



SOCIAL WORK

MSW PROGRAM STUDENT HANDBOOK 2017-2018

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WELCOME

We welcome you to the CSUEB MSW Program. Our ***Student Handbook*** provides basic information about our graduate program. For detailed policies regarding the Field Practicum, students should refer to the ***Field Manual***. Both are available on the program webpage. While this handbook outlines general policies and resources, specific details are subject to change.

CSUEB was founded in 1957 as the State College for Alameda County, and for the past 30 years has been defined and shaped by its membership in the California State University (CSU) System. In accordance with the California Master Plan for Higher Education, CSUEB's primary purpose is to serve the needs of the highly diverse and growing populations of Alameda and Contra Costa Counties for affordable, high-quality baccalaureate, credential and masters-level degree programs.

CSUEB enrolls nearly 16,000 students. Reflecting Bay Area demographic trends of the last 30 years, we embrace a diverse student body. CSUEB serves high percentages of upper-division, transfer and returning "new majority" students (part-time, older, working), including a large number of "first generation" college students.

Accredited by the national Council on Social Work Education (CSWE), the MSW program began in 2004, as a vision of Drs. Terry Jones and Dianne Rush-Woods in response to Bay Area MSW workforce needs. The diverse student body provides a rich educational environment to increase student understanding of underlying causes and effects of oppression. These social justice issues often obscure helping efforts if they are not appropriately recognized and addressed in practice settings; they impede social policy development and program implementation. Overcoming such barriers is a core intention of the CSUEB MSW program.

The Department will release an updated MSW Program Student Handbook, which will apply to all current students, by mid-Fall semester 2018. Students will be notified and emailed the updated version, which will also be posted on the department's website.

VISION AND MISSION

Vision: Creating a cadre of diverse leaders to be social change catalysts who transform oppressive systems in partnership with communities.

Mission: The California State University, East Bay Master of Social Work program is committed to graduating culturally responsive, urban social workers in the areas of Children, Youth and Families (CYF) and Community Mental Health (CMH). Graduates are prepared to address individual, family, group, and community needs caused by inequalities of class and identity including race, ethnicity, gender, age, (dis)ability, and sexual orientation, as well as other forms of social injustice. Advocacy and social change form the core of the MSW program.

Values: The MSW program's values are based on the National Association of Social Worker's (NASW's) Code of Ethics (revised 2017; <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/>). The core values are:

1. Service
2. Social justice
3. Dignity and worth of the person
4. Importance of human relationships
5. Integrity
6. Competence

PURPOSE

The program's purposes are to:

- Enhance human wellbeing and alleviate poverty, racism, oppression, and other forms of social injustice among the urban disenfranchised and underserved populations in the Bay Area.
- Enhance well-being, social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- Formulate and implement social policies, services, and programs that meet basic human needs and support the sustainable development of human capabilities.
- Pursue policies, services and resources through advocacy and political actions promoting social and economic justice.
- Develop and use research, knowledge and skills that advance multicultural social work practice.
- Develop and apply social work practice in the context of diverse cultures, specifically those disenfranchised and underserved populations living in urban areas.

PROGRAM GOALS AND OBJECTIVES

The program's goals are to:

- Educate social workers in their roles as ethical change agents who practice in complex and diverse communities. Students will develop skills to leverage their leadership role in those public social service organizations charged with responding to societal problems such as poverty, racism, sexism, heterosexism, ageism, family instability, child and adult maltreatment, health and behavioral health needs, addiction, and urban renewal.
- Prepare social work practitioners capable of autonomous practice with diverse populations of individuals, families, groups, organizations and communities.
- Prepare social workers who are committed to social justice and human rights while serving, advocating for, empowering and mobilizing client communities to address the needs of underserved and oppressed populations.
- Provide social work graduates with advanced ethical urban practice methodologies and abilities to sensitively and competently improve well-being in the context of issues of race, culture, ethnicity, class, sexual orientation, disability, health, gender and aging over the lifespan.
- Prepare social workers who provide research-informed and evidence-based practice, while engaging in critical self-evaluation in relation to service.
- Contribute to social work and social welfare through professional leadership and scholarship that advances knowledge, practice and values.

Program Objectives:

To realize its mission and goals, the program strives to meet designated program learning objectives (PLOs). These specify seven abilities that students master in preparing for effective professional social work practice. Each objective is followed by a list of educational outcomes. These outcomes are expressed in terms of knowledge, values and skills that each student is expected to achieve. Complexity and depth of the objectives increase as students progress through the program. The table below outlines the seven objectives.

<i>Students graduating with a MSW from CSUEB will be able to:</i>	
1	Values and Ethics: demonstrate ethical decision making and behavior guided by the NASW Code of Ethics and other relevant codes.
2	Professional Use of Self: apply use of self as an autonomous professional tool of engagement and collaboration, demonstrated by self-awareness, bias-reduction, sound judgment, the ability to integrate supervisory feedback, and a commitment to ongoing learning.
3	Critical Thinking: critically analyze and synthesize information related to evidence-informed social work intervention, prevention, assessment, planning, policies, evaluation and research.
4	Apply Theory to Practice: apply theoretical material to urban social work practice, grounded in a strength-based, empowering, and ecological systems perspective.
5	Advocacy: advocate for sustainable well-being, build capacity and advance social justice for clients and communities, and create innovative solutions in complex social contexts.
6	Diversity: engage with diverse populations from positions of cultural humility and respect for

identity, embracing a commitment to culturally competent and responsive services.

7 Communication: demonstrate **effective written and oral** communication across diverse client and social service systems.

CURRICULUM DESIGN

Our curriculum is informed by the 2015 Educational Policy and Accreditation Standards (<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>) developed by the Council on Social Work Education (CSWE). It provides students with the knowledge, skills and abilities to achieve the previously defined MSW mission, goals and objectives. Generalist courses are taken in the first year of study, which build the foundation for advanced specialization in CYF or CMH during the second year (fulltime) or third year (part-time). Each concentration has a lifespan perspective, traversing birth to old age. For several years, the program has offered a fulltime and part-time option. However, part-time students have not been admitted for the past three years, thus at the end of summer 2018, there will not be a part-time option.

MSW students complete both academic courses and field practicum experiences with associated seminars. At minimum, students complete 480 hours of foundation field practicum and 600 hours of advanced field practicum. These two field experiences are at different placements to provide a breadth of applied social work learning.

Declaring Concentration

Students declare their desired concentration (CYF or CMH) upon application to the program. They may only change their concentration upon approval from the Department Chair. This must be done before end of the foundation year courses and acceptance of an advanced year field internship, so that the student is registered for the concentration practice sequence.

Curriculum Structure and Course Sequence

In the Fall of 2018, CSUEB will transition from a quarter to semester system. For this reason, four curriculum models are presented below:

1. Full-time students entering in the Fall of 2016 (Class of 2018, all quarter system),
2. Full-time students entering in the Fall of 2017 (Class of 2019, bridging quarter to semesters),
3. The final cohort of part-time Campus part-time students (Class of 2018, all quarter system), and
4. Full-time students entering in the Fall of 2018 (Class of 2020, all semester system).

Specific schedules for each quarter or semester will be posted in the student self-service system, MyCSUEB (<https://www.csueastbay.edu/mycsueb/>).

Course Sequence for the Fulltime MSW Program Class of 2018 (start Fall 2016)

This model represents the quarter system. Notations inside parentheses refer to common names for these courses. All courses are 4 units; 88 units are required for the degree. This includes two electives.

FOUNDATION YEAR		
Fall Quarter 2016 – 1st Year (16 units)	Winter Quarter 2017 – 1st Year (16 units)	Spring Quarter 2017 – 1st Year (12-16 units)
SW6000 (HBSE I) Human Behavior in the Social Environment I, Birth-Adolescence	SW 6001 (HBSE II) Human Behavior in the Social Environment II Adulthood	Elective Option*
SW6010 (RGI) Race, Gender & Inequality	SW6030 (Policy) SW Policy: History & Philosophy	SW6032 (Research) Introduction to SW Research
SW6011 (GPI, micro) Generalist Practice I	SW6012 (GP II, mezzo) Generalist Practice II	SW6013 (GP III, macro) Generalist Practice III
SW6020 Field Instruction I	SW6021 Field Instruction II	SW6022 Field Instruction III

ADVANCED YEAR (concentration specific courses, if indicated, CYF/CMH)		
Fall Quarter 2017 – 2nd Year (12-16 units)	Winter Quarter 2018 – 2nd Year (12-16 units)	Spring Quarter 2018 – 2nd Year (12-16 units)
SW6500 or 6505 (Adv. Micro) Advanced Micro Practice: CYF/CMH	SW6510 or 6515 (Adv. Mezzo) Advanced Mezzo Practice: CYF/CMH	SW6520 or 6525 (Adv. Policy) Advanced Policy Practice: CYF/CMH
SW6932 (Qual/Quan) Quantitative & Qualitative Analysis	SW6935 (Program Eval) Program Evaluation	SW6959 (Capstone) Integrative Seminar (or thesis option)
SW 6530 Field Instruction IV	SW6531 Field Instruction V	SW6532 Field Instruction VI
Elective Option *	Elective Option *	Elective Option *

***Only two electives are required. Not every elective is offered each quarter. Electives include:**

- SW 6550 Social Work Psychosocial Rehabilitation
- SW 6552 Legal Issues in Social Work Practice
- SW 6553 Assessment and Treatment of Substance Abuse
- SW 6560 Family Violence Across the Lifespan
- SW 6561 Advanced Psychosocial Assessment and Diagnosis
- SW 6999 Issues in Social Work (1-4 units, course topic is variable)

Course Sequence for the Fulltime MSW Program Class of 2019 (start Fall 2017)

This model spans the conversion from quarter to semester systems. Notations inside parentheses refer to common names for these courses. All courses are 4 units. Only one elective is required.

FOUNDATION YEAR (Quarter System)		
Fall Quarter 2017 – 1 st Year (16 units)	Winter Quarter 2018 – 1 st Year (16 units)	Spring Quarter 2018 – 1 st Year (12-16 units)
SW6000 (HBSE I) Human Behavior in the Social Environment I, Birth-Adolescence	SW 6001 (HBSE II) Human Behavior in the Social Environment II Adulthood	Elective Option*
SW6010 (RGI) Race, Gender & Inequality	SW6030 (Policy) SW Policy: History & Philosophy	SW6032 (Research) Introduction to SW Research
SW6011 (GPI, micro) Generalist Practice I	SW6012 (GP II, mezzo) Generalist Practice II	SW6013 (GP III, macro) Generalist Practice III
SW6020 Field Instruction I	SW6021 Field Instruction II	SW6022 Field Instruction III

ADVANCED YEAR (Semester System) (concentration specific courses, if indicated, CYF/CMH)	
Fall Quarter 2018 – 2 nd Year (12-16 units)	Spring Semester 2019 – 2 nd Year (12-16 units)
SW621a-CYF, 622a-CMH Advanced Practice I	SW 621b-CYF, 621b-CMH Advanced Practice II
SW689 Community-Based Research	SW693 Integrative Seminar
Elective Option*	Elective Option*
SW695c Practicum III	SW 695d Practicum IV

* Only one elective is required. Not every elective is offered each quarter. Electives include:

- SW 6550 (SW630) Social Work Psychosocial Rehabilitation
- SW 6552 (SW634) Legal Issues in Social Work Practice
- SW 6553 (SW633) Assessment and Treatment of Substance Abuse
- SW 6560 (SW632) Family Violence Across the Lifespan
- SW 6561 (SW631) Advanced Psychosocial Assessment and Diagnosis
- SW 6999 (SW697) Issues in Social Work (1-4 units, course topic is variable)

Course Sequence for the Part-time MSW Program Class of 2018 (start Fall 2015)

This model is for the final part-time Oakland Campus cohort. Courses are fully on campus unless otherwise noted as hybrid.

FALL 2015	WINTER 2016	SPRING 2016	SUMMER 2016
SW 6000 HBSE I (hybrid) SW 6010 Race, Gender, & Inequality	SW 6001 HBSE II SW 6030 Social Welfare Policy : History & Philosophy	SW 6032 Introduction to Research (hybrid) SW 6011 Generalist Practice I	Elective(s) (hybrid) 1-unit SW 6999 if in field placement
FALL 2016	WINTER 2017	SPRING 2017	SUMMER 2017
SW 6012 Generalist Practice II SW 6020 Field Instruction I (hybrid)	SW 6013 Generalist Practice III SW 6021 Field Instruction II (hybrid)	SW 6500/6505 Advanced Micro Practice: CYF/CMH SW 6022 Field Instruction III (hybrid)	SW 6932 Qualitative & Quantitative Research: (hybrid) Elective(s) (hybrid) 1-unit SW 6999 if in field placement
FALL 2017	WINTER 2018	SPRING 2018	SUMMER 2018
SW 6510/6515 Advanced Mezzo Practice: CYF/CMH SW 6530 Field Instruction IV (hybrid)	SW 6520/6525 Advocacy and Macro Practice: CYF/CMH (fully in person) SW 6531 Field Instruction V (hybrid)	SW 6935 Program Evaluation (hybrid) SW 6532 Field Instruction VI (hybrid)	SW 6959 Integrative Seminar (hybrid) ABBREVIATED QUARTER

***Only two electives are required. Not every elective is offered each quarter. Electives include:**

- SW 6550 Social Work Psychosocial Rehabilitation
- SW 6552 Legal Issues in Social Work Practice
- SW 6553 Assessment and Treatment of Substance Abuse
- SW 6560 Family Violence Across the Lifespan
- SW 6561 Advanced Psychosocial Assessment and Diagnosis
- SW 6999 Issues in Social Work (1-4 units, course topic is variable)

Course Sequence for the Fulltime MSW Program Class of 2020 (start Fall 2018)

This model is for the semester system. Notations inside parentheses refer to common names for these courses. All courses are 4 units unless otherwise noted; 60 units are required for the degree. This includes one elective.

FOUNDATION YEAR (Semester System)	
Fall Semester 2018 – 1st Year (16 units)	Spring Semester 2019 – 1st Year (16 units)
SW600 (HBSE) Human Behavior in the Social Environment	SW 603 Introduction to Social Welfare Research
SW601 (RGI) Race, Gender & Inequality	SW602 (Policy) Introduction to Social Welfare Policy
SW611 (GPI) Generalist Practice I	SW612 (GP II) Generalist Practice II
SW695a Practicum I	SW695b Practicum II

ADVANCED YEAR (Semester System) (concentration specific courses, if indicated, CYF/CMH)	
Fall Quarter 2019 – 2nd Year (12-16 units)	Spring Semester 2020 – 2nd Year (12-16 units)
SW621a-CYF , 622a-CMH Advanced Practice I	SW621b-CYF, 621b-CMH Advanced Practice II
SW689 Community-Based Research	SW693 Integrative Seminar
Elective Option*	Elective Option*
SW695c Practicum III	SW695d Practicum IV

***Only one elective are required. Not every elective is offered each semester. Electives include:**

- SW630 The Recovery Model in Community Mental Health
- SW631 Advanced Psychosocial Assessment and Diagnosis
- SW632 Family Violence Across the Lifespan
- SW633 Assessment and Treatment of Substance Abuse
- SW634 Legal Issues in Social Work Practice
- SW697 Issues in Social Work (1-4 units, course topic is variable)

Quarter-Based Course Descriptions

The following are quarter-based course descriptions. All courses are 4 units unless otherwise noted.

- 6000 Human Behavior and Social Environment I:** Theoretical perspectives examining human development and behavior across the lifespan including the analysis of the influence of social, political, historical, and cultural variables. Processes associated with physiological, psychological, cognitive, and social development over the lifespan from birth through adolescence. *Co-requisite: SW 6010. A-F grading only.*
- 6001 Human Behavior and Social Environment II:** Builds upon knowledge regarding theoretical perspectives explaining human development and behavior across the lifespan including influences of social, political, historical, and cultural variables. Includes normative physiological, psychological, cognitive and social development from young adulthood to death. *Prerequisite: SW6000. Co-requisite: SW6011. A-F grading only.*
- 6010 Race, Gender and Inequality in Social Work Practice (4)**
The impact of race, racism, gender, sexism, and inequality in social work practice on diverse ethnic/racial populations. Effective problem-solving when confronted with institutional barriers and interpersonal conflicts in agency and community-based social work practice with minority populations. *Co-requisite: SW6020. A-F grading only.*
- 6011 Generalist Practice I :** Theoretical and practice foundations for advanced social work. Prevention, crisis, and short-term intervention approaches focusing on translating theoretical understanding into multicultural service delivery and interventions with poor, vulnerable, and oppressed populations. *Prerequisite: SW6010. Co-requisite: SW6021. A-F grading only.*
- 6012 Generalist Practice II :** Assumptions, concepts, principles, and values of generalist practice examined from a cross-cultural perspective regarding professional relationships, social work roles, treatment processes, and service delivery models with individuals, families, groups, organizations, and communities. *Prerequisite: SW 6011. Co-requisite: SW6022. A-F grading only.*
- 6013 Generalist Practice III:** Focus on macro-level practice in social work organizations and communities. Examination of administrative practice roles from the perspectives of strength, empowerment, and evidence and assessment of community and agency capacities and needs. *Prerequisites: SW6011 and 6012. A-F grading only.*
- 6020 Field Instruction I:** Supervised practice-experience in a community social agency based on students' learning needs, interests, and option. Development of the foundation of generic intervention modalities in individuals, families, groups, and communities with emphasis on multicultural practice. *Co-requisite: SW6010. Two Hours Seminar/16 hours Agency placement. CR/NC grading only.*
- 6021 Field Instruction II :** Supervised practice experience in a community social agency based on students' learning needs, interests, and option. Development of the foundation of generic intervention modalities in individuals, families, groups, and communities with emphasis on multicultural practice. *Co-requisite: SW6010. Two hrs. Seminar/16 hrs. Agency placement. CR/NC grading only.*
- 6021 Field Instruction III:** Continuation of supervised practice in a community social agency on an advanced level with individuals, families, groups, and communities with emphasis on multicultural practice. *Prerequisite SW6020. Co-requisite: SW6011. Two hrs. Seminar/16 hrs. Agency placement. CR/NC Grading only.*

- 6022 Field Instruction III:** Continuation of supervised practice in community social agency on an advanced level of practice with individuals, families, groups, and communities, with emphasis on multicultural practice. Prerequisite: SW6021. Co-requisite: S6012. Two hrs. Seminar/16 hrs. Agency placement. CR/NC grading only.
- 6030 Social Welfare Policy: History and Philosophy:** Theoretical and practice foundations for advanced social work with children, youth, women, and families. Prevention strategies, crisis and short-term approaches, specifically as they apply to key problems and issues face3d by children, youth, women and families. Prerequisite: SW6010. Co-requisite:SW6020.. A-F grading only.
- 6032 Introduction to Social Work Research:** The role of research in social work, the logic of research, the stages of underlying research process, various types of research designs, techniques of data collection and analysis and strategies for evaluating service delivery in all areas of practice. Prerequisite: SW6010. Co-requisite: SW 6022. A-F grading only.
- 6500 Advanced Micro Practice: Children, Youth, and Families:** Strategies of casework management with children, youth, and families. Principles of small and large group management, time management, coordination of services, and interagency cooperation. Issues of controlling, coordinating, directing, and planning service for clients in urban and suburban settings. Prerequisite: SW6010. Co-requisite: SW 6530. A-F grading only.
- 6505 Advanced Micro Practice: Community Mental Health:** Strategies of casework management in mental health context. Principles of small and large group management, time management, coordination of services, and interagency cooperation. Additional issues include controlling, coordinating, directing, and planning service delivery in urban and suburban communities. Prerequisite: SW 6010. Co-requisite: SW 6530. A-F grading only.
- 6510 Advanced Mezzo Practice: Children, Youth, and Families:** Theory and practice with ethnically, racially, and religiously diverse populations utilizing a multi-dimensional multi-cultural framework and case materials to analyze treatment issues and empowerment strategies for children , youth and families. Prerequisite: SW 6010. Co-requisite: SW6531. A-F grading only.
- 6515 Advanced Mezzo Practice: Community Mental Health:** Theory and practice with ethnically, racially, and religiously diverse populations utilizing a multi-dimensional, multicultural framework and case materials to analyze treatment issues and empowerment strategies in community mental health. Prerequisite: SW6010. Co-requisite: SW 6531. A-F grading only.
- 6520 Advanced Policy Practice: Children, Youth, and Families:** Discussion of child, youth and family policy in the United States and California. Focus on development of advanced skills in policy analysis and advocacy. Prerequisite: SW6030. A-F grading only.
- 6525 Advanced Policy Practice: Community Mental Health:** Discussion of mental healthy policy in the United States and California. Focus on development of advanced skills policy analysis and advocacy. Prerequisite: SW6030. A-F grading only.
- 6530 Field Instruction IV:** Supervised social work practice in a community agency with focus on advanced direct practice skills and administrative program development areas with emphasis on multi-cultural practice. Prerequisite: SW 6022. Co-requisite: SW6909. Two hrs. Seminar/20-24 hrs. Agency placement. CR/NC grading only.
- 6531 Field Instruction V:** Continued supervised social work practice in a community agency at an advanced level indirect practice and administration within student’s area of concentration. Preparation for professional employment with emphasis on multicultural practice. Prerequisite: SW 6530. Co-requisite: SW 6909. Two hrs. Seminar/20-24 hrs. Agency placement. CR/NC grading only.

- 6532 Field Instruction IV:** Continued supervised social work practice in a community agency at an advanced level in direct and indirect practice and administration within student's area of concentration. Preparation for professional employment emphasizing multicultural practice. Prerequisite: SW 6531. Co-requisite: SW6530. Two hrs. Seminar/20-24 hrs. Agency placement. CR/NC grading only.
- 6550 Social Work Psychosocial Rehabilitation:** Concepts of philosophy of psychosocial rehabilitation as the dominant modality in contemporary community mental health programs. Principles of crisis intervention, particularly in relation to the prevention of suicide and family violence. Prerequisite: SW 6010. Co-requisite: SW 6530 or 6532. A-F grading only.
- 6552 Legal issues in Social Work Practice:** Legal aspects concerning children, family, and the aged, considering issues such as abortion, illegitimacy, right to treatment, mental health commitment procedures, rights of the elderly, children's rights, marriage, and divorce. Familiarity with legal assistance programs. Prerequisite: SW 6010. Co-requisite: SW 6530 or 6532. A-F grading only.
- 6553 Assessment and Treatment of Substance Abuse:** Social work practice with individual alcoholics and substance abusers, their family systems, and their community network. Awareness of the prevalence of alcoholism and substance abuse and significance for clinical social work practice. Dynamics and treatment of disease. Prerequisite: SW 6010. Co-requisite: SW 6530 or 6532. A-F grading only.
- 6560 Family Violence Across the Lifespan:** Advanced study of violence against children, partners and the elderly. Prerequisite: successful completion of first two quarters of MSW program. A-F grading only.
- 6561 Advanced Psychosocial Assessment and Diagnosis:** Advanced study is psychosocial assessment and diagnosis of children, adolescents, and adults. Examination of person-in-environment and DSM IV-TR diagnosis. Prerequisite: Successful completion of first two quarters of MSW program. A-F grading only.
- 6900 Independent Study (1-4):** May be repeated for credit with consent of instructor for a maximum of 16 units. A-F grading only.
- 6909 Department Thesis:** Developing and writing a research paper for submission to the department, which specifies its format. Supervision by a departmental faculty member. Oral defense is required. Prerequisites: SW6935 or 6936. Advancement to Candidacy and consent of faculty advisor. A-F grading only
- 6910 University Thesis:** Completion of a formal research paper for submission to the University in the specified format. Supervision by a faculty committee, chaired by a regular member of the department. Oral defense required. Prerequisites: SW6932 or SW 6933, Advancement to Candidacy, and consent of faculty advisor. Must be repeated once for credit for a total of 8 units. A-F grading only.
- 6932 Quantitative and Qualitative Analysis:** Social work practice research paradigms, models and methods. Emphasis on quantitative and qualitative analysis in evaluation of social work practice. Prerequisite: SW 6032. A-F grading only.
- 6935 Program Evaluation:** Application of social work knowledge, values, and skills in planning and conducting an independent, substantive evaluation of a human services program. Prerequisite: SW6932. A-F grading only.
- 6959 Integrative Seminar:** Capstone experience integrating knowledge in practice, policy and research. Written project required. Prerequisites: SW 6935, Advancement to Candidacy and consent of faculty advisor. A-F grading only.
- 6999 Issues in Social Work (1-4):** Readings, discussion and research on contemporary and/or significant issues in social work. May be repeated for credit when content varies for a maximum of 8 units. A-F grading only.

Semester-Based Course Descriptions

FOUNDATION YEAR

- 600 Human Behavior in the Social Environment:** Introduces theoretical perspectives of human development and behavior across the life span, examining the influence of social, political, historical, and cultural variables. Covers physiological, psychological, cognitive, and social dimensions from birth through end-of-life.
- 601 Race, Gender & Inequality:** Exploration of the impact of race, racism, gender, sexism, homophobia, ableism, and inequality in social work practice. Effective problem-solving when confronted with institutional barriers and interpersonal conflicts in agency and community-based social work practice with diverse populations.
- 602 Introduction to Social Welfare Policy:** Surveys major themes in social welfare policy and examines the associated values, theoretical assumptions, political and budgetary considerations, and structures. Emphasizes the application of social justice-oriented theoretical frameworks for understanding the role and impact of policy.
- 603 Introduction to Social Welfare Research:** The role of research in social work, the logic of research, the stages of underlying research process, various types of research designs, techniques of data collection and analysis, and strategies for evaluating service delivery in all areas of practice.
- 611 Generalist Practice I:** Competencies for generalist social work practice in micro and mezzo settings. Students will develop skills in intervention strategies including constructing professional relationships, assessing client situations, planning and implementing change, and evaluating outcomes.
- 612 Generalist Practice II:** This is the second foundation course in generalist practice. The course orients students to the major areas of small group, community, and organizational practice with particular emphasis on work with disenfranchised and oppressed populations.
- 695a Practicum I:** Students in Field Practicum courses are assigned to community-based placements applying the knowledge, skills, and values learned within program courses. Field education is guided by an individualized learning contract developed by the student and the field instructor.
- 695b Practicum II:** Students in Field Practicum courses are assigned to community-based placements applying the knowledge, skills, and values learned within program courses. Field education is guided by an individualized learning contract developed by the student and the field instructor.

ADVANCED YEAR

- 621a Advanced Practice I CYF:** This is the first of two advanced practice courses required of students in the Children, Youth, and Families concentration. It imparts knowledge and skills for providing culturally responsive services to individuals and families, particularly minority and underserved populations in urban environments.
- 621b Advanced Practice II CYF:** This is the second required course with a focus on Children, Youth, and Families. The foci are mezzo and macro practices. Special attention will be paid to working with underserved urban and disenfranchised groups with an emphasis on public policy.
- 622a Advanced Practice I CMH:** This is the first of two advanced practice courses required of students in the community mental health concentration. It imparts knowledge and skills for providing culturally responsive services to individuals and families, particularly minority and underserved populations in urban environments.

- 622b Advanced Practice II CMH:** This is the second advanced practice course required of students in the community mental health concentration. It imparts knowledge and skills for providing culturally responsive services to groups, organizations, and communities, particularly minority and underserved populations in urban environments.
- 689 Community-Based Research:** The purpose of this course is to prepare students to implement and evaluate a community-based research, evaluation or advocacy project. Topics include program evaluation and planning, data analysis, and ethical issues in community-based research.
- 693 Integrative Seminar:** The integrative seminar provides students an opportunity to implement a significant community-based research, evaluation, or advocacy project relevant to social work practice. In doing so, students are expected to demonstrate mastery of all MSW Program Learning Outcomes.
- 691 University Thesis:** Completion of a formal research paper for submission to the university in the specified format. Supervision by a faculty committee, chaired by a regular member of the department. Oral defense required.
- 699 Departmental Thesis:** Developing and writing a research paper for submission to the department, which specifies its format. Supervision by a departmental faculty member. Oral defense is required
- 695c Practicum III:** The advanced practicum and field placement are designed to prepare students for entry into specialized, and concentrated (Children Youth and Families or Community Mental Health) areas of practice, among diverse settings and populations.
- 695d Practicum IV:** The advanced practicum and field placement are designed to prepare students for entry into specialized, and concentrated (Children Youth and Families or Community Mental Health) areas of practice, among diverse settings and populations.
- 697 Issues in Social Work (1-4):** Readings, discussion, and research on contemporary and/or significant issues in social work. May be repeated for credit when content varies, for a maximum of 8 units.

ELECTIVES

- 630 The Recovery Model in Community Mental Health:** Concepts and practices of wellness and recovery for individuals, families, and society. A major emphasis is on applying recovery concepts to culturally diverse, urban, and stigmatized populations and advocating for and with consumers of mental health programs.
- 631 Advanced Psychosocial Assessment and Diagnosis:** Advanced study in psychosocial assessment and diagnosis of children, adolescents, and adults. Examination of person-in-environment and DSM-V diagnosis.
- 632 Family Violence Across the Lifespan:** This course provides students with an overview of family violence. It surveys the historical and social background of family violence, its social and psychological consequences for individuals, families and communities, as well as its prevention and intervention.
- 633 Assessment and Treatment of Substance Abuse:** Assessment and treatment of substance abuse issues in social work practice. Topics include prevalence of substance abuse, dual diagnosis, family systems, and evidence-based practices.
- 634 Legal Issues in Social Work Practice:** In-depth exploration of complex legal issues in social work practice such as confidentiality, minor consent law, abortion, parental rights, access and consent to treatment, mental health commitment procedures, rights of dependent adults, rights of children, marriage, and divorce.

The Children, Youth and Families Concentration

The Children, Youth, and Families concentration prepares students for culturally competent practice with disenfranchised and marginalized urban populations that include racial/ethnic populations, LGBTQ populations, elderly, disabled, immigrant/refugee and religious minorities. The CYF concentration prepares students for practice with children and families in public and private agencies, including community based organizations (CBOs).

The CYF concentration focuses on the risk and resilience model which identifies factors such as poverty, premature birth, divorce, neglect, maltreatment, addiction, neighborhood violence, poor schools, mental or physical disability of family members that threaten the integrity and well-being of children, youth, families and communities. Students learn to identify better tools that help clients cope with diverse, stressful circumstances. It recognizes the impact of micro, mezzo and macro settings in diverse practice situations; mitigates against a “blame the victim” approach; and moves students more firmly into a practitioner/advocate. Students connect contextual and organizational issues to micro issues that are unique to a client without patronizing the client. Students develop an awareness of transactions among social structural, organizational, and human behavior systems; they understand at a deeper and boarder level the forces within the child, youth, and family and they come to understand how individual forces interact with forces in the social environment (Anthony, 1987; Cohler, 1987; Vayda & Bogo, 1991).

Emphasis is on working with children and families who are experiencing neglect or abuse, poverty, violence, substance abuse, difficulties with law enforcement, schools or who are encountering difficulty navigating the environments in which they exist. Students acquire strategies and skills to remove barriers to service, to practice advocacy, to develop a social justice perspective, and to work toward empowerment of clients and communities.

Building on the foundation year, the CYF concentration is grounded in the understanding that the client is a dynamic part of an urban environment in which they acts and is acted upon. This ecological/person-in-environment perspective guides the student in understanding that people are all in the environment, but not in the same way, and that the nature of one’s “inness” impacts thoughts, actions and behaviors of both client and social service providers. Attention is given to children, youth and family practice at micro, mezzo and macro levels, including advocacy and policy, grounded in cultural humility, safety, strengths, and resilience. The CYF curriculum also attends to the competencies set forth by the California Social Work Education Center which are available at:

http://calswec.berkeley.edu/sites/default/files/uploads/pdf/CalSWEC/2017_calswec_curriculum_comp_etencies.pdf .

In field practice and field seminar (Field IV, V and VI), students gain concentration-specific CYF experience in public and private social welfare agencies, including schools, community-based agencies and juvenile justice agencies where they handle challenging experiences under the supervision of the field instructor. CYF students also take three advanced concentration-specific practice courses: SW6500 (micro), SW6510 (mezzo) and SW6520 (policy). Students must take two relevant electives. Through the capstone experience, SW6959 Integrative Seminar, students demonstrate their mastery of the core MSW program objectives: critical thinking, values and ethics, diversity, advocacy, theory to practice, communication, and professional use of self.

The Community Mental Health Concentration

Consistent with the mission of the Department of Social Work, the CMH concentration prepares students for culturally competent practice in the field of mental health as advanced practitioner/advocates working with urban under-served populations emphasizing consumer empowerment, wellness, recovery, and evidence-based practice. Students acquire advanced knowledge and skills in assessment, intervention planning, service delivery, consumer advocacy, program evaluation, prevention, and policy development for working with individuals, groups and families.

Given the complexity of issues many behavioral health consumers confront, such as multi-system involvement, homelessness, victimization, disability, and criminalization, the CMH concentration also emphasizes developing a rich knowledge base required to understand and intervene with diverse consumers across the lifespan. An ability to work with consumers who cope with co-occurring disorders is stressed. The concentration further recognizes the interconnectedness of physical and psychological wellbeing for individuals and communities and the need for integration of health and mental health service systems. The CMH concentration places emphasis on understanding cultural differences in the support and maintenance of emotional and mental wellbeing and understanding mental health delivery systems, as well as valuing traditional or cultural treatment/healing practices.

The CMH concentration was designed with the understanding that social workers in community mental health settings must be competent in applying knowledge and skills in data collection, conceptualization, assessment, and intervention with a wide range of problems in diverse populations. Furthermore, social workers in the mental health care must be advocates for institutional change and the removal of barriers in social service delivery system. To develop a high-level of competence in these areas, courses in the concentration emphasize: 1) how theories and knowledge in community mental health relate to practice; and 2) how to engage in culturally competent community mental health practice on the micro, mezzo, and macro levels.

Students in the CMH concentration critically examine the etiology of mental illness through a range of theories from the Western biomedical perspective, the psychodynamic or psychosocial perspective and the socio-cultural perspective. A major assumption that guides the concentration is that the effectiveness and appropriateness of treatment interventions are affected by the client's understanding and perception of their mental state. Therefore, the concentration reviews various western as well as culturally based perspectives and interventions for mental illness. These include but are not limited to medical diagnostic systems and psychopharmacology; case management which involves the strengths perspective, rehabilitation, traditional cultural methods; brief therapy; and psycho education. The use of empirical research is emphasized throughout the concentration.

In addition to meeting all department of social work educational objectives, CMH students also learn the mental health curricular competencies set by the California Social Work Education Center (see http://calswec.berkeley.edu/sites/default/files/uploads/pdf/CalSWEC/2017_calswec_curriculum_comp_etencies.pdf).

In field practice and field seminar (Field IV, V and VI), students gain concentration-specific CMH experience providing behavioral health services in public and private organizations, including hospitals, out-patient clinics, community-based agencies, school, and criminal justice programs where they handle challenging experiences under the supervision of the field instructor. CMH students also take three

advanced concentration-specific practice courses: SW6505 (micro), SW6515 (mezzo) and SW6525 (policy). Students must take two relevant electives. Through the capstone experience, SW6959 Integrative Seminar, students demonstrate their mastery of the core MSW program objectives: critical thinking, values and ethics, diversity, advocacy, theory to practice, communication, and professional use of self.

ACADEMIC POLICIES

Advising

Social work students are assigned an academic advisor in the fall of each year. Typically, the advisor will be different in the first and second year. Second year students are assigned to one of the tenure track professors who are authorized to complete the needed paperwork for graduation (called a *major check*). Changing academic advisors is allowed only after consultation with and approval by the Department Chair.

Academic advisors:

- support and monitor students in their academic progress and performance,
- provide academic and career counseling as needed, and
- refer students to appropriate services in order to support academic and career success.

Students should:

- **make an appointment with their academic advisor in the fall of each year.** One additional meeting in the winter/spring quarter or spring semester is recommended, and as frequently as needed;
- contact their advisor as soon as possible when a problematic situation arises that impacts the student's education;
- understand that the advisor is a point of contact for the faculty and staff who function as a team to shepherd students through the program. Course instructors, field faculty, stipend program coordinators, the Department Chair, and administrative support staff may all consult with the advisor regarding student progress, issues, or concerns. Advisors are informed by faculty and/or the chair of student performance issues (e.g. if a student does not earn satisfactory credit for a course [$<$ grade C, NC, or I] or falls into academic probation [GPA $<$ 3.0]);
- check email for messages from advisors and automatic copies of formal academic advising notes made in the student Degree Audit Report on MyCSUEB. <https://www.csueastbay.edu/mycsueb/>

Special Stipend Program Advising

Students who participate in stipend programs (Title IV-E Child Welfare, Mental Health Stipend, or Integrated Behavioral Health Programs) work closely with the coordinators of those programs, who provide additional advising to help students meet their professional goals and the grant objectives. The stipend program coordinator support is in addition to that offered by the academic advising.

Field Advising

Students are assigned a Faculty Field Liaison (FFL) who serve as advisors for all field matters. Specifics field policies are found in the *Field Manual*.

Academic Performance

The Social Work Department follows University and Department policies as set forth in the University Catalog, the Social Work Student Handbook, and the Field Manual.

Evaluation of Academic Performance.

Each course syllabus describes criteria for evaluation of students' academic performance. The syllabus is the primary document of record. It outlines details such as course objectives, course content, readings, and assignments. Additional policies for the evaluation of academic performance, including academic integrity, citation format, and norms of student conduct are included in all syllabi.

Grading Policies.

The grading policy of the University provides that a letter grade (A, B, C, D or F) shall be the basic grading system, except for those courses in which it is mandatory or permissible for credit/no credit grades be used. The grading symbols used for graduate courses are on the left; administrative symbols on the right.

Symbol	Definition	Grade Pts Earned	Symbol	Definition	Grade Pts Earned
A	excellent	4.0	RP	report in progress	0
A-	excellent	3.7	I	incomplete (authorized)	0
B+	good	3.3	IC	incomplete charged	0
B	good	3.0	RD	report delayed	0
B-	good	2.7	W	withdrawal (authorized)	0
C+	satisfactory	2.3	WU	withdrawal unauthorized	0
C	satisfactory	2.0	AU	audit	0
C-	poor	1.7			
D+	poor	1.3			
D	poor	1.0			
F	failing	0			
CR	credit	0			
NC	no credit	0			

Students have access to their course grades within three weeks after each term at the MyCSUEB website (<https://my.csueastbay.edu/>). Students may also view their cumulative GPA online. Students requiring formal academic transcripts may request them from the registrar's office.

A few important grading policies should be noted:

- **in the MSW program, a grade of at least a “C” must be obtained to pass a course** (a “C-” is not passing)
- **failure to pass a course typically means that a student will have to be in school longer than the expected 2 year completion period.** Core courses (non-electives) are only offered in sequence once quarter or semester per year. A failed course means the student may have to return the following year to fulfill the course requirement.
- incomplete grades are strongly discouraged because each course builds upon another in the related sequence
- no more than 12 quarter units or 8 semester units of incomplete grades can be accumulated
- The CREDIT/NO CREDIT system of grading applies to fieldwork and the field seminar. A student must be enrolled in a field seminar class in order to receive a grade of Credit or NO CREDIT. These courses require a B level of proficiency to merit award of the CR grade.
- A passing score for field will be based on at least an 80% score of all work submitted per quarter/semester. This includes a satisfactory score from the agency field instructor (FI).
- Students who receive a NO CREDIT will not be permitted to register for the next field course, without consultation with field faculty, and will be subject to review from the Student Performance Committee. A NO CREDIT in field is grounds for disqualification from the program.
- Students who receive an INCOMPLETE in field will not be permitted to register for the next field course until the previous INCOMPLETE is changed to a CREDIT.
- A grade of NO CREDIT in field work means that a student will not be allowed to continue in the program. Students may apply for re-admission the next academic year. Students who receive a grade of NO CREDIT will be disqualified from the program.

Grade Appeals.

If a student believes that an inappropriate grade has been assigned and the matter cannot be resolved informally with 1st) the instructor, 2nd) the department chair and/or 3rd) the college dean/associate dean, the student then can present the case to the Interim Presidential Appointee to the Fairness Committee (510-885-4637) no later than one quarter/semester after the grade was assigned. Please go to the following webpage for procedures:

<http://www.csueastbay.edu/faculty/senate/committees/fairness/>

Grade Changes.

For purposes of correcting an error, an instructor may change a grade with approval of the department chair and college dean. No grades may be changed once graduation has been recorded.

Academic Standing and Academic Probation.

MSW students must maintain an overall GPA of at least 3.0 to remain in good academic standing. A student who fails to maintain good academic standing in a given quarter/semester will be placed on academic probation for the following quarter/semester. The student, in consultation with the Academic Advisor, will be required to devise a plan to remove the probationary status. This plan will be filed in the student's record. A student who fails to maintain good academic standing for two consecutive terms or after completing 16 units will be subject to academic discipline, which may include termination from the program.

Academic probation or other concerning academic problems are referred to the Student Performance Committee. The Social Work Program is strongly committed to helping students maximize their learning opportunities in classes and educational field work placements. Potential problems and demonstrated difficulties in class and in the field, both personal and educational, are identified and acted upon as soon as possible to allow resolution and/or corrective action as necessary. The Student Performance Committee follows the procedures for judicial process and due process as stipulated by the University

Addressing Academic Performance Problems.

When a student experiences academic difficulty in class, the student and instructor collaborate to identify remedial actions such as individual meetings with the faculty member or extensions to complete required assignments. If the above efforts fail to obtain the desired result, the instructor refers the student to his/her academic advisor. In this situation, the Academic Advisor may, in addition to discussion with the student, call a meeting of the student and instructor as needed to develop a plan for academic improvement. Should all these efforts fail to achieve any satisfactory outcome, an academic review, completed by a sub-committee of the Student Performance Committee, is prescribed. Any student, faculty member, or advisor may request an academic review to discuss the student's academic performance or factors that seem to be impeding the student's academic progress. The purpose of an academic review is to assist a student in all appropriate ways, which can include extension of time for completing assignments, referral to tutoring, counseling, or disability services, recommending that the student repeat one or more courses, and recommending that the student take a leave of absence or withdraw from the program.

Addressing Field Performance.

Field internship procedures and policies are outlined in detail in the *Field Manual*, and thus only outlined briefly here. Before beginning field placement, students are provided with a one-day orientation which covers the expectations for student performance in the field. These expectations include professional goals and objectives, professional conduct, the number of internship hours required, and documentation of hours completed. The internship-based Field Instructors (FIs) submit quarterly/semester written progress reports over the course of a students' field placement. Field Instructors are also encouraged to discuss performance issues with a student's faculty Field Liaison (FLs) and to submit an "Early Concern" form as soon as they suspect that there are problems. Copies of these forms are available in the *Field Manual*. Faculty Field Liaisons also visit field placements to meet with students and their field instructors at least twice a year. These meetings ensure that students and FIs are satisfied with the student's progress and learning.

Student Performance Committee.

The Student Performance Committee is a standing committee of the Social Work Department. The committee includes a tenure track faculty appointed as committee chair, the field director, and faculty relevant to the particular student of concern. Responsibilities of the Committee include the following:

- Serves as the department Grade Appeals Committee.
- Includes a sub-committee that acts as the department Grievance Committee.
- Includes a sub-committee that acts as the department Academic Review Committee.

- May be involved with reviews and decisions regarding all students who are requesting a leave from the program, both at the time of request and at the point of potential reentry into the program.
- Reviews and makes recommendations to the department Chair regarding termination or retention of students in all situations regarding student violations of the NSASW Code of Ethics and any other professional and/or ethical standards that are not resolved using established procedures indicated below.
- Conforms to the procedures and timelines contained in the current University and College Policies and Procedures on student rights and appeal procedures.
- Reviews all student complaints, issues and concerns that are not resolved using informal or the established procedures indicated above.

If the student requires intervention beyond the department's Student Performance Committee, the student is referred to the University-Wide Fairness Committee. Through the Fairness Committee, the student may file a formal grievance. The policies and procedures of the Fairness Committee are noted here: <http://www.csueastbay.edu/senate/documents/07---08/Fairness%20doc%20revision%2007---08.pdf>

Academic Disqualification.

The MSW Program is structured to avoid having to terminate a student from the program for academic or nonacademic reasons. For a student to remain in the program, they must maintain both quality of performance and progress at the graduate level. However, when prevention efforts have not been successful, a student may be terminated from the program for any of the following reasons:

- Inability to raise the cumulative grade point average to a 3.0 (B) after 16 quarter units or two quarters in residence, whichever comes later (12 semester units or one semester);
- A grade of NO CREDIT (NC) received for field work.
- Failure to complete courses at the University within a calendar year after advancement to candidacy.
- Failure to complete all requirements for the MSW degree program within the time limit specified (7 years). An extension of time beyond the limit must be requested via the Department Chair in the form of course validation for up to one-third of the program.
- Exhibiting behavior in class or field that is assessed by the faculty to indicate an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory social work practice.
- Behaving unethically in a situation where the student knew or should have known that the behavior was unethical.
- The student has serious difficulties accepting supervision in field work, thereby undermining his or her learning and also placing client's well-being in jeopardy.
- The student has unresolved emotional problems that make it difficult for him or her to develop and maintain effective working relationships with clients.
- The student wants to become a professional social worker, but isn't capable of developing a viable helping relationship with clients due to issues such as extreme shyness, inappropriate prejudices or negative predispositions towards clients, and
- The student decides that a career in social work is not really what he or she wants and is not motivated to complete the requirements for fieldwork and/or the program.

Fitness for the Profession Criteria

In looking at student performance, at times issues related to the student's fitness for the social work profession arise. The competencies, standards, and skills listed below are critical for effective social work practice. These may be considered when weighing continuation in the program and/or discussed with the student.

1. Ability to maintain professional rapport and relationships with clients, colleagues and classmates
2. Ability to maintain professional ethics by adhering to the NASW Code of Ethics, with demonstration of the ability to demonstrate integrity in relation to:
 - a. Ethical practice
 - b. Confidentiality
 - c. Respect
 - d. Honesty of communication
 - e. Documenting time
 - f. Following through on obligations and contracts.
3. Ability to communicate clearly, purposefully and appropriately
4. Ability to differentiate between personal and professional attitudes, values and beliefs
5. Ability to evaluate, modify and explain practice decisions
6. Ability to take direction and assume responsibility for one's own learning
7. Ability and willingness to evaluate one's professional goals, strengths, and limitations
8. Ability to apply concepts, information and skills appropriately for use in effective problem solving, intervention, and other social work practice
9. Ability and willingness to take appropriate risks in order to learn and grow professionally
10. Ability to assess one's own impact on others
11. Ability to demonstrate respect for diverse cultures and lifestyles
12. Ability to take responsibility for decisions
13. Ability to hear and consider viewpoints different from one's own

Advancement to Candidacy

Candidacy is a status that recognizes completion of substantial progress toward the MSW degree. Students are eligible for Advancement to Candidacy when they are:

1. A "Classified Graduate" student in good standing.
2. Have completed at least 12 quarter units of 6000-level coursework with a minimum 3.0 GPA.
3. Have designed a formal program of study approved by your graduate advisor
4. Have fulfilled the University Writing Skills Requirement
5. Have completed other department prerequisites for advancement; and are recommended for Advancement to Candidacy by your advisor who has reviewed the student record and affirmed that the student has met academic and professional conduct standards (subject to approval by your department's graduate coordinator) .

Advancement to candidacy requires that a designated form be submitted to the registrar's office.

Capstone Experience

CSUEB requires graduate students to complete a capstone experience. Most students in the MSW program complete this through completion of a capstone course, SW6959 Integrative Seminar (SW693 in semesters). Alternatively, students may complete a University or Department Thesis.

Thesis

A thesis is the written product of a systemic study of a significant issue. Students are expected to identify the issue, state the major assumptions, explain the significance of the study, detail sources for and methods of obtaining data, provide analysis of the data, and offer conclusions. The thesis should demonstrate original critical and independent thinking, appropriate organization and format, and thorough documentation. Research involving human subjects must first be approved by the Institutional Review Board (see “Research with Human Subjects” in the University catalog).

There is an option of a University Thesis or a Departmental Thesis. If a student is writing a thesis, they do not take the Integrative Seminar course. They must arrange to work with a tenure track social work faculty member before the start of their final year in the program, so arrangements and a plan can be made. Details about the University Thesis requirements may be found at:

<http://www.csueastbay.edu/academic/colleges-and-departments/apgs/office-graduate-studies/university-thesis.html>

Additional Degree Requirements

The University also has graduate education requirements related to residency (the number of units completed at CSUEB), writing skills, and the time-frame of completion of the degree. The Social Work Department requires students to have fulfilled a prerequisite undergraduate lower division statistics course and a human biology or anatomy and physiology course (no lab component required).

Residency.

“Residency” refers to the number of units a graduate student must complete in the CSUEB MSW program. This is dictated by University policy. Students may only transfer in 13 quarter units—all the rest must be completed at CSUEB. For more details see the section on Transfer Credits.

University Writing Skills Requirement (UWSR).

If students have graduated from a CSU, they already will have met the CSU’s UWSR. Students will not be able to receive a graduate diploma without fulfilling the UWSR. If their bachelor’s degree is from a non-CSU, there is a Writing Skills Test that is required. If students do not pass this exam, they may need to take a designated writing course. Please see the following webpage for details:

<http://www.csueastbay.edu/academic/colleges-and-departments/apgs/testing/uwsr/>

Five-Year Rule.

The University requires that coursework toward a master’s degree be completed within 5 years. On rare occasions special petitions for special waivers are considered by the University.

Transfer Credits

Only 13 quarter units can be transferred from another MSW program to the CSUEB MSW program. This is a University Policy. These should be discussed and determined in consultation with the Graduate Coordinator before the student starts the CSUEB coursework, with a plan made in writing. Credits must still meet the “C” grade minimum and the University’s 5-year degree completion rule. Credits earned in practice or field classes may not be considered for transfer credit.

Credit for Work or Life Experience

The CSUEB MSW program does not offer any credit for life or work experience. These factors are considered in the process of application and acceptance into the program.

BSW/BASW Credit and Advanced Standing

The CSUEB MSW Program does not offer advanced standing. We are committed to avoiding curriculum redundancy for the students with BSW or BASW degrees from CSWE accredited programs. Our BSW/BASW Student Course Planning Committee, made up of the Department Chair, Field Director, and another full-time faculty member examines coursework taken by baccalaureate social work graduates to ensure that the MSW course content will not be repetitive for them and develop a plan for completing alternate graduate level courses that substitute the graduate coursework.

The expectations for students with a BSW/BASW degree who enter the MSW Program is that they will achieve a higher level of learning and competency during their foundation year course work. The MSW foundational curriculum is taught at a graduate level with the understanding that master’s level students bring with them more professional social work experience. Thus, MSW coursework is significantly deeper than baccalaureate program coursework, including in clinical content, case vignettes, depth of treatment of theories, and level of critical thinking and understanding of ethical issues. As students progress through the curriculum, they are expected to display evidence that they have acquired higher levels of knowledge, skills, values, and cognitive/affective processing ability.

The BSW/BASW Student Course Planning Committee is responsible for the conduct of review and evaluation of graduates holding degrees from baccalaureate social work programs accredited by the CSWE. The MSW Program will not waive practice or field education courses, but will waive foundation year courses in the areas of human behavior and the social environment, social work policy, and research. Foundation year courses eligible for waiver include any of the following courses (and their semester equivalents): SW 6000-6001 Human Behavior in the Social Environment I and II, SW 6030 Social Policy, and SW 6032 Social Work Research. To ensure quality of practice experiences in keeping with the Program’s mission (urban, diverse, and at graduate level), Generalist Practice and Field Practicum courses may not be considered in this waiver plan.

The onus of which courses to waive is the responsibility of the Committee and not of the student. The student is informed of this plan via email with a copy placed in the student’s Department file. A student who is waived from one or more courses must take additional courses, usually electives or other graduate level courses in a related field to be approved by the Committee to fulfill the 88 quarter units required for graduation with the MSW degree.

The review and planning steps, which generally take place in late spring to early summer, are as follows:

Step 1: Once an applicant with a BSW/BASW degree has accepted a seat in the MSW Program, the Committee meets to conduct a review and identify courses that might be repetitive or similar.

Step 2: The Committee gathers and reviews all transcripts and courses taken by the student, including reviewing program and course descriptions and syllabi provided by the student and/or the program from which the degree was obtained. This includes online information about the BSW/BASW program to make sure it is a CSWE-accredited program, and course descriptions and syllabi provided by the student and/or the BSW/BASW program.

Step 3: The Committee determines which courses to waive in order to avoid redundancy. They consider all areas of coursework, including human behavior and social environment, policy, and research courses.

Step 4: The Committee notifies the student about the waived courses, if any, and discusses a curricular plan identifying elective or other graduate level coursework to be taken in order to achieve the required units for the degree.

Waiver of a course or course requirement may be granted if all of the following conditions are met for each BSW/BASW course when the syllabus is reviewed:

1. The BSW/BASW course covers the content and competencies targeted in MSW courses.
2. The BSW/BASW course was taken within the last seven years and the student earned a grade of A- or better.

ALPHABETICAL LIST RELATED TO FREQUENTLY ASKED ITEMS

Blackboard (Bb)

Blackboard is the online learning platform used by the University. Students login to Bb using their NetID and password. Problems that arise with Bb should be addressed to the IT Service Desk. Material on a course Bb site generally is not accessible to the student once the course is over, so it is important that students download documents or bookmark sites that are of particular importance prior to the course's end. There are many tutorials offered on the Bb site. Students are encouraged to familiarize themselves with the platform.

Contact Information

Students must keep the Department and the University informed of any contact information changes (address, phone, email). The University information can be changed at MyCSUEB. The Social Work Department should be notified by email or phone.

Communications

Department and University communication most commonly occurs via CSUEB Horizon email. It is essential that students check email regularly. The University does not recognize an email from a student as "official" unless the student Horizon email address is used, as opposed to another personal email. Students in the fulltime program have a "mailbox" in the Social Work Office.

Disability Services for Students (Accessibility Services)

Applicants with disabilities who require accommodations for a visible or invisible disability should contact Accessibility Services located in LI2400 (510-885-3868) and speak with a counselor regarding their circumstances. Accessibility Services can support students with such needs as: adaptive classroom furniture, assistive technology, alternative testing, disability management counseling, early registration, sign language interpretation, captioning services, mobility orientation, notetaking, tape recording, parking fee waivers, disabled parking, and necessary referrals. For more information, please go to <http://www.csueastbay.edu/accessibility/> or email as@csueastbay.edu.

Financial Aid & Scholarships

Information about University Financial Aid can be found at <http://www.csueastbay.edu/financialaid/> Graduate Scholarship information is at <http://www.csueastbay.edu/academic/colleges-and-departments/apgs/office-graduate-studies/graduate-opportunities-and-financial-resources.html>

The program also participates in stipend programs for the Title IV-E Child Welfare Program and Integrated Behavioral Health. Specifics about these stipends can be found on the Department website.

Leave Policies

A student who must withdraw temporarily from the program for personal, educational, medical or military reasons must complete a petition for student leave of absence. Students must also immediately notify their academic advisor who in turn will notify the Department Chair. Students are not encouraged to take leaves because the coursework in the MSW program is built upon each quarter/semester, so that if the student misses a quarter/semester, they will have to wait a year until the next equivalent quarter/semester comes around again. The student should clearly indicate the nature of the withdrawal, i.e., partial withdrawal from one or more courses or complete withdrawal from the program, and specify the effective date and expected date of return to the program. This information will help the Department in maintaining proper records, and will help the student if they plan to return to the program at a future date.

Students who intend to return to the Graduate Program must file a petition for re-admission to the program with the Department Chair at least one quarter/semester prior to the quarter/semester in which they plan to re-enroll. The Chair will confirm that the student left in good standing. Re-entry into the graduate program requires the approval of the Student Performance Committee. The Program Director, in collaboration with the Student Performance Committee, will make one of the following determinations regarding the student's status:

- 1 The student will not be invited to return.
- 2 The student will be invited to return unconditionally.
- 3 The student will be invited to return with conditions.

If the Program Director, in collaboration with the Student Performance Committee, recommends that the student not be invited to return, the student shall have the right to request an academic review to appeal this decision. After a period of one year, the student also has the right to reapply to the program.

Non-Discrimination Policies

The MSW program adheres to University non-discrimination policies that prohibit discrimination on the basis of race, color, national origin, age, marital status, religion, sexual orientation, disability, and/or HIV/AIDS status. Please see the Title IX webpage at: <http://www.csueastbay.edu/af/departments/risk-management/risk/titleix/>

Non-Grade-Related Student Complaints

Students with non-grade-related, non-discrimination-related complaints shall go to the department chair. The chair will have a conference with the student and with the faculty member, if applicable, who is the subject of the complaint. Every effort to resolve the matter at the department level will be made. If the student continues to have concerns, they may proceed to the College Dean, who shall make every effort to resolve the complaint at the College level.

If the student continues to have concerns, they may proceed to the Assistant Vice President of Instructional Services, who shall confer with a faculty member regarding the complaint. For this purpose, a pool of four faculty members, one from each of the four Schools, shall be elected to one-year terms. The Assistant Vice President of Instructional Services and the faculty member together shall make every effort to resolve the complaint and they may make a recommendation to the School Dean to resolve the complaint.

Parking

For information on Hayward Campus parking see: <http://www.csueastbay.edu/parking/>
Note that parking passes, other than daily passes, are now arranged online. Parking at Oakland Campus is street or in local garages.

Personal Records and Confidentiality

Strict confidentiality of student records is maintained at all times. The Department follows the University policies set forth in the Privacy Rights of Students in Education Records as described in the University Catalog. A partial excerpt reads: The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted there under (34 C.F.R. 99), set out requirements designed to protect the privacy of students concerning their records maintained by the campus. The statute and regulations govern access to student records maintained by the campus and the release of such records. The law provides that the campus must give students access to records directly related to the student. The campus must also provide an opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statutes and regulations. Copies of these policies and procedures may be obtained at the Office of the Vice President, Student Affairs, SA 3422. Requests to view one's educational record must be submitted in writing to the Program Director.

Registration

CSUEB students can register for classes prior to each quarter/semester via the University's online registration system known as MyCSUEB. Complete instructions can also be found on the University's website and in emailed registration invitations. To register, one must be admitted into the University. Registration is done online via MyCSUEB. You can also register by touchtone phone. Students requiring assistance may call Enrollment Services at (510) 885-4059.

Registration procedures for Thesis or Project courses are slightly different. Students must complete a "Special Registration Petition" for each quarter/semester enrolling in one of these courses. Submit it to your department office. This must be done no later than the last day of the Add period. Students are responsible for checking on the progress of this procedure.

It is your responsibility for making sure that you are registered for all classes. If you are not properly registered and are required to submit a late add form to get into the class, the Program Director of the MSW Program has the right to deny the late add request. If this happens, you may be asked to take a one-year leave of absence as classes are taken as a cohort and often are only offered once a year. Thus, it is in your best interest to verify your enrollment status in each class. Registration is complete only when all your registration requests have been properly recorded and you have paid all fees, deposits and charges.]

Sexual Harassment

The MSW program supports the University Sexual Harassment Policy that states: *"The University desires to maintain an academic and work environment which protects the dignity and promotes the mutual respect of all employees and students. Sexual harassment of employees or students is prohibited. In general, verbal comments, gestures, or physical contact of a sexual or gender---based nature that are unsolicited and unwelcomed will be considered harassment (Title VII of the Civil Rights Act of 1964)."* Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/gender-based nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, appointment, admission or academic evaluation;
- Submission to such conduct is used for a basis for evaluation in personnel decisions or academic evaluations affecting the individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or of creating and intimidating a hostile, offensive, or otherwise adverse working or educational environment;
- The conduct has the purpose or effect of interfering with a student's academic performance; creating an intimidating, hostile, offensive, or otherwise adverse learning environment; or adversely affecting any student.

Sexual harassment happens to both men and women. In determining whether conduct constitutes sexual harassment, the circumstances surrounding the conduct should be considered.

Sexual harassment may include one or more of the following: questions about one's sexual behavior; sexually oriented jokes; inappropriate comments about one's body and clothing; conversation filled with innuendos and double meanings; sexually suggestive pictures or objects displayed to embarrass or humiliate; pinching, fondling, patting or kissing; requests for sexual intercourse; gender-based

derogatory statements; unfavorable consequences for refusing to submit.

Complaints by students should be directed to the Executive Director, Student Development and Student Judicial Affairs (Student Services SA 1109), 510- 885-3763. Faculty and staff complaints should be directed to the Director of Equity & Diversity (SA 4700A), 510-885-4918.

Sexual harassment complaints related to field experiences should be brought to the attention of the Field Director. Complaints related to faculty, staff and students should be directed to the Program Director. The University's full policy statement may be found in the University Catalog Appendices. The Department's full policy is in the Field Manual appendices.

Student Academic Rights and Responsibilities

Academic rights and responsibilities for students in the Master of Social Work Program concur with those stated in the University Catalog, the NASW Code of Ethics, the MSW Field Manual and other documents. In addition, the following policies and procedures are in effect within the Department and pertain to all students.

The Department supports the following statements of student rights and responsibilities:

- The right to protection with due process of the law against prejudiced or capricious academic evaluations, improper disclosure of the student's views, beliefs and political associations, and limitations upon freedom of expression.
- The right of students to organize in their own interests as students.
- The right to have representation and participation on standing committees of the Department.
- The right of students, individually or in association with other individuals, to engage freely in off campus activities, exercising their rights as citizens of the community, state and nation.
- The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications shall not claim to represent the Department or the University unless authorization has been obtained.
- The right of students and recognized student organizations to use Department meeting facilities, provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.
- The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice.
- The right to petition through proper channels for changes in curriculum, fieldwork, faculty advisor, and grades, and to petition through channels in cases of grievance.
- The rights of students who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program to receive appropriate recognition for their contribution to the process.
- The right of equal opportunity to enjoy these rights without regard to sex, race, color, sexual preference, physical ability, national origin, religious creed or political beliefs.

Enumeration of certain rights herein shall not be construed to nullify or limit any other rights possessed by students that fall within more general University wide policies.

Student Conduct

Students of the MSW program are expected to follow the professional standards as set forth in the NASW Code of Ethics. Students are also expected to abide by the following:

- **Civility Guidelines:** This is a professional school. We are a unique profession in our strong commitment to human dignity, respect and the right to self-determination. Any act that is counter to these ideals will be seriously examined. We will be discussing difficult values and issues that may generate great debate. We expect each student to rise above personality conflicts and stereotypes and learn from these differences. If you cannot work well in the classroom with your colleagues, we will have strong reservations about your ability to serve clients. If your course instructor is concerned, they will discuss this with you further in private. Together, you will both try to find ways to eliminate any problems. If you both are unable to rectify the problem, the course instructor will initiate special advisement procedures.
- **Class Attendance:** Civil, respectful and professional participation and attendance are mandatory. All students are expected to arrive on time and remain in class until it is dismissed. Please note that a significant part of your grade depends upon class attendance and participation.

The University also abides by a student conduct code. Full information and the code are available at: <http://www.csueastbay.edu/studentconduct/>

Student Organizations

The Department encourages student participation primarily through the Social Work Graduate Student Association (SWGA) and the caucuses, Latinx Social Workers, Black Social Workers, Queer SWGA, Community Mental Health Social Workers, Asian Pacific Islander Social Workers, and Title IV-E Club. The part-time program is represented by the Oakland SW Alliance. All graduate students automatically have membership in SWGA, which elects its own leadership and selects a faculty member as its advisor. SWGA is registered through the university and is therefore recognized as a viable student organization with all the benefits and responsibilities that carries. They have access to use of the university's meeting rooms, access to financial support to attend conferences or to engage in projects that would benefit other students, such as bringing speakers to the campus.

The department's commitment to student involvement and participation is evidenced in the following ways:

The leaders of our Social Work Graduate Association (SWGA) meet on a regular basis with the department Chair and with their faculty advisor. SWGA representatives are also invited to attend faculty meetings. Additionally, SWGA has promoted student attendance at professional presentations by tenure-track faculty candidates and has had the opportunity to meet and question candidates. Students have also been encouraged to provide written feedback to the Search Committee on their perception of candidates. The SWGA has also been instrumental in assisting with and leading department Town Hall Meetings. Student organizations participate in the Town Hall meetings, a setting where students help set the agenda and discuss issues and problems as they perceive them. The students, through SWGA and the ethnic caucuses, have been an integral part of the development of the Social Work department. These organizations understand their pioneering role in the development and refinement of the department, and have been very generous with their time and commitment to the

ongoing development of the Social Work Program. Student organizations have also participated with us in developing community forums.

Student Professional Liability Insurance

The social work department requires students to purchase student professional liability insurance coverage through the National Association of Social Workers (NASW) prior to starting field. Applications are available online through NASW, in the social work office and are available at orientations. Students may not be placed in field without proof of student professional liability insurance coverage. Students attending the fulltime program must provide proof in the fall of their student professional liability insurance. Students attending the part-time program purchase their insurance coverage prior to their field placement in their second year.

Withdrawing from the MSW Program/University

If you find it necessary to withdraw from the program, please notify the department in writing. This communication can be emailed, faxed or dropped off. Please include your student Net ID number and your telephone number. If you find it necessary to withdraw from the University after enrolling, you are required to follow University procedures. Failure to follow procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses. Call (510) 885-2624 for further information. In the instance of serious health or personal problems beyond your control, you can “withdraw” beginning the third week of classes. “Withdrawal” refers to official termination of enrollment in a class after the Add/Drop period.)

To complete a withdrawal from individual courses, obtain a “Withdrawal” form at <http://www.csueastbay.edu/registrar/files/docs/forms/student-records/withdrawal-form.pdf>. On the form, state the reason for the withdrawal and obtain the approval of the instructor and department chair. Forms should be returned to the Student Administration Building.

Writing and Plagiarism/Academic Dishonesty

The University policy regarding academic dishonesty can be found at <http://www.csueastbay.edu/academic/academic-policies/academic-dishonesty.html>

Plagiarism and academic dishonesty are very serious matters. Faculty members are expected to instill in their students a respect for integrity and a desire to behave honestly. Deception for individual gain is an offense against the members of the university community. To this end, faculty will take measures to discourage dishonesty, adjust grades appropriately if dishonesty is discovered, and recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of faculty. Non-academic administrative sanctions are the province of the Student Disciplinary Officer within the University's Student Affairs division Tel. (510) 885-3646.

Academic Dishonesty includes, but is not limited to:

- Cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy your work, submitting work done by others, completing assignments for others, altering work after grading and subsequently submitting it for re---grading, submitting the same work for two or more classes without the

permission of all instructors involved, or retaining materials that you have been instructed to return to your instructor;

- Plagiarism, which includes taking the words or substance of another and either copying or paraphrasing the work without giving credit to the source through footnotes, quotation marks, or reference citations;
- Providing materials to another with knowledge they will be improperly used;
- Possessing another's work without permission;
- Selling, purchasing, or trading materials for class assignments (includes purchasing term papers via the World Wide Web);
- Altering the work of another;
- Knowingly furnishing false or incomplete academic information;
- Altering documents that make up part of the student record;
- Forging signatures or falsifying information on any official academic document.

If there is evidence of dishonesty:

- Involving cheating, you should be privately informed, if possible; the materials should be confiscated; you should be allowed to finish the exam; and your instructor should note the names of adjacent individuals;
- Involving plagiarism, your instructor should assemble documentation and notify you promptly in private.

Whenever dishonesty occurs, your instructor will take appropriate action and file an "Academic Dishonesty Incident Report" detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and you will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first. If the office receives two or more reports on an individual, the Student Disciplinary Officer is notified.

Depending on the circumstances, a student may: (a) be warned; (b) be required to resubmit work or retake an exam under specified conditions and with a possible grade penalty; (c) have the grade adjusted for the assignment; or (d) have the grade adjusted in the course, including assignment of an "F" at the discretion of the faculty. If the course grade is adjusted, it is not subject to Academic Renewal. A student may appeal an instructor's action to the Fairness Committee (see above). The appeal of an instructor's academic sanction is governed by the "Fairness Document."

Depending upon the severity of the offense or the number of offenses, the instructor may directly refer the instance of academic dishonesty to the Student Disciplinary Officer to determine if further action is necessary. (In any instance of academic dishonesty, however, whereby an academic sanction is imposed, the instructor will file an "Academic Dishonesty Incident Report." See two paragraphs above.) At the discretion of the Student Disciplinary Officer, administrative sanctions such as warning, probation, suspension, or expulsion may be imposed. As prescribed in Executive Order #628, Article VI, Subsection 6, sanctions of "probation and suspension" shall be made part of the student's academic record during the term of the probation or suspension. Expulsion shall be made part of the student's permanent academic record." The Student Disciplinary Officer shall inform the instructor of the actions taken on any referral. (If an appeal to the Fairness Committee regarding an academic sanction imposed by the instructor is pending, action by the Student Disciplinary Officer will be postponed until after the adjudication of the appeal.)

The appeal of administrative sanctions is governed by Title 5 of the California Code of Regulations, sections 41301 through 41304 and Chancellor's Executive Order #628 (1994). The Student Disciplinary Officer can provide you with details. For additional information and the text of sections 41301-41304, see the "Student Disciplinary Action" section in the Appendix chapter of this catalog.
<http://www.csueastbay.edu/ecat/20072008/i--120grading.html#section11>

IMPORTANT PHONE NUMBERS AND STUDENT RESOURCES

Information on student and campus services can be searched and found on the University webpage. A list of frequently desired numbers is below.

Accessibility Services (Disability Services)	510 885---3868
Associated Students	510 885---4843
Bookstore	510 885-3507
Career Development Services	510 885-2754
Continuing Education	510 885-3605
Counseling Services	510 885-3690
Enrollment Services	510 885-4059
Financial Aid	510 885-2784
Health Services	510 885-3735
Housing & Residential Life	510 885-7444
IT Service Desk	510 885-HELP (4357)
Library	510 885-3765
MSW Program Department Chair	510 885-3184
MSW Program Hayward Field Office	510 885-2146
MSW Program Hayward Campus Office	510 885-4916 510 885-7580 Fax
MSW Program Oakland Campus Office	510 885-2167 510 885-2099 Fax
Pioneers for Hope (housing, food, etc. support)	510-885-HOPE (4673)
Public Safety (Police)	510 885-3791
Student Academic Services	510 885-3771
Student Affairs	510 885-3657
Student Development and Judicial Affairs	510 885-3763
Testing Services (including Writing Skills Test)	510 885-3661
Title IX (Discrimination gender, sexual orientation)	510 885-4918
Title IV-E Stipend Program Office	510 885-2079