fall of 2006. She received her MSW from University of California, Los Angeles and
has over twenty years of practice experience. She has taught core courses including DSM IV, Family Crisis & Trauma, and Human Behavior in the Social Environment. She also teaches the Social Work in Health Care Settings elective. Professor Henningfield serves on multiple committees relevant to field, including the Joint Field Consortium, GSWEC, and events supporting students in securing internships and post graduate employment. She has experience in medical and mental health settings. Professor Henningfield has served as a SCAN team coordinator, clinical consultant and has worked as a Field Liaison at CSUN. Prior to coming to CSUN she was a Field Instructor for CSUN, CSU, Los Angeles and UCLA. She currently serves on the board of directors for Single Mothers Outreach and Santa Clarita Valley Youth Project.

Amy Levin, Ph.D., MSW

Amy Levin, Associate Professor, and Chair of the Social Work Department, 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 previous 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 and Public Administration. 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 two Federal Grants. Dr. Levin serves on several committees at CSUN, such as the Sexual Assault Committee and is a member of the Faculty Senate. 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 (MFT) from John F. Kennedy University. Dr. Love has taught at California State University, Long Beach and University of Southern California. She was also a trainer at University of California, Los Angeles and the IUC Field Education Coordinator at CSU, Long Beach. Dr. Love has over twenty years of direct mental health practice experience with children, youth and family. She has five peer-reviewed articles in print and has presented papers at social work conferences. Her passion is understanding how social contexts influence psychological and neurological human development. Currently she is a member of an international research team to improve the parent child relationship - the most decisive context in child development.

Katie Mortimer, LCSW

Katie Mortimer, CalSWEC Coordinator and Part-time Lecturer, joined the CSUN faculty in 2006 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 also teaches the required course Family Crisis, Trauma and Grief in Urban Settings, and Advanced Practice courses for Concentration-year students. Ms. Mortimer has fourteen 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 seven MSW programs located in Southern California, including UCLA, USC, CSU, Los Angeles, CSU, Long Beach, CSU Dominguez Hills, CSU Fullerton, and CSU, Northridge. She also participates in the tri-annual CalSWEC Project Coordination meetings to support program oversight.

Jose Miguel Paez, LCSW
Jose Miguel Paez, Full-time Lecturer, joined the CSUN faculty in the Fall of 2009. Professor Paez received his MSW from the University of Southern California in 2001, with an emphasis on families and children. He has many years of experience working with children and families. He served as a bilingual outpatient clinician for Hathaway-Sycamores Child and Family Services for 6 years. In 2007, he worked in collaboration with the USC School of Social Work, and USC Civic and Community Relations, and the USC Community Education Academy to create and develop a social work program that serves as a free community resource to residents within the area, and also as field education placement for USC first year social work graduate students. He served as the program director, field instructor, and clinical supervisor. He continues to provide ongoing consultation, mentoring, and psychoeducational trainings to families and professionals. Professor Paez has a background in theatre, improve, spoken word, and was also a basketball coach at various levels for over 10 years.

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. She was academic coordinator of off campus MSW program in 2008-2009 and is chair of department assessment for 2009-2010. Her area of interest is mental health among immigrant population and psychological well-being among the elderly. She’s currently working on several internal grants as Principal Investigator. She has one juried article in print, two juried articles under revision, and has presented four papers at national social work conferences.

Jose Ramos, Jr., MSW
Jose Ramos, Full-time 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. Professor 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. Professor 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 Lecturers and Field Liaisons

Tiffani Brooks, LCSW
Field Liaison

Marjorie Chase, LCSW
Field Liaison

Sharon Greene, LCSW
Field Liaison

Vanessa Hirsi, LCSW
Field Liaison
Alison King, LCSW  
Field Liaison

Patricia Lane, MSW  
Field Liaison

Janis Lyons, LCSW  
Field Liaison/Lecturer

Caroline Nersessian, LCSW  
Field Liaison/Lecturer

Luis Pereira, LCSW  
Field Liaison/Lecturer

Leona Smith, MSW  
Field Liaison

3. Administrative Staff

Naomi Chavez, ME  
Administrative Support Coordinator

Heather Lang, MSW  
CalSWEC / IUC Administrative Assistant

Tiffany Newton  
Administrative Support Assistant II
## 4. Faculty and Staff Directory

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
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</table>
III. OUR MISSION, GOALS, AND OBJECTIVES

A. Department of Social Work Mission Statement

The mission of California State University, Northridge, Department of Social Work, is to prepare professional social workers to promote the wellbeing of individuals, families and communities in the urban setting.

The Department will teach students researched-based knowledge, values, and skills to:
- Prevent social, emotional, and behavioral problems; improve the wellbeing of individuals and families; and support the recovery process
- Develop programs and policies which build on the strengths of urban families
- Empower and be relevant to the needs of the multi-national, multi-ethnic, multi-cultural San Fernando Valley and its surrounding communities
- Advocate for a diverse and just society

B. Student Competencies

The Council on Social Work Education, requires ten Educational Policy and Accreditation Standards (EPAS, 2008). The CSUN Department of Social Work has expanded on the 2008 EPAS to reflect our specific mission and goals. Social workers who graduate from the CSUN MSW Program will:

1. Identify as a professional social worker and conduct oneself accordingly—prepared to seek-out and act on opportunities for social work involvement to promote the well-being of urban families.
2. Apply social work ethical principles to guide professional practice—prepared to apply ethical decision-making skills to promote the well-being of urban families.
3. Apply critical thinking to inform and communicate professional judgment—prepared to act from an integrated knowledge base regarding the social/political/economic environmental impacts on urban families.
4. Engage diversity and difference in practice—prepared to act from an understanding of the strengths-based perspective and importance of diversity & culture on individuals, families and communities.
5. Advance human rights and social and economic justice—prepared to promote social and economic justice.
6. Engage in research-informed practice and practice-informed research—prepared to seek-out, critique and apply published research findings of effective prevention, intervention and recovery protocols/models.
7. Apply knowledge of human behavior and the social environment—prepared to use knowledge including risk and protective factors; vulnerability and resiliency; and their interactions to support urban families.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services—prepared to analyze, formulate, and advocate for policies that advance the well-being of urban families on the local, state, national and global levels.
9. Respond to contexts that shape practice—prepared to attend to and modify their actions based on new research and changing contextual factors (changing venues; service settings; local, state, and federal involvement; the contribution of legislation; and resource distributions).
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities—prepared to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities to promote the wellbeing of urban families. Specifically, graduates of our department are prepared to:
Engage
- Engage individuals, families and communities across urban populations
- Build collaborative relationships with clients as the expert on own life & culture
- Use engagement strategies consistent with the client’s culture

Assess
- Seek-out information on the strengths of individuals, families and communities
- Seek-out client’s goals
- Utilizes standardized (as available and appropriate), culturally-sensitive assessment tools, to make meaningful discriminations for intervention planning
- Include knowledge of agency expertise to formulate intervention options

Plan and Intervene
- Implement prevention strategies
- Implement published research findings of effective intervention protocols and/ or models
- Implement effective recovery community programs

Evaluate
- Apply objective and systematic evaluation strategies to assess progress
- Apply objective and systematic evaluation strategies to assess outcomes

C. Strengths-Based Framework of the CSUN MSW Program

The MSW Program is committed to promoting the wellbeing of individuals, families and communities in the urban setting. The Program’s mission and goals is grounded in the strengths-based framework and incorporates seven theoretical perspectives and practices. The following seven knowledge bases provided the foundation for the development of our strengths-based framework:

- Social justice perspective
- Ecosystems perspective
- Social constructionism perspective
- Biological, social, cultural, psychological, and spiritual theories of development
- Community development practice
- Empowerment-based practice
- Value and multicultural competent practice

D. Overview of Knowledge Bases

- Social justice perspective: 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.

- **Ecosystems perspective:** The conceptual framework of ecosystems perspective “provides a way to comprehend human diversity and explicates the relationship between humans and their environment” (Miley, O'Melia & DeBois, 2010, p. 41). This perspective borrows from two bodies of work: Human Systems and Ecology. Human Systems argues that humans form groups that can be distinguished by their unique way of interacting with each other. Human systems are defined by shared meaning, characteristics and/or structural arrangements e.g. boundaries and hierarchy. Furthermore, all human systems, are part of a larger system, the system's environment, and may have subsystems (e.g. siblings in a family system). Moreover, membership in social systems influences perceptions, interactions with others, and access to power and resources. Individuals act on and respond to their human systems. “The effects are mutual” (Miley et al., p. 31). Ecology argues that the capacity of a human system, and its members, to thrive depends on its ‘goodness-of-fit’ in its environmental context. Our department’s focus is the family system inside of the urban environment. This includes a concern for how individuals interact within a specific family system, how that family interacts in its environment—workplace/ school, neighborhood, community and the greater society—and how urban environments promote family wellbeing.

- **Social constructionism perspective:** Social constructionism argues that “each of us selectively attends to, interprets and acts on our beliefs about ourselves and the world around us” (Miley et al., p. 28). Furthermore, practicing social workers do not help individuals, families or communities find answers to human problems, but co-construct solutions (De Jong & Berg, 2001). It shifts the focus from a pathology perspective to a strengths-based, arguing that all humans have the capacity for positive change; change is occurring all the time; small change is generative; cooperation is inevitable; people are resourceful; and that meaning and experience are interactionally constructed (Walter & Peller, 1992).

- **Biological, social, cultural, psychological, and spiritual theories of development:** Integrating biological-social-cultural-psychological-spiritual theories of human development in the MSW curriculum, enhances students’ insights and knowledge about the human condition. Sroufe, Egeland, Carlson & Collins (2005) seminal longitudinal study consistent with other emerging neurological, psychological and child development research (Cicchetti, 2010) argues that the emotional/social and behavioral health of human beings are the outcome of accumulative adaptations to risks and protective factors in a social context. Our program will educate students to identify risks and protective factors, resiliencies and vulnerabilities in human systems and their interactions in promoting or thwarting human development. The focus will not only include individuals and families living in an urban context, but the human systems they interact with (e.g. public policies on child care). Students will get a foundation in
human behavior in the social environment in the first year and a more in depth understanding of how to apply this knowledge in the advanced year.

- **Community development practice:** 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.

- **Empowerment-based practice:** 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.
  
  (Saleebey, D. 2006, p. 1)

- **Value and multicultural competent practice:** Developing a strengths-based approach must include knowledge of culturally competent 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 working with diverse groups of clients that best enable members of those communities to achieve their goals. Diversity may include 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.
IV. FOUNDATION CURRICULUM

A. Foundation Design

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<th>Course</th>
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<td>Human Behavior and the Social Environment II</td>
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<td>SWRK 510</td>
<td>Generalist Social Work Theory &amp; Practice I</td>
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<tr>
<td>SWRK 520</td>
<td>Generalist Social Work Practice in Multicultural Settings</td>
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<tr>
<td>SWRK 521</td>
<td>Generalist Social Work Theory &amp; Practice II</td>
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<td>SWRK 522</td>
<td>Foundations of Field Education I</td>
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<tr>
<td>SWRK 523</td>
<td>Foundations of Field Education II <em>(may be taken twice for credit)</em></td>
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<tr>
<td>SWRK 525</td>
<td>Social Welfare Policy and Services</td>
<td>3</td>
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<tr>
<td>SWRK 535</td>
<td>Research Methods for Social Work Knowledge &amp; Practice</td>
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<tr>
<td>SWRK 503</td>
<td>Psychosocial DSM-IV-TR</td>
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B. Foundation Courses

SWRK 501: Human Behavior and the Social Environment I

This course provides understanding of human behavior and social environment from an ecosystemic and value-based perspective as applicable in social work practice. Content includes theories and knowledge of human, bio-psycho-social development, and that of the range of social systems, (families, groups, organizations, institutions and communities) in which individuals live. This course looks at the larger view of the interaction of human behavior and the social environment across the life span from the human ancestor and family genetic inheritance to birth, childhood, youth, adult life, old age, and death.

SWRK 502: Human Behavior and the Social Environment II

This is the second of two human behavior and the social environment courses, which provides understanding of human behavior and social environmental relationships from an ecological perspective. It will focus on the developmental dynamics of larger social systems, specifically groups, organizations, and communities, and their influence on individuals and families. The systems’ interdependence with political, social, cultural, and economic and natural environments is explored. Content emphasizes multiculturalism, diversity, and social justice in relation to social systems.

SWRK 503: Psychosocial DSM-IV-TR

This course will expose students to multiple perspectives in assessing and diagnosing adults, adolescents and children implementing culturally sensitive theories and practices 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 the DSM-IV-TR.

SWRK 510: Generalist Social Work Theory & Practice I

This is an introductory course in generalist social work practice methods and skills of social work intervention with individuals. 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 helping process of assessment, planning, intervention,
termination and evaluation. Emphasis is on a generalist approach to helping within an ecosystem approach for understanding the person-in-situation.

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 and national origins that compose the diverse cultural mosaic of the U.S. The course will also cover issues relating to international social work practice and the increasingly interconnected global economy.

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 this level. It provides an opportunity to explore selected macro models of practice, and learn about human service organizations that often serve as an immediate context for community practice.

SWRK 522: Foundations of Field Education I

Field education in the professional foundation year is designed to permit the student to apply the knowledge, skills, and values learned in courses in the liberal arts, social work practice, social welfare policy and services, human behavior in the social environment, and social research in an educationally supervised experience. Students are required to complete approximately 200-250 hours of supervised practice during the course in an assigned social service agency. Agency assignments are made by the field coordinator after consultation with the student. Letter grade only.

SWRK 523: Foundations of Field Education II

Field education in the professional foundation year is designed to permit the student to apply the knowledge, skills, and values learned in courses in the liberal arts, social work practice, social welfare policy and services, human behavior in the social environment, and social research in an educationally supervised experience. Students are required to complete approximately 250-300 hours of supervised practice during the course in an assigned social service agency. Agency assignments are made by the field coordinator after consultation with the student. Letter grade only.

SWRK 525: Social Welfare Policy and Services

This course examines economic, historical, political, intellectual, socio-cultural, leadership, values, ideologies, and other such factors shaping social welfare, economic policy, programs and services. 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 effects of social and economic policy decisions on impoverished and oppressed people.

SWRK 535: Research Methods for Social Work Knowledge and Practice

This course provides 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, to conduct social research, and to critically evaluate social work practice. The application of social research methods to social work practice in various size systems is a primary emphasis.

C. Considerations for Advancement to Concentration Level Courses and Field
The Department Chair has discretion to initiate a mid-program Advancement to Concentration Assessment for any student considered at risk for success in the program. Student will be assessed based on the framework set forth in Evaluation of Student Performance in the MSW Program (Section VII). If necessary, the Chair of the Department will convene an Advancement Committee of faculty and professional staff to determine if student will be allowed to advance to the concentration portion of the program.

V. CONCENTRATION CURRICULUM

A. Concentration Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SWRK 601</td>
<td>Advanced Social Work Practice with Urban Families I</td>
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<tr>
<td>SWRK 602</td>
<td>Advanced Social Work Practice with Urban Families II</td>
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<tr>
<td>SWRK 621</td>
<td>Advanced Social Work Practice with Urban Communities</td>
<td>3</td>
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<td>SWRK 622</td>
<td>Advanced Field Practicum with Urban Families I</td>
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<td>SWRK 623</td>
<td>Advanced Field Practice with Urban Families II</td>
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<td>SWRK 630</td>
<td>Family Crisis, Trauma &amp; Grief</td>
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<td>SWRK 635</td>
<td>Advanced Skills in Program Evaluation and Research with Urban Families</td>
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<td>SWRK 645</td>
<td>Urban Social Policy and Advocacy</td>
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<td>SWRK 698</td>
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B. Concentration Courses

**SWRK 601: Advanced Social Work Practice with Urban Families I**

This course emphasizes theories, concepts, and skills of social work practice with urban families. The application of advanced practice skills used in working with individuals, families, and small groups is the central content of the course. Special attention is given to practice with special populations who face the social and personal problems of urban community life. Family practice methods are a major focus of the course. This advanced year course concentrates on what is unique about various individuals, couples, and families and how to deal with these unique issues.

**SWRK 602: Advanced Social Work Practice with Urban Families II**

In this course students develop knowledge, skills, and values for several models of group and organization practice to help families. The emphasis is on practice dealing with meeting the needs of urban families through working with larger systems and through advocacy and organization. The theme of strengths-based practice is carried through from the foundation courses. The major focus is on developing skill in working with those larger systems in addressing the issues faced by urban families. Special attention is given to group methods for working with urban families and family members.

**SWRK 621: Advanced Social Work Practice with Urban Communities**

This course is designed around social justice and critical multicultural theoretical frameworks to help students understand and apply mezzo-macro social work interventions in urban settings with families/groups, communities, organizations and institutions. Building upon the material in SWRK 521, the course will provide an opportunity to explore and apply selected advanced social work mezzo-macro practice skills such as planning, organizing, program development and implementation, organizational
assessment, and evaluation. In addition, students will learn about leadership integration and human service organizations that often serve as an immediate context for community practice.

SWRK 622: Advanced Field Practicum with Urban Families I

Advanced Field Practicum I is the first semester of the advanced concentration field practicum courses. In the advanced field practicum, students continue to build upon the knowledge and skills gained during the foundation program. The course provides field education about the advanced concentration curriculum, which focuses on social work with urban families. The first practicum is designed to provide experience in direct work with families or subsets of families, offering an opportunity to put classroom learning into practice. Students are required to complete approximately 250-300 hours of supervised practice in their assigned social service agency and attend the field practicum course designed to integrate classroom learning and field experience. Letter grade only.

SWRK 623: Advanced Field Practicum with Urban Families II

Advanced Practice with Urban Families Field Practicum II is the second semester of the advanced concentration field practicum courses. The course provides field education about the advanced concentration curriculum, which focuses on social work with urban families. This second practicum is designed to provide experience in larger system work with and on behalf of families, coordinating with the content classroom learning. 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. Students are required to complete approximately 300-360 hours of supervised practice in their assigned social service agency. Letter grade only.

SWRK 630: Family Crisis, Trauma & Grief

This course examines the complex issues of family crisis, trauma, and grief for social workers working with urban families and individuals who have experienced these conditions. Several theoretical approaches are examined, with an emphasis on crisis intervention in traumatic and stressful situations, as well as issues of death and dying and the grief and loss that are associated with them. In the modern urban environments, many people experience traumatic events in their daily lives. The purpose of the course is to acquaint social work students with the nature and impact as well as some of the concepts, theories, and principles for dealing with client systems of all sizes when they face crisis, trauma, and grief. The significance of crisis, trauma, and grief for fields of practice such as mental health, hospital social work, child welfare, gerontology, and other social services and in community violence and terrorism are explored.

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, to critically evaluate social work practice and policy. 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 services. Therefore, 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.

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 or group research project reflecting the students’ interest and needs in working with urban families. This project meets the culminating experience requirements.

SWRK 650 A-Z: In-depth study of a selected theme or issue in Social Work. Topics offered may change from semester to semester. Critical writing and reading is required. (A) Child Welfare; (B) Addictions; (C) Mental Health; (E) Practice DSM-IV-TR; (G) Supervision; (I) Aging and Families; (J) Immigration Issues and Practice in Urban Settings; (K) Dream Work/Interpretation; (L) Social Work with Lesbian, Gay, Bisexual, and Transgender Individuals, Families, and Communities; (M) Group Therapy in Mental Health Settings with Urban, Multicultural Clients; (N) Couples Therapy: A New Research-Based Approach; (O) Social Work in Healthcare Settings; (P) Family Therapy for Social Workers; (Q) LCSW Preparation Course; (R) Social Work Practice in Schools. The above list is subject to change. Electives offered vary by semester. Students are required to complete a minimum of six elective units.

VI. ETHICAL CONDUCT

1. 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.

2. 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.

3. 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.

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 Equity and Diversity.

B. Advising

  Upon admission to the Master of Social Work Program, students are assigned a faculty advisor. The Program will notify the student 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 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 nine hours of foundation 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 must
approve the elective. Under unusual circumstances, upon approval from the Chair of Admissions, Department Chair, and Associate Vice President of Graduate Studies more than nine hours of credit may be transferred.

D. 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. 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.

E. Academic Standards

1. Evaluation of Student Performance in the MSW Program

The expectations and standards for students of professional versus non-professional degree programs are, at their core, similar yet different from each other. In professional programs the student is often thrust into course work concurrent with hands-on practice situations that have real impact on the lives of real people with real problems and needs. The expectations and standards of professional programs must therefore interweave scholarship with codes of ethical conduct and scientific rigor with professional competency. The Department of Social Work establishes chief among its goals in delivering a program of graduate education, the preparation of individuals committed to the knowledge, values, and skills of professional social work practice. The establishment of and adherence to a clearly articulated set of programmatic goals and performance standards for the Department’s students begins with a recognition that becoming a competent and well trained professional in social work is a gradual process. Functional standards of performance capitalize on strategies that uplift and do not focus on diminishing people. The Department believes that its program expectations and requirements promote redemptive not punitive interventions when success or progress toward success is not easily forthcoming. This means that not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program administrators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom.

The Department of Social Work employs the following evaluative framework to guide program faculty and administrators in their responsibility for carefully assessing and regularly monitoring students in the Department’s programs regarding the student’s ability to function effectively across a variety of professional situations including but not limited to the classroom, field placement, and other settings where the individual in operating as a social work student. There are currently three areas of student capacity, performance, and functioning, which are viewed as inexorably linked in determining if program standards are being achieved. As an example scholastic ability is not sufficient in determining or justifying continued enrollment in the program. That is, all three areas, taken together and/or separately are subject to assessment at regular intervals to determine the appropriateness of a student’s continued enrollment in the program. These three areas are:

- Ability to acquire professional skills
- Emotional and mental abilities
- Professional performance skills

a. Ability to Acquire Professional Skills
   - Communication Skills
Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- **Written Communication**
  Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and complete adequately all written assignments as specified by faculty. Written work must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. Students are encouraged to seek resources to improve academic skills such as writing and study.
  
  - Effective use of knowledge: the integration of concepts, theories, and information from readings, lectures, and seminar discussions.
  - The inclusion of personal points of view along with rationale, logic, and examples.
  - Organization: thesis as part of the introduction, smooth relationship between ideas and between paragraphs, and overall structure, integrative concluding section.
  - Clarity: understandability, good style and form.
  - Syntax, grammar, and spelling.
  - Timely completion and submission of all written assignments.

- **Oral Communication**
  Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty and field placement agency.

- **Interpersonal Skills**
  Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to meet or exceed the ethical obligations of the profession. These skills include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. The student takes appropriate responsibility for own actions and considers the impact of their actions on others. Effective learning demands active participation. Take risks even if the environment does not feel completely ‘safe.’ One will not meaningfully act in any environment if one does not take risks. In order to enhance feelings of safety, and to create a positive learning environment, the following must apply:
  - Attends the classes and is prompt.
  - Reads assigned course material.
  - Get their needs met by interacting with others and by raising their concerns and criticisms with the instructor. Completes all of one's work.
  - Takes personal ownership of expressions of bigotry. In other words, rather than attribute a negative characteristic to a social group or to a member of that group, one begins with, ‘this is how I have been taught to believe,’ or ‘I don't like to admit it but I do have the belief that...’
  - Commits to personal/professional growth and self-exploration and behaves in a nonviolent manner.

- **Cognitive Skills**
Exhibits sufficient knowledge of social work and clarity of thinking to process information and applies it to appropriate situations in classroom and field placement settings. Demonstrate a clear grounded-ness in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice and self as practitioner. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge across various settings the student must function in including but not limited to settings and transactions in the classroom, field placement, with faculty and other classmates.

- **Physical Skills**
  Exhibits sufficient motor and sensory abilities to regularly attend and actively participate in class and field placement with or without accommodations.

b. **Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice**

- **Stress Management**
  Demonstrates ability to recognize and deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive (appropriate) relationships with colleagues, peers, and others. Students are encouraged to seek department (academic advisor) and University level (counseling center) resources to assess the best approach to better coping and adaptation.

- **Emotional Mental Capacities**
  Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Students are encouraged to seek department (academic advisor) and University level (counseling center) resources to assess the best approach to better coping and adaptation. Engages in counseling resources for self or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
    - Compromise scholastic and other performance,
    - Interfere with professional judgment and behavior, or
    - Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the NASW Code of Ethics which can be viewed online at [http://www.naswdc.org/](http://www.naswdc.org/)).

c. **Professional Performance Skills Necessary for Work with Clients and Professional Practice**

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

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

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

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

*The CSUN MSW Program wishes to thank the CSU, Sacramento Division of Social Work for use of the above framework.*

2. 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.
- If the situation results in the student not meeting the requirements for continuation in the program, the Chair will refer the matter to the Academic Review Committee.

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 V, 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, pagers, cell phones/cameras, PDAs, other electronic devices, 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 which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Materials which contribute only to one’s general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.
4. Academic Performance

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.” A second grade of “C” or below will result in dismissal from the MSW Program.
- The receipt of a “C-, D+, D, D-,” or F” results in termination of the student from the MSW Program.
- Request to repeat a course (with the exception of SWRK 523) is not permitted unless recommend by an Academic Review Committee and approved by the Chair.
- 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 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. Failure to adhere to the NASW Code of Ethics will result in dismissal for professional reasons.

The Social Work department is committed to the highest standards of academic excellence and integrity. Intentional or unintentional plagiarism and other forms of cheating will not be tolerated. Anyone caught cheating will be subject to University and Departmental discipline and may be reported to the University for further disciplinary action.

- First Offense: Course instructor is authorized to drop student’s grade below a C- (under 70%) for assignment in question. Referral to Academic Review Committee, notification sent to the Vice President of Academic Affairs, and dismissal from program optional.
- Second Offense: Referral to Academic Review Committee and notification sent to the Vice President of Academic Affairs. Dismissal from program optional.
- Third Offense: Notification sent to the Vice President of Academic Affairs and dismissal from program.

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/Associate Chair a course of action resulting from the Academic Review Committee deliberations.

Review Protocol:

- Any student who receives a failing grade for a course will be referred for review.
- Any student who receives one “C” grade, 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 is 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/Associate Chair of the Department of Social Work, who assigns an Academic Review Committee Chair and members of the Academic Review Committee.
- The Chair of the Academic Review Committee may convene a pre-conference meeting in order for the committee to review preliminary information. The committee will then decide if it is necessary to proceed with full process.
- If deemed necessary, the Chair of the Academic Review Committee will convene one or more meetings, if possible, within one week after receiving the request for review.
- The Chair of the Academic Review Committee will send written and/or email notification of the academic review to the student and to his/her faculty advisor as needed. A copy of the notification will be placed in the student’s folder.
- The Academic Review Committee 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.
- The Academic Review Committee may continue to meet with the student to formulate possible remedies, if needed. The Academic Review Committee will formulate a recommendation to the Chair/Associate Chair of the Department within one week of the review.
- The Chair/Associate Chair 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 Chair/Associate Chair of the Department may choose to modify this process if the seriousness of the concern so indicates.
- Students under review may be subject to changes in academic standing which could impact student’s ability to complete the program. In some instances, the Academic Review Committee may not have completed the review process in time for a student’s graduation. Participation in graduation and commencement activities does not ensure official completion of program.
- While the student is under review they are prohibited to contact, discuss, or communicate with the Academic Review Committee members and referring faculty members regarding proceedings outside of officially sanctioned meetings.
- Academic Review Committee decisions may be subject for review by the CSUN Graduate Department.

Academic Review Committee Structure:

- The Academic Review Committee shall consist of three faculty members from the MSW graduate teaching faculty. The Chair/Associate Chair of the Department will appoint an Academic Review Committee Chair.
- In cases where the Chair 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/Associate Chair 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/Associate Chair of the Department to make up the additional member of the committee.

• If the case involves the student's field education, field faculty member will be appointed to the committee on an ad hoc basis.

Other Academic Review Committee Considerations:

• 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 of the Department consider these circumstances. If reinstatement request is granted the Chair will establish a committee that will review the request and any supporting documentation.

7. Grade Appeals

The University considers all grades reported at the end of each semester to be final. Students are responsible for reviewing their grades for accuracy before the end of the subsequent semester. Students who believe they have received a grade in error should promptly ask the instructor to verify and, if appropriate, correct the grade.

Grades received for the semester of graduation will be considered sealed 60 days after the official date of graduation. However, the deadline to request a grade correction is the end of the semester following that in which the grade was assigned. If the instructor is absent from campus during the subsequent semester, students should promptly consult with the Department Chair about the grade in question. If the Department Chair is unable to contact the instructor, he/she will notify the Associate Dean of the College in writing that an extension of the grade correction deadline, up to one year, has been granted.

F. 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&rz/soc/studentconduct.html.

### 1. Grounds for Student Discipline

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<thead>
<tr>
<th>Grounds for Student Discipline</th>
<th>Subgrounds</th>
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<tr>
<td>Dishonesty, including:</td>
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<tr>
<td>A. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.</td>
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<td>B. Furnishing false information to a University official, faculty member, or campus office.</td>
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<td>C. Forgery, alteration, or misuse of a University document, key, or identification instrument.</td>
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<td>D. Misrepresenting one’s self to be an authorized agent of the University or one of its auxiliaries.</td>
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<td>Unauthorized entry into, presence in, use of, or misuse of University property.</td>
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<td>Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.</td>
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<td>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.</td>
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<tr>
<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Theft of property or services from the University community, or misappropriation of University resources.</td>
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<td>Unauthorized destruction, or damage to University property or other property in the University community.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.</td>
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<td>Misuse of computer facilities or resources, including:</td>
<td></td>
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<tr>
<td>A. Unauthorized entry into a file, for any purpose.</td>
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<tr>
<td>B. Unauthorized transfer of a file.</td>
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</table>
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.
I. Violation of any published University policy, rule, regulation or presidential order.
J. 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.
K. 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.
L. 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.
H. 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.

G. 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 that 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 that 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

H. Students With Disabilities

Students with documented disabilities may request reasonable accommodations for their classes and/or field placement through the Disability Resources and Education Center (DRES). The DRES 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.

I. 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.
J. 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 may be required to 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.

K. 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.

The Department may request a medical release from a physician stating that the student is able to return to classes and/or internship following any illness or medical procedure.
In some circumstances a leave of absence up to one academic year may be granted by the Chair of the Department. Students are required to consult with their Academic Advisor prior to requesting a leave of absence and must submit a formal request by email to the Chair of the Department.

Due to our cohort model it may not be possible for a student to take a leave of absence and return to a comparable schedule.

Students requesting a leave of absence may be required to reapply to the program.

Please note: the MSW program does not have any form of maternal, paternal or family leave from academic and/or field course. Please refer to the “withdrawals for medical reasons” sections for more information.

I. Enrollment in Classes

Students must be enrolled in all required courses prior to the first day of the semester. Please adhere to all Admissions and Records tuition payment deadlines to avoid being dis-enrolled in classes. Students that do not enroll in their classes prior to the first day of the semester may not be able to attend classes and/or internship.

M. Conditionally Classified Status

Accepted students may be required to complete additional examinations prior to achieving Classified Status. Classified Status must be obtained, or a request for extension must be submitted to the department prior to completion of 12 units of graduate classes. The deadline for this academic year is October 3, 2011. If you are unable to meet the requirement(s) due to extenuating circumstances, please contact the Department immediately to see if an adjustment can be arranged.

1. Upper Division Writing Proficiency Exam (WPE)

Students who completed their undergraduate degree outside of the California State University system must complete the UDWPE. Information regarding this exam can be found on the Testing Center website at http://www.csun.edu/testing/upper/#general. To pass a student must receive a score of eight (8) or higher.

2. Graduate Record Examination (GRE)

Students that have a cumulative GPA less than 3.0 in their undergraduate studies must complete the GRE. If a masters degree has been completed prior to entering into the MSW Program with a cumulative GPA of 3.0 or above the GRE requirement is waived. Please refer to the GRE website for testing information, www.gre.org. To pass a student must receive a score in the fiftieth (50th) percentile or higher on one of the three sections of the exam.

3. Test of English as a Foreign Language (TOEFL)

All students from countries in which the official language is not English are required to take the TOEFL exam. Those who do not possess a bachelor’s degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score on the internet (iBT) version of the TOEFL of 84. Please refer to the TOEFL website for testing information, www.toefl.org.
VIII. CHILD WELFARE STIPENDS

A. Inter-University Consortium (IUC) Training Services Field Program

The IUC Field Education Program is defined as the stipend program whereby MSW interns receive skills and knowledge in child welfare through education and training and apply it in practice. This child welfare stipend is a commitment to complete their MSW education, and “work back” as a qualified social worker for the County of Los Angeles Department of Children and Family Services (DCFS) for one calendar year.

B. California Social Work Education Center (CalSWEC) Field Education Training Program

CalSWEC’s Title IV-E Child Welfare Training Project prepares graduate social work students for careers in public child welfare services through academic and field curriculum which specializes in child welfare skills and theory of practice. This stipend provides support for each year of graduate social work course and field work targeting child welfare competencies. The MSW graduate then has a commitment of “work back” commensurate with the number of years the stipend is received to any public child welfare agency within the State of California directly following their attainment of their MSW.

C. Academic Assignments and Expectations of Child Welfare Stipend Students

Students receiving either child welfare stipend should expect a large amount of travel in their internship experience. This includes: commuting to and from the assigned public child welfare agency, making contact with clients in multiple placements throughout the county, AND all agency required MSW trainings. In addition, academic projects and papers will focus exclusively on best practices and research-informed child welfare curriculum. Students will be evaluated based upon child welfare competencies integrated in all MSW curriculum and delineated in each course syllabus. Child welfare stipend recipients (IUC and CalSWEC) require completion of one child welfare elective offered in their concentration year of coursework.

Please refer to the Field Manual for more detailed information regarding field requirements of the stipend programs.