

STUDENT HANDBOOK

for

MSW PROGRAM

2007-2008



Butte Hall, Room 511
School of Social Work
College of Behavioral and Social Sciences
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PREFACE

Welcome to the MSW Program and to the School of Social Work at California State University, Chico (CSUC)!

The faculty and staff of the School of Social Work have prepared this Student Handbook for the MSW Program to inform you about the School's policies, procedures, and information regarding the program. It is important that you become familiar with the contents of your Handbook as it will provide an overview of what to expect throughout your time in the program. It may save you considerable time and difficulty if you know this information from the beginning.

You should also obtain a copy of the university's graduate studies guide: *A Guide to Graduate Studies: Policies, Procedures and Format*. This is located on the website of the School of Graduate, International and Interdisciplinary Studies (Graduate School) as a PDF file at: <http://www.csuchico.edu/giis/gs/graduate.html>

The School of Social Work is housed within the College of Behavioral and Social Sciences and is also under the auspices of the Graduate School. Therefore, the MSW Program is also subject to the policies and procedures of those bodies as well as the university. To make yourself aware of those requirements, please become familiar with the most current version of the *University Catalog*. It is located on the CSUC website at: <http://www.csuchico.edu/catalog/cat07/>

As the policies and procedures of the School of Social Work are constantly under review and revision, please stay in close communication with the MSW Program personnel. The School website (www.csuchico.edu/swrk/) is updated regularly and provides the most current version of policies and procedures, as well as other valuable information. Your faculty advisor is also an important source of information; thus, you will want to become acquainted and utilize her/his guidance and expertise.

Jean Schuldberg, Ed.D, LCSW
MSW Director
School of Social Work

SCHOOL OF SOCIAL WORK ADMINISTRATION AND FACULTY

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HISTORY OF THE CSU, CHICO SCHOOL OF SOCIAL WORK

Social Work studies in Chico began in 1956. Due to a growing need for trained social workers throughout northern California, the Northeastern County Welfare Directors enlisted the support of the California State Legislature and lobbied Chico State College to establish a program to deliver undergraduate and graduate degrees in social welfare. To develop the social welfare program, Chico State College hired the late Dr. Archie McDonald in 1958 as the coordinator. In 1959 the program in social welfare was established with Dr. McDonald as its sole full-time faculty member. McDonald was the chair of the program until 1969 and retired as a teaching faculty member in 1987. He established three undergraduate social work scholarships bearing his name: The Archie McDonald Social Work Scholarships for Academic Excellence, Professional Service; the Social Work Sophomore Scholarship; and one Master of Social Work (MSW) Scholarship named for his wife, Lois McDonald.

The program grew as faculty members were hired and developed new courses. Faculty hired during this growth period were Dr. Virginia Lawrence (1966), Dr. Roy Brazzale and Professor Mark Joralemon (1969), Professors Art Preciado and Walter Zahnd (1972), Dr. Bernie Davitto (1973) and Professor Jan O'Donnell (1974). Billie Kanter was hired as an Administrative Support Coordinator in fall 1971, and she supported the department through its many changes until spring semester 2005. Also in 1971, the social work program became the Department of Social Welfare and Corrections under the Division of Special Academic Programs, and subsequently, the School of Health and Human Services. During the 1970s, the department had 10 full-time faculty members and 300 undergraduate majors.

When the School of Health and Human Services was disbanded in 1979, the Department of Social Welfare and Corrections joined the School of Behavioral and Social Sciences under the leadership of James O. Haehn. The departments of Social Work and Sociology merged in 1984, during California's time of fiscal difficulties, and became the Department of Sociology and Social Work. Although this arrangement proved to be highly collegial for the faculty and students, the process of separating the two programs began in 1999 to allow for development of the MSW program.

Planning for the MSW program was initiated at the request of the directors of social services agencies throughout the 12 northern California counties. CSU, Chico's faculty and students conducted a feasibility study in 1998. The CSU, Chico Academic Senate approved the Master of Social Work (MSW) Degree Program and the creation of a new administrative unit, "The School of Social Work" within the College of Behavioral and Social Sciences. Once eight additional faculty members and support staff were hired, the curriculum developed, and the self-study completed, the MSW program was awarded full accreditation in February 2005 by the Council on Social Work Education (CSWE). CSWE is the accreditation organization for all social work education programs in the United States.

The undergraduate Social Work Program has held "constituent membership" and "approved status" with the Council on Social Work Education (CSWE) from 1960 until 1974. It has been fully and continuously accredited since 1974. The high quality of the undergraduate program and its collaborative relationship with agencies throughout the region during this time, provided a solid foundation for expansion of the School and its programs.

The School of Social Work at CSU, Chico currently offers two fully accredited degree programs: The BA in Social Work (BSW), and the Master of Social Work (MSW).

SCHOOL MISSION AND GRADUATE GOALS AND OBJECTIVES

Mission of the School of Social Work at CSU, Chico

The mission of the School of Social Work is to provide high quality social work education for generalist social work practice at the baccalaureate level, advanced practice and leadership at the master's level, and high quality general education courses. Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state. Through collaborative efforts with community service agencies, social work professionals and organizations, the program educates social workers to become lifelong learners and culturally competent practitioners who work to promote social and economic justice in an increasingly complex, diverse, and, interconnected world.

Goals of the MSW Program

To fulfill its mission, the MSW Program will work toward the following goals:

1. Prepare social workers who will enhance the well-being of the peoples in the urban and rural communities of Northern California and the State through efforts to alleviate poverty and promote social and economic justice.
2. Prepare social workers who will provide leadership for social service agencies and communities in Northern California and the profession.
3. Prepare social workers who will practice as culturally competent practitioners for empowerment, strengths-based, collaborative social work practice and advocacy at multiple system levels.
4. Prepare social workers who will engage in continuing professional education and life-long learning to enhance their social work knowledge and skills.

Objectives of the MSW Program

1. Prepare advanced social work practitioners who have the knowledge, skills and values to intervene with individuals, families, groups, organizations and communities, and who are committed to maintaining their professional growth through lifelong learning and continuing education.
2. Prepare advanced social work practitioners who have the knowledge, understanding and respect for people from diverse backgrounds and who can provide culturally competent social work practice at multiple system levels, and promote culturally sensitive services for diverse client systems.
3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation.
4. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels.

5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate and advocate for policies consistent with social work values.
6. Provide knowledge to graduates that enable them to provide advanced practice with multiple systems at the advanced level in the fields of mental health, and families, youth and children.
7. Prepare graduates who will engage in quantitative and qualitative research for effective practice and program evaluation to improve one' own practice, as well as services and policies.
8. Prepare advanced social workers who will provide leadership for and act as catalysts in promoting collaborative endeavors in social service agencies in the community.
9. Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in rural and urban environments.

Statement of Unqualified Respect for Human Diversity and Nondiscrimination

As stated in the National Association of Social Workers Code of Ethics, specified within the Educational Policy and Accreditation Statement of the Council on Social Work Education, and consistent with the California State University, Chico's Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and other physical, psychological or social characteristics.
2. Are committed to teach, encourage, and promote an appreciation, respect, and understanding of human diversity in the School of Social Work, California State University, Chico, our professions, and our communities.
3. Affirm the value of soliciting, incorporating, and respecting human diversity into all aspects of our educational experiences, our profession, and our personal lives as ways to enrich our total life experience individually and collectively as members of a diverse world community.

Master of Social Work (MSW) Program

Course Sequence

Professional Foundation Year Courses

(First Year of the Two-Year Program)

Fall Semester:

SWRK 601 Human Behavior & Soc. Environ. I (3)
 SWRK 605 Social Welfare Policy and Services (3)
 SWRK 608 Gen SWRK Theory & Practice I (3)
 SWRK 617 Research I: Methods of SWRK Knowledge
 and Practice (4)
 SWRK 631 Foundation Practicum I (3)

Spring Semester:

SWRK 612 SWRK Practice in Multicultural
 Contexts (3)
 SWRK 609 Gen. SWRK Theory & Practice II (3)
 SWRK 610 Gen SWRK Theory & Practice III (3)
 SWRK 644 Human Behavior & Soc. Environ. II
 (Macro) (3)
 SWRK 632 Foundation Practicum II (3)

16 units for Fall Semester

15 units for Spring Semester

All One-Year Program students (those with a BSW degree and add. criteria) must enroll in the following two summer courses before enrolling in the fall semester concentration courses:

SWRK 635 Foundations of SWRK Practice (3)

SWRK 636 Foundations of SWRK Research (3)

6 units for Summer

Concentration Year Courses

(Second Year of the Two-Year Program AND the One-Year Program)

In the Concentration courses, students select a focus in Mental Health Services (MH) or Families, Children and Youth Services (FCY).

Fall Semester:

SWRK 641 Advanced Practice in MH Services (3)
(or)
 SWRK 642 Advanced Practice in FCY Services (3)

 SWRK 643 Assessment of Individuals & Families (3)
 SWRK 653 Research II: Program Eval. in SWRK (3)
 SWRK 648 Advanced Practicum I (4)

Spring Semester:

SWRK 652 Supervision, Program Development, and
 Administration (macro practice) (3)
 SWRK 681 Adv. Family & Child Treatment (3)
(or)
 SWRK 656 Advanced SWRK Macro Practice (3)
 SWRK 654 Social Policy in MH Services (3)
(or)
 SWRK 655 Social Policy in FCY Services (3)
 SWRK 658 Adv. Practicum II (4)

++ Thesis/Project (2) **(or)** Comprehensive Exam & an
 Elective (3)

++ Thesis/Project (2) **(or)** Comprehensive Exam & an
 Elective (3)

15-16 units for Fall Semester

15-16 units for Spring Semester

Electives (Not all electives are offered every semester)

SWRK 671 SWRK Health Care Policy & Practice (3)
 SWRK 673 Trauma and Loss (3)
 SWRK 674 Policy & Practice w/Older Americans &
 Their Families (3)
 SWRK 677 Substance Abuse: Foundations of SWRK
 Practice (3) **(Title IV-E required)**
 SWRK 685 Developmental Theory & Interpersonal
 Processes (3)

SWRK 687 Advanced Child Welfare **(Title IV-E
 required)** (3)
 SWRK 688 SWRK Practice in Schools (3)
 SWRK 697 Independent Study (1)(2)
 SWRK 699P Master's Project (2)
 SWRK 699T Master's Thesis (2)

Graduation / Continuing Education

MSW Three-Year Weekend Program Schedule

Classes will meet 8 a.m. to 5 p.m. on Friday, Saturday, and Sunday on the following dates:

2006

Orientation: August 18-19

Meeting 1: September 8-10 SWRK 601 Human Behav. & Soc. Environ. I

Meeting 2: October 6-8 SWRK 601 Human Behav. & Soc. Environ. I

Meeting 3: November 3-5 SWRK 605 Soc. Welfare Policy & Services

Meeting 4: December 1-3 SWRK 605 Soc. Welfare Policy & Services

2007

Meeting 5: January 26-28 SWRK 612 SWRK Prac. in Multicultural Contexts

Meeting 6: February 23-25 SWRK 612 SWRK Prac. in Multicultural Contexts

Meeting 7: March 30-April 1 SWRK 644 Human Behav. & Soc. Environ. II

Meeting 8: May 4-6 SWRK 644 Human Behav. & Soc. Environ. II

Meeting 9: June 8-10 SWRK 617 Research I: Methods

Meeting 10: June 29-July 1 SWRK 617 Research I: Methods

Meeting 11: July 20-22 SWRK 609 Gen. SWRK Theory & Practice II

Meeting 12: August 10-12 SWRK 609 Gen. SWRK Theory & Practice II

Online Elective Fall 2007 SWRK 687 Adv. Child Welfare

Meeting 13: September 7-9 SWRK 608 Gen. SWRK Theory & Practice I

Meeting 14: October 5-7 SWRK 608 Gen. SWRK Theory & Practice I

Meeting 15: November 2-4 SWRK 631 Foundation Practicum I

Meeting 16: December 14-16 SWRK 631 Foundation Practicum I

2008

Online Elective Spring 2008 SWRK 674 Policy & Prac. w/Older Americans & their Families

Meeting 17: February 1-3 SWRK 610 Gen. SWRK Theory & Prac. III

Meeting 18: March 7-9 SWRK 610 Gen. SWRK Theory & Prac. III

Meeting 19: April 4-6 SWRK 632 Foundation Practicum II

Meeting 20: May 2-4 SWRK 632 Foundation Practicum II

Meeting 21: June 6-8 SWRK 643 Assessment of Individuals & Families

Meeting 22: June 27-29 SWRK 643 Assessment of Individuals & Families

Meeting 23: July 11-13 SWRK 677 Substance Abuse (Possibly Online)

Meeting 24: August 8-10 SWRK 677 Substance Abuse (Possibly Online)

Online Required Fall 2008 SWRK 648 Adv. Practicum I

Meeting 25: September 5-7 SWRK 641 Adv. Prac. in MH Services or

SWRK 642 Adv. Prac. in FCY Services

Meeting 26: October 3-5 SWRK 641 Adv. Prac. in MH Services or

SWRK 642 Adv. Prac. in FCY Services

Meeting 27: November 7-9 SWRK 653 Research II: Prog. & Prac. Evaluation

Meeting 28: December 5-7 SWRK 653 Research II: Prog. & Prac. Evaluation

2009

Meeting 29: January 9-11 SWRK 652 Supervision, Prog. Develop. & Admin.

Meeting 30: January 23-25 SWRK 652 Supervision, Prog. Develop. & Admin.

Online Required Spring 2009 SWRK 658 Adv. Practicum II

Meeting 31: February 13-15 SWRK 654 Soc. Policy in MH Services or SWRK

655 Soc. Policy in FCY Services

Meeting 32: March 13-15 SWRK 654 Soc. Policy in MH Services or SWRK

655 Soc. Policy in FCY Services

Meeting 33: April 17-19 SWRK 656 Adv. SWRK Macro Practice or SWRK

681 Adv. Family & Child Treatment

Meeting 34: May 15-17 SWRK 656 Adv. SWRK Macro Practice or SWRK

681 Adv. Family & Child Treatment

REQUIREMENTS FOR MSW DEGREE

Overview of the MSW Program Curriculum

The MSW program prepares students for Advanced Generalist practice that consists of a broad-based set of knowledge, values, and skills necessary for advanced social work practice with multi-level systems. The major emphases of the concentration are direct services to individuals, families and groups; community and organizational practice; policy analysis and practice; and research for practice. Within the Advanced Generalist concentration, students may choose a focus area in mental health services (MH), or in families, children and youth services (FCY) for additional advanced direct practice and policy practice preparation. The electives, comprehensive examination, and thesis or project augment the students' advanced practice expertise.

Course Requirements for MSW Degree: 34-61 units (depending on Program Plan)

Continuous enrollment is required. A maximum of 9 units of transfer credit may be applied toward the degree. Thirty-six units are required for students who have a baccalaureate from social work programs accredited by the Council on Social Work Education (CSWE) and who meet the criteria listed below for admission to the one-year program. Sixty-one units are required for students who meet the criteria listed below for admission to the two-year program.

Field Education Requirement

The Master of Social Work program requires a total of 480 hours of practicum during the Professional Foundation year, and 720 hours of practicum during the Concentration year. Employment-based practicum positions are considered on an individual basis when agencies are able to provide the student with a position that is educationally focused and involves tasks other than normal work duties. Students who are placed in an employment based field placement will be required to sign an employment based practicum release or information form. Please see the *MSW Field Education Handbook* for details.

Advanced Generalist Practice with focus in Mental Health Services or in Families, Children and Youth Services

A. Mental Health Services (MH)

The focus in Mental Health Services is to prepare the student for a career of service to persons with psychiatric disorders. Graduates may be employed in community mental health centers, psychiatric hospitals, regional centers, alcohol and substance abuse programs, and a variety of other social service agencies.

B. Families, Children, and Youth Services (FCY)

The focus in Families, Children, and Youth Services is to prepare the student for a career of service to at-risk families and children. Graduates may be employed in a variety of settings including family service agencies, public child welfare agencies, probation departments, foster care agencies, adoption agencies, child guidance centers, schools, and a variety of other social service agencies.

Requirements for MSW Degree

For the MSW degree to be conferred, students must meet the following criteria:

1. Completion of all requirements as established by the School of Social Work MSW Program Committee and the Graduate School;
2. Completion of a culminating activity as specified in "Master's Degree Requirements" in *The University Catalog* and as approved by the MSW Program Committee. Two-Year program students should submit their Program Plan stating their culminating activity before spring semester finals of their Foundation year. One-Year program students should submit their Program Plan by the beginning of fall semester of their Concentration year. Three-Year Weekend program students should submit their Program Plan during fall semester, 2008. Options for this activity may be one of the following: Master's Thesis, Master's Project, or Comprehensive Examination. Additional information is provided under "Culminating Activity" in this handbook.
3. Approval by the School's MSW Program Committee and the Graduate Coordinators on behalf of the faculty of the university.

Requirements for the One-Year MSW Program

Students who have obtained a social work baccalaureate accredited by the Council on Social Work Education (CSWE) within five years of entering into the program, and who meet other School of Social Work criteria for entry into the One-Year Program must complete 34-36** units of 600-level social work courses, including a minimum of 720 hours of field education practicum. The One-Year Program includes the 30-32** units of Concentration courses listed below plus two additional courses (six units) that must be completed during the summer session prior to entering the Concentration year of study. (**depending on Program Plan)

Summer Session

SWRK 635	Foundations of SWRK Practice	3.0
SWRK 636	Foundations of SWRK Research	3.0

Electives (not all electives are offered each semester)

SWRK 671	SWRK Health Care Policy & Practice	3.0
SWRK 673	Trauma and Loss	3.0
SWRK 674	Policies & Practice with Older Americans & Their Families	3.0
SWRK 677	Substance Abuse: Foundations for SWRK Practice	3.0
SWRK 685	Developmental Theory and Interpersonal Processes	3.0
SWRK 687	Advanced Child Welfare (Required for Title IV-E)	3.0
SWRK 688	SWRK Practice in Schools	3.0
SWRK 699P	Master's Project	2.0
SWRK 699T	Master's Thesis	2.0

Requirements for the Two-Year MSW Program

Students who have completed a baccalaureate degree *other than* in social work, as well as students who do have a baccalaureate in social work and are enrolled in the Two-Year Program, must complete 31 units of 600-level social work Professional Foundation courses prior to the 30-32** units of 600-level social work Concentration courses. Twelve hundred hours of field education practicum are required. (**depending on Program Plan)

Professional Foundation Year Courses (First Year)

Fall Semester

Orientation** A mandatory two-day MSW Program orientation is scheduled Thursday/Friday:
August 23-24, 2007, 8:00 a.m. – 5:00 p.m. Butte 101

SWRK 601	Human Behavior & Social Environment	3.0
SWRK 605	Social Welfare Policy & Services	3.0
SWRK 608	Gen SWRK Theory & Practice I	3.0
SWRK 617	Research I Methods for SWRK Knowledge & Practice	4.0
SWRK 631	Foundation Practicum I	3.0

Spring Semester

SWRK 612	SWRK Practice in Multicultural Contexts	3.0
SWRK 609	General SWRK Theory & Practice II	3.0
SWRK 610	General SWRK Theory & Practice III	3.0
SWRK 644	Human Behavior and Social Environment II	3.0
SWRK 632	Foundation Practicum II	3.0

Concentration Year Courses (Second Year)

In the Concentration year of the program, students have the option of focusing in Mental Health Services or in Families, Children and Youth Services.

Fall Semester

SWRK 641	Advanced Practice in Mental Health Services	3.0
	OR	
SWRK 642	Advanced Practice in Families, Children & Youth Services	3.0
SWRK 643	Assessment of Individuals and Families	3.0
SWRK 653	Research II: Program Evaluation in Social Work	3.0
SWRK 648	Advanced Practicum I	4.0
	Thesis, Project, OR Elective	2.0-3.0

Spring Semester

SWRK 652	Supervision, Program Development and Administration	3.0
SWRK 654	Social Policy in Mental Health Services	3.0
	OR	
SWRK 655	Social Policy in Families, Children & Youth Services	3.0
SWRK 681	Advanced Family & Child Treatment	3.0
	OR	
SWRK 656	Advanced SWRK Macro Practice	3.0
SWRK 658	Advanced Practicum II	4.0
	Thesis, Project, OR Elective	2.0-3.0

Requirements for the Three-Year Weekend Program

The Three-Year Weekend Program provides the same MSW curriculum as the Two-Year Program except that it meets all day on Friday, Saturday and Sunday once each month for 12 months each year. This program admits students once every three years with the first cohort of students beginning Fall 2006. ***Applications for admissions to this program will be from October 2008-March 1, 2009. The next Three-Year Weekend Program will begin in the of fall semester***

of 2009. As in the Two-Year Program, this program requires a total of 61 units of course work and 1200 hours of field education practicum experience. See class schedule on previous pages.

Other Approved Graduate Courses

Political Science

POLS 660A	Seminar: Public Management	3.0
POLS 660B	Seminar: Public Personnel Administration	3.0
POLS 660C	Seminar: Public Financial Resources	3.0
POLS 663	Seminar: Health/Human Services Management	3.0

Psychology

PSY 648	Career Counseling & Development	3.0
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Professional Foundation Year and Concentration Year Practicum

Purpose

The purpose of the Field Education Program is to prepare students for the world of professional social work practice by placing them in actual settings where, under the guidance of social work practitioners, they will develop essential competencies in applying social work knowledge, values, and skills. In addition to their classroom experience, students will gain knowledge, skills, and professional identity through practice in these settings, and through the instruction and modeling provided by their mentors. In addition to time at the field site, the student attends a Field Seminar designed to help integrate classroom learning and the field experience. During the Professional Foundation Year, students attend SWRK 608 (Theory & Practice I), a course that addresses professionalism, ethics, and values of social work, as well as the models, methods and theories related to actual practice. During the Concentration Year, students attend either SWRK 641 (Advanced Practice in Mental Health Services) or SWRK 642 (Advanced Practice in Families, Children & Youth Services). These courses, along with the field seminars, help to integrate classroom learning with the field experience. Only students enrolled in the MSW program may participate in field education practicum.

Via the practicum, students learn through experience reinforced by the integrative courses (SWRK 608, SWRK 641 or SWRK 642) about issues related to the use of self in facilitating change. This includes professional boundaries, organizational culture, communicating with other professionals, and the challenges posed by practice with diverse populations. The integrative courses are the vehicle for students to generalize experiences from individual placements to practice with the diversity of social work roles, services, populations, settings, approaches, and levels of practice.

Professional Foundation Year Practicum

The purpose of the Professional Foundation Year is to learn basic knowledge, skills, and values for client-centered problem-solving in generalist social work practice. During the Professional Foundation Year, students should learn to:

- Engage in interpersonal helping;
- Utilize a problem solving process;
- Analyze and function within an Agency delivery system;
- Perform a variety of direct and indirect practice roles with primary focus on direct roles;
- Find and use formal and natural resource systems; and

- Critically reflect on her/his own practice.

It is during the Professional Foundation Year that students begin developing a professional identity, particularly in gaining a working knowledge of the ethics, values, and roles of social workers. A working knowledge of the National Association of Social Workers (NASW) Code of Ethics and its application to practice is a major focus. Practice courses support the student's learning in the agency and the community, and encourage a fuller understanding of the array of social service systems. Practice courses also address professionalism, ethical and value conflicts related to practice, professional boundaries, organizational cultures, and challenges posed by practice with diverse populations. Integrative social work courses help students generalize experiences from individual placements to practice across the broad spectrum of organizations, interacting with the diverse populations and practice levels students encounter professionally.

Concentration Year Practicum

During the Concentration Year, students continue developing their professional identity. It is assumed that students have acquired the basic knowledge, skills, and values from their Professional Foundation Year practicum in preparation for the Concentration Year practicum. The emphasis of the concentration field work and practice courses is on preparing students for advanced generalist practice and leadership roles in human service agencies in Northern California. Emphasis also is placed on using advanced intervention methods and problem solving methodologies with complex systems of all sizes. The Concentration Year practicum develops particular professional competence as a generalist with a focus in **Mental Health Services** or in **Families, Children and Youth Services**. It is during this Concentration Year practicum that students are able to apply the concepts, skills, and values learned in the Professional Foundation Year to the selected focus area of advanced generalist practice.

The Concentration Year practicum further prepares students as social work practitioners in their focus area by expanding understanding and use of the ecological systems perspective. Students gain a more comprehensive understanding of theories, concepts, and practice models for assessment and intervention with different size systems at multiple levels in small towns and rural settings. The student's practice should be guided by values which build upon the strengths of consumer systems at multiple levels consistent with the values of individual and cultural diversity, self-determination, human dignity and worth, and social justice. At this level, students should also be able to engage and maintain complex professional relationships with staff, colleagues, community members, and policy makers consistent with social work ethics and values. While the Professional Foundation Year practicum introduces supervision and critical reflection, it is during the Concentration Year practicum that students become skilled in critical self-reflection and the ability to constructively utilize consultation and supervision for understanding their own limits, ethical scrutiny, professional growth and wellness.

ACADEMIC REGULATIONS FOR MSW STUDENTS

Special Rules Governing Course Enrollment

1. No more than 15 units may be taken before admission to classified status.
2. No more than 9 units of transfer and/or CSU, Chico extension or Open University credit may be included in the program (correspondence courses and UC extension course work are not acceptable). Acceptance of transfer credit is approved by the MSW Director.
3. Students may enroll in a maximum of 3 units of Independent Study.
4. No more than 2 units of SWRK 699T (Master's Thesis) or SWRK 699P (Master's Project) may be taken per semester, with no more than 4 units total.
5. After being accepted into the Two-Year MSW Program, students with a social work baccalaureate degree obtained within the last five years may challenge selected courses from the professional foundation year of the MSW program if they believe they have mastered the objectives and content through previous courses. If successful, students will substitute elective courses in the program to meet the unit requirement for the degree. For detailed information, see "Proficiency Examination Policy."

Graduate Time Limit

A student must complete all requirements for the MSW degree no later than FIVE (5) years from the end of the semester of enrollment in the oldest course on the approved program. In special circumstances, a single extension of the program time limit may be granted to a maximum of no more than two additional years from the end of the semester of enrollment in the oldest course on the approved program. The extension may require taking additional coursework and dropping the expired coursework from the approved program, or validating expired coursework (see "Validation of Expired Coursework"). Approvals for the extension and the duration of the extension are determined by the petitioner's graduate advisory committee, the departmental graduate coordinator, and the Graduate School, in that order.

POLICIES AND PROCEDURES FOR TRANSFER OF CREDIT AND USE OF PROFICIENCY EXAMINATIONS

Transfer of Credit

Under general university policy, course work may be considered for transfer into a master's degree program if it was completed at a regionally accredited institution within the master's degree program time limit, is graduate level and acceptable in a master's degree program at the school where it was taken, and has not been counted toward any previous degree. The California Education Code (Title 5) requires that students be allowed at least five years and no more than seven years to complete all master's degree requirements. The CSU, Chico MSW program has a five year time limit for students to complete all program requirements.

Transfer of Social Work Courses from Other Institutions

CSWE Accredited Programs

The MSW Program accepts up to 30 units of transfer credit for foundation social work graduate courses taken at other CSWE accredited MSW programs. Only social work courses with a grade of B or higher can be used as substitutions for the required course work in the program. In order to be considered for transfer status, students must be in good standing with the transferring

institution, apply during the regular application cycle between October 1 and March 1, and be accepted to the MSW program.

Students who have started and completed the first half of their graduate study at another accredited school of social work within the last four years may apply directly to the concentration year of the two-year program. They must have a cumulative GPA at the transferring institution of at least a 3.0 on a 4.0 scale and a B or better in all required social work courses, including field practicum. All program requirements must be met within the five-year time limit.

Transfer students who have not completed all requisite foundation content required in the CSU, Chico MSW program must complete that content prior to beginning the concentration year of the program.

Transfer credit is determined through a review process on a course-by-course basis. The MSW Director, with consultation as needed from faculty teaching the content area, determines course equivalency by reviewing the transfer course syllabus, assignments, textbook table of contents, catalog description, and academic transcript provided by the student. If the MSW Director approves the equivalent course from another institution, the student will receive transfer credit. If the course is similar but not equivalent, the student may be required to supplement the missing material and knowledge, or take a proficiency examination. The course will be treated as equivalent and the student will receive credit if the examination is passed with a grade of B or higher.

Transfer of credit for the field practicum will be evaluated on a case-by-case basis.

Transfer credit will not be given for the concentration year. However, if students have had a course similar to a concentration course in the Chico MSW curriculum and received a B or higher, the course may be considered for waiver by the same process used for transfer of credit. In this case, students will substitute the course that has been waived with an elective.

Other Master's Degree Programs

The MSW program may accept up to six units of **elective** credit from CSU, Chico or another regionally accredited college or university provided:

1. The course work transferred represents valid graduate credit from the institution accredited to offer master's degree level work and willing to accept such credit toward its own master's degree.
2. The coursework has not been counted toward another degree;
3. A grade of B or better has been earned.
4. The credit is within the program time limit (All program requirements must be completed within five years; at the time of admission, the course should be no more than three years old for two-year students).
5. The credit is consistent with the mission, goals, and objectives of the CSU, Chico MSW program.
6. The credit is not for a practicum; only practicum credits are given for transfer students from other CSWE accredited MSW programs.

Each course will be evaluated according to the same methods used for evaluating courses from CSWE-accredited programs. No credit will be approved for correspondence courses, continuing education courses, or for life or employment experience.

Proficiency Examinations

Students who have graduated with an accredited baccalaureate in social work within the last five years may request to challenge one or more of the following Foundation Year courses based on mastery of the material:

- SWRK 601 Human Behavior & Social Environment
- SWRK 605 Social Welfare Policy and Services
- SWRK 612 Social Work Practice in Multicultural Contexts
- SWRK 617 Research Methods for Social Work Knowledge and Practice

Mastery of the material will be determined by written examination. The student must have taken a comparable course within the last five years and received a B or higher in order to request to challenge the course. Students may not challenge any practice or field practicum course. Students qualified to challenge a course will be notified by letter and e-mail the summer before they begin the first program semester and provided the following procedure for challenging a course:

At least **two weeks before** the semester begins, the student must submit to the MSW Director a request to challenge a course along with the following documents of the undergraduate comparable course: Syllabus, textbook, table of contents, and transcript that includes the grade received for the course (transcript not required if course was taken at CSU, Chico). Accommodations can be made for earlier release of the exam through DSS services if applicable.

A written examination for the challenged course will be scheduled during the week before the first semester begins. The MSW Director will review the submitted material, and administer and grade the examination. The student must pass the examination with a grade of B or higher.

The MSW Director will notify the student of the outcome of the exam before the semester begins. If the student passes the examination successfully, he/she is required to enroll in a substitute course to maintain the 61 unit requirement for the program. The MSW Director, in consultation with the student, determines the course substitution, which is generally an MSW elective. The student and the MSW Director must complete this process before the semester begins to avoid violation of university academic deadlines

Graduate Advising Requirement

Prior to the beginning of classes, students should contact the MSW Director with questions regarding the MSW program and their graduate education experience. Students are introduced to their program advisor during the mandatory orientation in the Fall semester. After the beginning of classes, students consult the faculty adviser assigned to them for the following purposes:

- To assess her/his aptitude and motivation for social work
- To become knowledgeable regarding potential field settings
- To decide whether to complete a thesis, project, or comprehensive examination
- To assist in selecting the thesis or project chair, and committee when appropriate

- To assist in monitoring academic performance (when a student's GPA is in danger of falling below a 3.0, or a student has failed to maintain a solid B where required, the adviser consults with the student to develop a corrective plan)
- To notify the MSW Director of academic and professional performance difficulties, and/or to notify the Field Education Director of problems in the field practicum
- To consult, support, and guide when program difficulties or concerns arise
- To assist in locating campus resources and making referrals when appropriate
- To provide suggestions and alternatives for another career choice or major if appropriate

Graduate Literacy Requirement

Graduate students are expected to demonstrate writing proficiency commensurate with graduate education and be able to communicate effectively in writing with other professionals and the public. Academic and research papers are to be submitted in accordance with the style of the *Publication Manual of the American Psychological Association* (APA), Fifth Edition. To complete this graduation requirement, students in the MSW program will demonstrate their writing competence through successful completion of either SWRK 641, Advanced Practice in Mental Health Services, or SWRK 642, Advanced Practice in Families, Children and Youth Services during the Concentration year of the program.

Important Dates and Deadlines

The *Class Schedule* and the *University Catalog* includes a two year Academic Calendar. Additionally, students should consult the CSU, Chico Graduate School publication: *Guide to Graduate Studies: Policies, Procedures & Format* for additional dates and deadlines.

Application for Graduation is February 22, 2008.

Prerequisites for Admission to Conditionally Classified Status

Conditionally Classified status indicates the student has been admitted to the MSW program, but has not been formally approved for MSW study. The student is progressing toward meeting the requirements outlined by the university and the School of Social Work to qualify for Classified Status by the end of the first semester of the MSW program. Conditionally Classified admission may be granted to applicants who have GPAs lower than 3.0 for the last 60 units of course work and who have obtained a baccalaureate-level degree from any state or territory within the United States or the international equivalent of such baccalaureate-level degree as determined by the Graduate School, and has:

1. Submitted a written request with appropriate documentation based on having met at least one of the following criteria:
 - a. Provided outstanding paid or volunteer experience in human service agencies.
 - b. Performed successful grant writing for human service organizations.
 - c. Achieved Graduate Record Examination (GRE) scores which indicate an ability to complete graduate-level work.
 - d. Shown significant potential for advanced social work practices.
2. Obtained approval by the School of Social Work MSW Admissions Committee and the Graduate School.

Prerequisites for Admission to Classified Status

Students who have been formally approved by School of Social Work and the Graduate School to pursue the MSW degree have achieved Classified Status. In addition to meeting the conditions outlined in the preceding paragraph, students must have:

1. Obtained a baccalaureate-level degree from any state or territory within the United States or the international equivalent of such baccalaureate-level degree as determined by the Graduate School.
2. A GPA of 3.0 or better for the last 60 units of academic course work; and
3. Obtained approval by the School of Social Work MSW Admissions Committee and the Graduate School.

Advancement to Candidacy

Students achieve Candidacy status when they have clearly demonstrated the ability and aptitude for attaining their MSW degree. The student must have:

1. Achieved Classified graduate status;
2. Completed at least 15 units of the Concentration year of the MSW program;
3. Passed the graduate literacy requirement (SWRK 641 or SWRK 642);
4. Finished all “incomplete” grades in the graduate program;
5. Filed a Program Plan with the School of Social Work regarding completion of a culminating activity (Thesis, Project, or Comprehensive Examination); and
6. Received approval by the School of Social Work MSW Program Committee.

Continuous Enrollment

Graduate students must be enrolled each semester either as a regular student or as an adjunct student until the degree is awarded to preserve their catalog rights. Special Session, Extension, or Open University enrollment does not meet this requirement. To attain adjunct status, students must enroll for a fee in GRST 899 through the Center for Regional and Continuing Education by the end of the fourth week of each semester. While no credit is earned for adjunct enrollment, the students maintain their status in the graduate program and have limited access to campus resources. This status is typically used for students who have not completed her/his thesis or project and need additional time to finish that work. For students who are not able to maintain continuous enrollment in GRST 899 or one or more MSW courses, please refer to the Leave of Absence or Withdrawal policies section of this manual. Students who do **not** maintain continuous enrollment may be required to reapply to the MSW program and be subject to new admission and degree requirements.

Note: Any changes in a student’s status in the MSW program must be discussed with the student’s advisor and MSW Program Director to develop an Educational Leave Plan.

Grade Point Average Requirement

Graduate students must maintain a cumulative 3.0 grade point average after admission to the MSW program, including course work taken at other institutions.

Graduate Grading Requirements

All courses included in the MSW Program (with the exceptions of SWRK 699P, and SWRK 699T and Social Work Practicum courses) must be taken for a letter grade. While grades are determined by individual instructors, it is also the policy of the MSW program that unsatisfactory grades may be given when work fails to reflect achievement of the highest standards, including high writing standards, expected of students pursuing the MSW degree. All social work practice courses (SWRK 608, 609, 610, 612, 641, 642, 652) must be passed with a minimum grade of B. Students receiving a grade lower than a B in a practice course may be prevented from enrolling in the following semester and placed on a development plan by the MSW Director that includes repeating the course with a grade of B or higher in order to proceed

in the program. Students receiving no credit for a practicum course will not be allowed to enroll in the following semester and will be referred to the Director of Field Education and the Field Review Committee for determination of the student's status in the program. Students must maintain an average 3.0 GPA in all course work on their approved master's degree program, and in all coursework taken subsequent to admission to conditionally classified status.

Definition of Letter Grading Symbols

(A, A-) Typically, the student has near perfect attendance and comes to class on time. S/he is prepared for class, has read the assignment, asks pertinent questions, and makes thoughtful and contributory comments. S/he also connects past learning with the present. Her/his written assignments are turned in on time with few, if any, grammatical or typographical errors. Additionally, the content of the papers reflect integration of knowledge gained both inside and outside the class. When an assignment asks for a personal reflection, there is every indication that the student has taken the time to process his/her thoughts and feelings, and is then able to communicate this orally and in writing in a superior manner. S/he consistently scores 90% to 100% on assignments, quizzes, and exams. Student clearly demonstrates exemplary achievement of the course objectives.

(B+, B) Typically, the student's attendance meets the instructor's requirements and comes to class on time. S/he is prepared for class, has read the assignment, asks pertinent questions, and makes thoughtful and contributory comments. S/he generally connects past learning with the present. Her/his written assignments are turned in on time with few, if any, grammatical or typographical errors. Additionally, the content of the papers generally reflect integration of knowledge gained both inside and outside the class. When an assignment asks for a personal reflection, there is every indication that the student has taken the time to process his/her thoughts and feelings, and is then able to communicate this well orally and in writing. S/he generally scores 84% to 89% on assignments, quizzes, and exams. Student clearly demonstrates achievement of the course objectives beyond the satisfactory level.

(B-) Typically, the student's attendance minimally meets the instructor's requirements, and/or comes to class late. S/he is inconsistently prepared for class, and as a result, may have difficulty participating in class discussions or making thoughtful and contributory comments. S/he is able to connect past learning with the present. Her/his written assignments are sometimes turned in late and contain some grammatical or typographical errors. The content of the papers reflect an attempt to integrate knowledge gained both inside and outside the class. When an assignment asks for a personal reflection, there is every indication that the student has taken the time to process his/her thoughts and feelings, and is then able to communicate this satisfactorily orally and in writing. S/he generally scores 80% to 83% on assignments, quizzes, and exams. Student demonstrates achievement of the course objectives beyond just the satisfactory (grade of C) level.

(C) Typically, the student comes late to class or has an unsatisfactory number of absences. S/he prepares his/her assignments consistently, but may turn them in late or incomplete. The assignments meet the minimum requirements and reflects insufficient integration of knowledge from readings, class discussion, or relevant outside experiences. S/he frequently has not done the reading ahead of class time, and consequently may have difficulty participating in class discussions. Written assignments may have numerous typographical or grammatical errors. S/he receives average or inconsistent evaluations on assignments.

(F) Ineffective achievement toward course objectives.

(CR) Satisfactory achievement of course objectives: equated with a B and is not calculated in student's GPA.

(NC) Unsatisfactory achievement of course objectives: equated with an F and is not calculated in the student's GPA.

(RP) Report in Progress: Satisfactory progress in the course and a portion of the course has yet to be evaluated; student must file an Incomplete Grade Agreement Form with the faculty and School of Social Work office.

(WU) Withdrawal Unauthorized: the symbol "WU" indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of instructor, completed assignments, or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average, computation this symbol is equivalent to an "F". The instructor shall report the last known date of attendance by the student. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use the symbol WU is inappropriate and NC shall be used instead. This grade would be given during the last three weeks or semester. See University catalog p. 145.

(W) Withdrawal: Withdrawal or Drop authorized after the fourth week of instruction; not used in student's GPA calculation.

(RD) Report delayed because a grade has not been reported to the Registrar due to unforeseen circumstances beyond the control of the student; not calculated in the student's GPA.

(AU) Audit grade indicates student's status as and Auditor and does not earn degree credit.

Grades for the Field Practicum

Field Practicum courses are graded Credit/No Credit. A student who receives no credit for their field practicum course will not be allowed to enroll in the following semester. Students may also be required to repeat Field Practicum hours if course objectives can not be adequately evaluated by Field Faculty due to excessive absences or educational leaves.

Withdrawal from Courses

Policies and procedures governing withdrawal from a course may be found in the catalog under "Course Registration, Change of Program, and Withdrawal Policies." Failure to officially withdraw from a course results in a grade of "F" being recorded on the student's transcript. Withdrawal after the university deadline may result in a "U" (unauthorized) grade. To withdraw during the last three weeks of the semester, see University Catalog (p145).

Repeating Courses

Graduate students may repeat courses in which they earned a grade of B- or lower. In instances where a student repeats a course for which a grade of B or higher was earned, neither units attempted, passed, or grade points will be counted toward degree requirements.

Repeating Courses for Forgiveness

Graduate students may repeat one post-baccalaureate course for forgiveness by filing a petition with the Graduate School, obtaining approval from the MSW Director, and **before** enrolling in the class. The earlier attempt must have resulted in a grade of B- or lower and there can be no regression (repeating a more elementary course after taking a more advanced course). A course that may be taken more than once may not be repeated for forgiveness. If the course was taken at another institution, equivalency must be established. Students may not petition to repeat at another university a course taken at CSU, Chico.

Only the last grade earned in the course will be calculated in the student's GPA, provided the student filed the petition and obtained the necessary approvals. If the student does not file the petition or obtain approval to repeat the course for forgiveness, the repeated course grade will be governed by the General Repeat Policy outlined in the "Academic Policies and Regulations" section of the university catalog.

Repeating Field Practicum

Any student who does not receive credit for the field practicum and is given the opportunity to repeat the course may be required to also repeat any other course(s) the field Review Committee or the Student Affairs Committee deems necessary to increase the student's knowledge, values and skills needed to successfully pass the practicum.

Responsibility for Assignment of Grades

Instructors, including the field liaisons, are responsible for the assignment of grades within the university guidelines. While students may challenge the accuracy of a course grade, the grade may not be changed without the approval of the instructor or the Director of the School.

Academic Probation

Failure to maintain an overall 3.0 GPA and a B in social work practice courses will result in academic probation in the MSW program. Students must remove the deficiency within one semester or they will be disqualified from the MSW program. The MSW Director notifies students at the end of the semester in which their GPA falls below a 3.00 or if they receive a grade lower than a B in a practice or field practicum course. At that time students are notified they must achieve an overall GPA by the end of the semester or they will be disqualified from the master's program. Students may not be allowed to continue in the program sequence until academic probation is removed.

Administrative-Academic Probation and Disqualification

Administrative-Academic Probation or Disqualification may occur when: Students have withdrawn from a substantial number of courses over two consecutive semesters; failed repeatedly to make progress toward earning their degree; or failed to comply with academic professional behavior, regulations, or requirements after they have been notified of the problem.

Grade Appeal Procedures: Informal and Formal Processes

Informal Process

At any time during the informal and formal appeal processes, students have the right to contact the Office of Student Judicial Affairs for assistance or information regarding their rights.

- 1. Student-Instructor Meeting**

No later than the second week of the semester following the semester in which the grade at issue was earned, the student must meet with the instructor to attempt to informally resolve the grade issue.

2. **Student-Program Director Meeting**

If the informal meeting between the student and the instructor did not resolve the matter, the student must meet with the Program Director no later than the third week of the semester following the semester in which the grade was earned. The Program Director provides a report to the student and instructor regarding her/his decision regarding the outcome of the meeting.

3. **Student-Instructor-School Director Meeting**

If the meeting between the student and the Program Director did not satisfactorily resolve the issue, the student may request a meeting with the instructor and the School Director within 10 days of receiving the report from the Program Director. If this meeting fails to resolve the issue, the student may choose to begin the formal appeal process in accord with university guidelines.

Formal Process

Should the informal appeal process not resolve the issue to the students' satisfaction, she/he may initiate a formal appeal with the Office of Student Judicial Affairs. Please see *IM 94-22 Student Grievance Procedures* in the Appendices.

Leave of Absence from the University and MSW Program

The MSW Program leave of absence policy is designed to extend classified MSW students the ability to suspend their studies for **one or more semesters** and the right to return to complete their MSW degree, keeping in mind that all degree requirements must be met within the program time limit. Students must request and obtain a formal leave from the MSW Program in order to maintain their MSW status and the right to return. It is crucial that students considering a leave contact the MSW Director for counsel and complete the necessary paperwork. Unclassified students must contact the Graduate School to negotiate the terms of withdrawal or leave of absence.

Students are eligible to take one of three types of leave including (1) military leave, (2) medical leave and (3) planned educational leave, keeping in mind that all program requirements must be met within the program time limits. Students on leave for more than two semesters must submit an application **and fee** for readmission to the MSW program.

1. Military Leave: To apply for military leave, the student must supply the MSW Program with a copy of their military order that indicate the dates of induction or transfer.
2. Medical Leave: Students who are pregnant or experiencing medical problems for themselves or a family member, may apply for a medical leave.
3. Planned Educational Leave: Students may take a planned educational leave to pursue educational activities designed to enhance their educational goals. Such activities may

include social work employment to improve their preparation for advanced practice, travel, and other educational opportunities.

Leave of Absence Procedures

The student planning for a leave of absence from the MSW program must complete a Leave of Absence Petition that will initiate the review and approval process by the MSW Director and the student's adviser. The petition must include information such as the last semester of enrollment, the planned semester of return, reason for the leave request, and the relationship of the leave to the student's educational and professional goals. The completed forms must be filed with the School of Social Work, the Graduate School, and the Office of Admissions and Records. Applications for leaves of absence must be filed prior to the leave, but may be considered retroactively in emergency situations.

Students must maintain continuous enrollment to preserve catalog rights for the MSW program when first admitted. See Continuous Enrollment procedures in this handbook. **MSW students who do not maintain continuous enrollment for every semester they miss must reapply to the program when they return. Students may be held to any new admissions requirements and if admitted, to new degree requirements.**

Students who have been disqualified or terminated for academic or non-academic reasons are not eligible for leaves of absence. Students who have been disqualified for academic reasons may be reconsidered for reinstatement after one year of leaving the MSW program.

Policy on Volunteer Experience

The California State University, Chico - School of Social Work recognizes that social workers have an ethical responsibility *to broader society* and thus a professional commitment to helping their fellow human beings during national disasters and various other traumas. We also understand that there are various ways to support and enhance individuals and families that do not take away from the educational integrity of a student's learning process and our program. Students are encouraged to participate in *professionally directed* activities while also maintaining their educational commitment. If a student chooses to participate in a volunteer experience that entails missing courses in the program more than one week, the School of Social Work will honor their choice and require the student to request an educational leave from the program until the student can make a full *time or part time* commitment *as appropriate* to their coursework. Please refer to the *School of Graduate, International & Sponsored Program* school guidelines for educational leaves for further details and discuss this decision with your MSW Advisor and the MSW Director. (*Policy adopted by the faculty of the CSU, Chico - School of Social Work November 2005*) **For further detail, please refer to Attendance Policy in this handbook for all CSUC MSW Programs.**

Withdrawal from the University

Students finding it necessary to withdraw from the university after they have enrolled for the academic term must first contact the MSW Director and then the Director of the School to discuss their circumstances and whether or not they plan to return to the MSW Program in the future. Students must follow official university procedures that can be obtained from the CSU, Chico Office of Advising and Orientation, MLIB 190, 530-898-5712. Those receiving financial aid, Title IV-E stipends, any other stipend/aid program or scholarship must contact the Office of

Advising and Orientation, the School of Social Work office, or the Title IV-E Office in the School of Social Work, respectively. If for any reason students are unable to conduct this business in person, they should call the appropriate office to request withdrawal. Failure to formally withdraw from the university can result in a failing grade (F). Please refer to page 145 of the *2007-2009 University Catalog* for more details.

In order to maintain continuous enrollment in the university, students who must withdraw from all coursework should file a Leave of Absence (military leave, pregnancy or medical leave, or planned educational leave) with the School of Social Work and the Graduate School. In order to preserve the student's Catalog Rights for future graduation, the student should register for Adjunct Enrollment for each semester they will be off-campus. The fee is \$70 per semester for adjunct enrollment. If the MSW program changes during the time and the student is NOT actively enrolled (either in the program itself or through adjunct enrollment), in order to graduate she/he must fulfill all the requirements of the catalog under which she/he re-enroll.

Applying for Graduation

The deadlines to apply for graduation are published in the *Class Schedule* and the *University Catalog*. Students must apply no later than the published date for the semester in which they are scheduled to complete all program requirements, generally the spring semester for MSW students. **February 22, 2008** is the date for students to apply for graduation in May of 2008.

The Graduate School's *Final Steps to Graduation* includes instructions and a checklist for university master's graduation requirements and may be obtained from the Graduate School, or on the Graduate School webpage. Students may find this useful in planning for their graduation and ensuring they have met all requirements in a timely manner.

Students must be sure her/his file contains transcripts of all post secondary schools attended, including schools attended while obtaining the MSW at Chico. These are necessary to be cleared for her/his master's degree. Official transcripts must be sent directly to the Graduate School.

Students who do not graduate at the end of the semester for which they applied, must reapply for the following semester by the applicable deadline and pay the refilling fee.

Graduating with Distinction

To graduate with distinction, students must achieve a 3.9 grade point average in all approved program coursework AND be recommended by the student's faculty advisor or graduate advisory committee. Students graduating with distinction are recognized at commencement and receive a special diploma. The notation "with distinction" is posted on the transcript.

Graduate Culminating Activity: Thesis, Project or Comprehensive Examination

The MSW program requires students to satisfactorily complete (1) a thesis, (2) a project, or (3) a comprehensive examination (along with two electives) as a condition of graduation. Students should work with their faculty advisor or the Comprehensive Examination Committee Chair in deciding which option will best fulfill their academic and professional goals. The deadline for Concentration year master's degree students to complete all requirements and submit their final progress sheet to the MSW Program and the Graduate School is **April 25, 2008**. All culminating experiences must be completed prior to that date.

Comprehensive Exam

The Comprehensive Exam is structured as a practice paper and will allow faculty to evaluate the student's best integrative work. The paper will reflect advanced practice understanding and skills applied to a case the student worked in the Concentration Year field practicum.

Thesis or Project

The Graduate School's *A Guide to Graduate School: Policies, Procedures and Format* is the guiding publication for theses and projects at CSU, Chico. Please review the current publication at: <http://www.csuchico.edu/giis/>

A thesis is typically a recognized research methodology to answer a significant question. A project is typically a creative work consisting of a community project designed and completed through a community agency.

All theses and projects require oral and written documentation that are defended and that follow the Graduate School's guidelines and the recommendations of the School of Social Work. Students are personally responsible for all formatting and binding costs for theses/projects.

Thesis / Project Policy – School of Social Work

Completion of a thesis or project is a major undertaking that requires preparation, commitment, and planning. Students who formally elect to complete a thesis or project will not be allowed to change their plan and take the comprehensive examination. Therefore, students choosing to complete a thesis or project should contact their faculty advisor or proposed thesis/project chair as early as possible.

The thesis/project proposal must include a formal outline of the thesis or project, a review of the scientific literature on the topic, a completed human subject review application, a timeline for completion of the project or thesis, and a proposed thesis or project chair and a committee consisting of two department faculty. Student's thesis/project proposals will be reviewed by an ad hoc faculty committee to evaluate the viability and validity of the thesis or project. Students are strongly advised to obtain and carefully review the university's detailed information and guidelines for master's thesis and projects from the CSU, Chico's *Guide to Graduate Studies: Procedures and Format* to fully understand expectations prior to initiating the formidable task of preparing a proposal. The Guide can be accessed at: <http://www.csuchico.edu/giis/>

Recommendations For Theses or Projects

Writing a thesis or project for an MSW degree culminating event can be highly rewarding. However, it is a major undertaking that needs careful consideration and planning. In preparation, a student must complete a Thesis or Project Proposal for review by an ad-hoc faculty committee. Writing the Proposal will help the student form a research plan, consider its feasibility, and select a Thesis/Project Chair. The student must assemble a Thesis or Project Committee consisting of the Chair and one other tenure or tenure-track faculty member, both from the School of Social Work. Please refer to faculty web page for faculty specialized focus on research and study. If a student desires, a third committee person may be selected from outside the School who specializes in the subject area of the thesis or project. The Proposal must include a formal outline of the Thesis or Project, a review of the scientific literature on the topic, a completed human subject review application, a timeline for completion of the Project or Thesis, and a proposed Thesis or Project Committee.

The following are the recommended elements of a Proposal. Ultimately, the standards for the proposal are determined by the Thesis or Project Committee and/or Chair. Proposal submissions should be in 12 pt. font and no more than three to five pages in length.

Thesis/Project Outline

- I. Problem Statement
 - a. Clearly articulated research question or project
 - b. Researchable research question or feasible project idea.

- II. Literature Review (brief—summation)
 - a. Compilation of article from peer reviewed journals that are directly related to the research questions or project idea.
 - b. Quantity of articles should reflect the range of prior research on the topic.

- III. Methodology
 - a. Description of how the research/project will be carried out.
 - b. Appropriateness of the method to the research question or project.

- IV. Human Subject Review
 - a. A description of the proposed research related to the Human Subject Review policy, which can be found at:
<http://www.csuchico.edu/sp/policy/hsrc/human.html>.
 - b. An Application for Human Subjects Review should be obtained from the above website.

Please also review the Graduate School guidelines for the thesis/project, which can be accessed at: <http://www.csuchico.edu/giis/>

2007-2008 Thesis/Project Recommended Submission Dates (subject to committee chair's discretion)

One-Year Program (07-08)

Proposals (with written approval by committee chair) to MSW Director by **8/10/07**.
Research/Project completed by **3/7/08**.
Submission of first complete/final written document of Thesis/Project by **3/24/08**.
Last date for submission of revised (if necessary) written document of Thesis/Project by **4/4/08**. Oral defense before **4/12/08**.

Two-Year Program (06-08)

Proposals (with written approval by committee chair) to MSW Director by **5/14/07**.
Research/Project completed by **3/7/08**.
Submission of first complete/final written document of Thesis/Project by **3/24/08**.
Last date for submission of revised (if necessary) written document of Thesis/Project by **4/4/08**. Oral defense before **4/12/08**.

Two-Year Program (07-09)

Proposals (with written approval by committee chair) to MSW Director by **5/2/08**.
Research/Project completed by **3/6/09**.
Submission of first complete/final written document of Thesis/Project: **3/23/09**.
Last date for submission of revised (if necessary) written document of Thesis/Project by **4/3/09**. Oral defense before **4/10/09**.

Three-Year Program (06-09)

Proposals (with written approval by committee chair) to MSW Director by **5/2/08**.
Research/Project completed by **3/6/09**.
Submission of first complete/final written document of Thesis/Project: **3/23/09**.
Last date for submission of revised (if necessary) written document of Thesis/Project by **4/3/09**. Oral defense before **4/10/09**.

Human Subjects in Research

The use of human subjects in research at CSU, Chico is governed by Executive Memorandum 93-04 and by the policies of the University Human Subjects in Research Committee, which follow the Code of Federal Regulations for the protection of human subjects. All MSW students choosing a thesis or project must complete and submit a *Human Subject in Research* form for approval by the CSUC Institutional Review Board (IRB). For a copy of the guidelines and answers to specific questions, see the chair of the Campus Institutional Review Committee in the Office of Graduate Programs, or go to: <http://www.csuchico.edu/sp/policy/hsrc/human.html>.

Recommendations For Comprehensive Examination

The Comprehensive Examination process will serve as the final integrative experience of the students' graduate education. Students are provided the specific exam protocol in November 2007 and may begin the exam at that time. The final date for submission of the Comprehensive Exam to the MSW Director is **March 7, 2008**. Please note that those choosing the Comprehensive Examination as her/his culminating event must also complete two electives in the Concentration Year of their program.

The comprehensive exam is structured as a practice paper in order to allow the faculty to evaluate the student's best work and preparation for practice. The exam should reflect advanced generalist practice understanding, values, and skills gained from the student's concentration year.

The term "Case" is interpreted broadly to encompass the student's learning in the internship. Thus, a case may be an individual, family, group (including working groups), organization, or community with which the student has worked extensively. The case provides a valid description of the professional social work skills, knowledge, understanding, and attitudes required in order to provide effective service. The student should demonstrate these competencies by addressing the following content areas of the social work curriculum: Human behavior and the social environment; social work practice; policy; and research/evaluation of practice; diversity; social work values and ethics; and social justice and populations at risk. These are to be addressed in proportion and depth appropriate to the case.

The written exam should follow standard APA Format and should therefore include the following elements:

1. Introduction
2. Review of the relevant literature (not necessarily exhaustive)
3. Body of the paper (presentation of data and its analysis)

4. Findings (Specifics of student's interventions based on practice theory and principles)
5. Implications for social work

The resulting exam would address the seven content areas identified above, and meet the following criteria:

1. The written examination will be completed during the course of the student's second year with a submission date of no later than **March 7, 2008**.
2. The case used in the exam must be approved for factuality by the student's field instructor.
3. The actual writing of the exam is solely the student's responsibility.
4. Its length is to be no more than **twelve** pages.

The exam will be read and evaluated as satisfactory or not satisfactory by two faculty members chosen by the faculty based on their areas of interest and expertise. A satisfactory evaluation would mean nothing below a B or 80% grade on the exam. The exam will be graded on the breath and depth of the case discussion and application to the seven content areas, and on the quality of writing. In the case of disagreement on the part of faculty readers, a third faculty member will review the work to cast the deciding vote. Exams found not to be satisfactory will be returned to students with recommendations for revision. The revised exam must be submitted within the timeframe designated and meet with a satisfactory evaluation for the student to be eligible to graduate Spring 2008. If this deadline is not met, graduation will be postponed until the exam requirements are completed satisfactorily.

Please note that the faculty or adjunct faculty will discuss ideas and concepts with students, but will not read, correct, or critique papers prior to their submission.

ROLES AND RESPONSIBILITIES OF MSW STUDENTS

The expectations of a professional educational program with a commitment to service with individuals, groups, families, organizations, communities, and society places additional demands on students. Students are responsible for pursuing excellence in their social work practice. Some of the roles and responsibilities of graduate students are:

1. Students, as adult learners, will benefit from an attitude that values opportunities to explore new ideas, new concepts, and the acquisition of new skills.
2. Students are expected to be familiar with the *CSUC Student Handbook for the MSW Program* and the *NASW Code of Ethics*. Students will be held accountable for adhering to the *NASW Code of Ethics* tenets in both their educational and professional roles.
3. The Attendance Policy Students are expected to **attend all class meetings and to arrive on time**. This is a professional program and student involvement in all classes is essential to gain knowledge and skills for competent practice. Absences from more than two classes or chronic lateness, whether "excused" or "unexcused," will result in a lowered course grade or, in extreme instances, in failing the course. Students who must miss class should call or email the instructor before class begins.

Any student majoring in social work who is absent from scheduled class sessions 10% or more of the time for any reason will meet with the instructor and be referred to the MSW or BSW Director for consultation and discussion.

15 weeks of class:

MWF	= 45 classes	10%	= 4.5 classes
TTh	= 30 classes	10%	= 3.0 classes
3 hr class	= 15 classes	10%	= 1.5 classes
3yr wkend	= 8 hr days/6days	10%	= 4.8 hours

Absences Policy for Online Courses

If a student does not log on to WebCT Vista during the first two weeks of the semester, s/he will be automatically dropped from the course. Students are expected to log on to the WebCT Vista Course Modules in session and participate in weekly assignments, including discussion postings, quizzes, papers, and activities.

Absence from course participation in WebCT Vista, whether "excused" or "unexcused," may result in a lowered course grade. If a student misses one week, there will be no grade reduction. For each week over one week, s/he will receive a half grade reduction from the overall course grade.

Any student majoring in social work who is absent from scheduled class modules 10% or more of the time for any reason will meet with the instructor and be referred to the MSW or BSW Director for consultation and discussion.

4. It is important that students develop and maintain the habit of reading the most current professional journals and generally stay abreast of current and relevant social work issues. Membership and participation in NASW is highly encouraged.
5. Familiarity with and regular use of the library is essential. Ms. Kathi Fountain, the social work liaison, is an invaluable resource. You may contact Kathi at: kfountain@csuchico.edu. Other libraries include the Butte County Library and other local social service agencies.
6. Writing papers is a major component of most social work courses. Students will be given numerous writing assignments designed to enhance her/his ability to analyze and synthesize concepts in preparation for the rigors of social work practice. Students are expected to select topics that challenge their abilities. Plagiarizing or purchasing papers is strictly forbidden and in violation of university regulations. Students will be held accountable for observing the University Policies stated in the University Catalog (p. 51). Writing assistance is available through the School by registering for the *Writing for the Social Work Profession* one-unit course (not counted toward MSW degree), or by utilizing The Writing Center, Taylor Hall, Room 203, 898-5042 or www.csuchico.edu/uwc

To register for the *Writing for the Social Work Profession* course, contact the School of Social Work Administrative Coordinator. The School of Social Work follows the American Psychological Association (APA) writing style and students are required to be familiar with and use this format in writing papers. Papers will be written in gender-neutral language.

7. All students are members of the Associated Students (AS) School of Social Work Club and are encouraged to participate in this organization.
8. Students are encouraged to participate fully in course and teaching evaluations. The School of Social Work and individual professors appreciate the time and thoughtfulness that students take to make these evaluations meaningful. When appropriate and feasible, the feedback is incorporated into future classroom teaching.
9. Students will consult their adviser to understand degree requirements and timelines, select courses, discuss difficulties and concerns, and discuss career and professional development and goals.
10. It is incumbent upon students to be aware of the Policy on Nondiscrimination and Affirmative Action in Employment and Education, the Policy on Harassment, the Guidelines for Faculty/Student Relationships, the Nondiscrimination Policy Regarding Individuals with Disabilities, the Commitment to Vietnam Era Veterans and Veterans with Disabilities, the Code of Student Rights and Responsibilities, the Policy on Use of Computing and Communication Technology, the Zero Tolerance Policy on Workplace Violence, the Campus Policy on Alcoholic Beverage and Controlled Substance Abuse, the Policy on Integrity in Research, the Policy on Academic Honesty, and the CSU, Chico Grievance Procedure found in the *Student Handbook*. These are found in this Handbook or on the web at <http://www.csuchico.edu/pers> then click on Policies & Procedures.
11. Communication is essential for a successful graduate experience. The School of Social Work will provide students with a student handbook and maintain a school website. Additionally, the School of Social Work newsletter for alumni and current students will be distributed once each academic year. To further facilitate communication, the Director and MSW director will meet with students twice each semester. Students are encouraged to meet with and share ideas or concerns with their faculty advisor.
12. Students who receive funding from a large stipend program are not eligible for any other stipend program or the Victor Treatment Center Scholarship until the first stipend has been fulfilled or repaid.

MSW STUDENT ACADEMIC PERFORMANCE

Standards for Students' Academic Performance

Expectations for students' academic performance and conduct are included in the following documents: *The National Association of Social Workers Code of Ethics*; the *MSW Field Education Handbook*; the *Student Handbook for the MSW Program*; the *University Catalog*; the CSU, Chico Graduate School's, *A Guide to Graduate Studies: Policies, Procedures, & Format*; <http://www.csuchico.edu/giis/gs/graduate.html> and the CSU, Chico *Code of Student Rights and Responsibilities* (Executive Memorandum 96-38, July 8, 1996).

- 1) The *National Association of Social Workers' Code of Ethics* is included in the *Field Education Handbook* and the *Student Handbook for the MSW Program*.

- 2) The *MSW Field Education Manual* outlines the field education program's methods for dealing with academic and professional performance problems under "Resolution of Problems in Field Education."
- 3) *A Guide to Graduate Studies: Policies, Procedures & Format* provides guidelines regarding grades, grade point average requirements, graduate literacy requirement, academic honesty, plagiarism, and other related material.
- 4) The *2007-2009 University Catalog* provides a statement regarding professional standards and disqualification for MSW students on page 593. The statements regarding grading requirements and the graduate literacy requirement are on page 595.
- 5) An excerpt from the CSU, Chico *Code of Student Rights and Responsibilities* (Executive Memorandum 96-38, July 8, 1996) is included in the Appendix of the MSW Student Handbook.
- 6) The *2007-2009 University Catalog* provides a statement regarding academic honesty on page 621.

STANDARD SYLLABI POLICIES

The School of Social Work recognizes the importance of the learning environment and the integrity of the educational course work. As a result, faculty have adopted the following as standards for all MSW courses and are part of the course syllabi.

COURSE LEARNING ENVIRONMENT

A. Students with Disabilities or Physical Limitations

It is the responsibility of students with a disability or physical limitation to initiate requests for services and accommodations at Disability Support Services, University Center, (530) 898-5959 v/t, (530) 898-4411 fax, e-mail dss@csuchico.edu. Students with a disability are encouraged, but not obligated, to register with DSS. After reviewing the student's records, the DSS adviser will determine eligibility and consult with the instructor to facilitate access.

If you need assistance in evacuating the building during a fire or other emergency please inform the instructor immediately so that arrangements can be made for your safety.

B. Attendance

Students are expected to **attend all class meetings and to arrive on time**. This is a professional program and student involvement in all classes is essential to gain knowledge and skills for competent practice. Absences from more than two classes or chronic lateness, whether "excused" or "unexcused," will result in a lowered course grade or, in extreme instances, in failing the course. Students who must miss class should call or email the instructor before class begin.

Any student majoring in social work who is absent from scheduled class sessions 10% or more of the time for any reason will meet with the instructor and be referred to the MSW or BSW Director for consultation and discussion.

15 weeks of class:

MWF	= 45 classes	10%	= 4.5 classes
TTh	= 30 classes	10%	= 3.0 classes
3 hr class	= 15 classes	10%	= 1.5 classes

3yr wkend = 8 hr days/6days 10% = 4.8 hours

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Absence from course participation in WebCT Vista, whether "excused" or "unexcused," may result in a lowered course grade. If a student misses one week, there will be no grade reduction. For each week over one week, s/he will receive a half grade reduction from the overall course grade.

Any student majoring in social work who is absent from scheduled class modules 10% or more of the time for any reason will meet with the instructor and be referred to the MSW or BSW Director for consultation and discussion.

A note to summer course students:

Summer classes are taught on a very short timeframe. As there is limited time available to read and grade assignments, it is essential for students to be timely in submitting their work. Summer courses must be completed before a student can continue into the fall semester.

C. Academic Honor and Honesty

It is expected that all students will conduct themselves with honor and honesty regarding their academic work during the course. All academic dishonesty, including cheating, plagiarism, and misrepresentation is prohibited. Please read the university policy regarding academic misconduct located in the University catalog and MSW Student Handbook. It includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another's work is cheating.

D. Writing Standards

All papers are to be double spaced with one-inch margins and 12-point font. After you spell check your papers, be sure to proofread again to ensure that the words you used were the ones that you desired. Watch for homonyms such as *there*, *their*, and *they're*. American Psychological Association (Fifth Edition) documentation is required. You are required to use the writing guidelines as described by CSUC and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments.

E. Evaluation

Students' work will be graded on criteria for each assignment, exam, level of participation, etc. as described for the course as a whole. They are encouraged to meet with the instructor regarding any request to change a particular assignment or requirement to better meet her or his particular goals or learning needs.

Students are encouraged to meet with their instructors to provide feedback regarding relevance of course content, reading assignments, texts, evaluation methods and other learning experiences. This is the best way for students to provide feedback to the instructor for ongoing evaluation and

course/curriculum improvement. Students also have the opportunity to provide feedback through the university's formal Student Evaluation of Teaching (SET) process.

F. Grades

Grades are determined by each student's point totals applied to the following percentages:

A = 94 - 100	B+ = 87 - 89	C+ = 77 - 79	F = \leq 69
A- = 90 - 93	B = 84 - 86	C = 74 - 76	
	B- = 80 - 83	C- = 70 - 73	

G. Incomplete Grades

An "incomplete" in a graduate-level course is designated as RP (report in progress), and is given only in rare circumstances when a student has serious and compelling reasons for not being able to complete all assignments for a given course. **Prior** to the end of the semester, the student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the missing work prior to the beginning of the following semester. The instructor will grant or deny the request. If approved, the instructor must draft a final written plan for completing the work, acquire the student's signature on the incomplete form, and along with the instructor's signature, submit the plan to the School office for the student's file.

H. Cell Phones/Pagers

The classroom is a professional environment; please respect this environment by turning cell phones and pagers off or alternatively, setting them to the 'vibrate' mode. If you are expecting to be contacted during class, notify the instructor before the class begins and take a seat near the door where you will be able to leave the room quickly and quietly so as to not to disrupt the learning experience of your colleagues.

I. Confidentiality

Learning products or discussions associated with the class will be treated as privileged; as such, they will not be shared beyond the classroom with three exceptions: 1) those discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity; 2) those discussions related to consultation with faculty regarding classroom conduct and student learning; and 3) those learning products that are referenced by the School of Social Work as one aspect of the instructor's retention, tenure and promotion (RTP) process and the general education review process. Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study.

POLICIES AND PROCEDURES FOR ADDRESSING STUDENTS' ACADEMIC CONCERNS

The policies and procedures for addressing students' academic performance concerns, including termination of a student's enrollment in the social work program, involve use of one or more of the following mechanisms: 1) Informal Review; 2) Student Affairs Committee Review; 3) Field Review Committee; 4) University policy for addressing graduate students' academic performance problems; and 5) the CSU, Chico Office of Student Judicial Affairs.

Informal Review of Academic Performance

The School of Social Work reviews student progress throughout the academic year. The Informal Review is initiated when any faculty member, adviser, or field instructor expresses concern regarding a student's academic performance.

The initiating party meets with the student and communicates the specific nature of the concern. Whenever possible, documentation regarding the concern should be provided. If the concern is resolved to the satisfaction of all parties involved, no further action is necessary.

Unresolved field practicum issues are referred to the Director of Field Education for further investigation and/or action.

If the issue does not involve field and remains unresolved, the faculty member refers the matter to the student's adviser who, within ten business days, attempts to assist the student to resolve the matter. It is the adviser's responsibility to acquire relevant information regarding the matter by reviewing the student's record and consulting other personnel who have contact with the student. The adviser summarizes information from the review of records and contacts and meets with the student, serving as a resource for the student and not as a mediator with other parties. The action plan developed by the adviser and the student to resolve the concern is placed in the student's file in the School Office. If the concern is resolved at this level, no further action is necessary.

If the issue of concern for the student's academic performance remains unresolved, the adviser contacts the MSW Director to determine if the matter should be referred to the Student Affairs Committee. If this is determined to be the case, the advisor refers the matter to the Student Affairs Committee within five business days and at the same time, communicates this action to the student and other parties involved.

If the issue remains unresolved, the student may request advice and guidance from Student Judicial Affairs. Procedures are discussed under # 3 below.

Field Review Committee

Evaluation of the student's academic and professional behavior in the placement is viewed as a process jointly undertaken by the student, the agency field instructor, and the Field Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives and adhered to the agency's personnel practices, policies and procedures, as well as the profession's code of ethics. If a student is not meeting the minimum expectations, a contract should be developed to help the student improve her/his performance. The following steps should be taken to resolve any academic performance problems in the field placement:

- a. The field instructor will address her/his concerns with the student first, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the student or the field instructor may request the Field Liaison to be present for this discussion. The Field Liaison will be informed of the concerns by the field instructor and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. It is recommended that this initial time frame be no longer than two weeks. The

student will provide the field liaison with a written remediation plan, signed by both the student and field instructor.

- b. If the concerns are resolved in the designated time frame the student will remain in the placement. If the concerns are not resolved, the field instructor will request a meeting with the student and field liaison to develop a formal Performance Contract (see appendix for form). The Performance Contract will include a clear statement of the concern(s), remediation steps, expectations for change, a clearly defined evaluation process, and a time frame for remediation. The Performance Contract will be signed by the three parties and a copy provided to the student, field instructor, Field Liaison and the Director of Field Education. The field liaison will closely monitor the student's progress.
- c. If the time frame for the Performance Contract expires but the student has followed through with the remediation plan and is making satisfactory progress the field instructor in consultation with the student and faculty liaison can agree to extend the time frame of the contract. An extension of the contract may also warrant the student completing additional hours in fieldwork to fulfill the terms of the contract. If the extension of the contract requires the student to complete field hours beyond the grading period the student will receive a grade of "Report in Progress (RP)" until the contract is complete. Any and all extensions should be noted in writing on the Performance Contract and initialed by all three parties. The Director of Field Education will also be notified about any extensions.
- d. If a student does not show satisfactory progress under the performance contract or does not follow the contract time frame, the student will be terminated from the placement and a grade of "No Credit (NC)" will be assigned for fieldwork. A grade of NC in fieldwork means the student may potentially be terminated from the MSW program. The Director of Field Education will be notified when a student fails her/his field placement and a Field Review Committee will be convened. This committee will be comprised of the Field Liaison, the agency field instructor, the Director of Field Education, the student's practice faculty, the student's academic advisor, the student, and an advocate for the student (should he/she wish to have one present). The Director of Field Education will act as chair and recorder for the meeting. The committee will meet within two weeks of the termination date to present the differing perspectives. Within one week of the meeting, the Director of Field Education, the field liaison, and the student's academic advisor will make a written recommendation to the MSW Director (with copies to all members of the review committee) if the student is to be terminated from the MSW program. If the student is to be placed on a remediation plan, they will forward a copy of the plan to the MSW Director.
- e. If reassignment to another field agency occurs, the Director of Field Education will move the student and the new Field Instructor will be informed of the circumstances necessitating the move and the performance issues. The Performance Contract will remain in force and the student will be expected to complete additional hours of fieldwork in order to accommodate the necessary orientation and integration to the new agency setting, and provide a base for evaluating the student's performance. A reassignment may be delayed until the following semester if it is deemed more appropriate by the Director of Field Education.
- f. If the student rejects the Field Review Committee's decision, she/he can appeal to the MSW Director.

- g. If the student rejects the MSW Director's decision, she/he can appeal to the Director of the School of Social Work.
- h. If the student rejects the Director's decision, she/he can appeal to the Dean of the College of Behavioral and Social Sciences.
- i. If the student rejects the Dean's decision, she/he can appeal the decision to the Office of Student Judicial Affairs. At any point in the process a student may contact Student Judicial Affairs for assistance. The above steps must be taken to resolve any placement issue in addition to any steps taken by Student Judicial Affairs.

A student may be removed from a practicum placement for the following reasons:

- a. Failure to maintain confidentiality
- b. Failure to abide by the NASW Code of Ethics
- c. An attempt to harm someone else
- d. An attempt to harm oneself
- e. Repeated tardiness at the agency and/or tardiness without notification
- f. Repeated absences from the agency and/or absence without notification
- g. Repeated change in scheduled field hours without approval
- h. Inappropriate or illegal behavior during or outside of the practicum
- i. Below average performance as documented in formal written evaluation
- j. Failure to perform and complete assigned tasks in a timely manner
- k. Violation of the NASW Code of Ethics

Office of Student Judicial Affairs

Students wanting assistance in responding to a negative evaluation of their performance, dismissal, being placed on administrative probation, or believe the School of Social Work faculty, staff, or administration have violated their rights, they may enlist assistance from the Office of Student Judicial Affairs at any point in the process. The formal grievance process with Judicial Affairs may be initiated only after all informal attempts to resolve the problem have been made and found unsatisfactory in reaching a solution. The student must file a request for a formal hearing with the Coordinator of Judicial Affairs within thirty instructional days after the problem has come to the student's attention.

The Student Affairs Committee Policies and Procedures for Addressing Students Academic and Professional Performance Concerns that Impact Student Success

The Student Affairs Committee is a standing committee of three faculty members appointed by the Director of the School with the committee chair elected from its membership. Its purpose is to review students experiencing performance concerns that interfere with their ability to function successfully in the program. In cases where the Informal Review process and/or the Field Review Committee do not resolve the problem, the Student Affairs Committee is the primary mechanism for resolution of the matter.

Some examples of concerns warranting possible referral of a student to the Student Affairs Committee include:

- a. Student engages in behavior that is disrespectful of other students, instructors, practicum personnel and that disrupts the classroom, office or practicum, alienates self from others related to the program, results in repeated complaints and requires undue time from faculty, staff or practicum personnel.
- b. Student displays attitudinal or unethical behaviors that question the student's fitness for the profession of social work.
- c. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.
- d. Student acts out unresolved personal issues that affect classroom behavior and/or relationships with colleagues, faculty or staff.
- e. Student engages in behavior in or outside the classroom that is illegal, indicates a substance abuse problem, or interferes with the student's ability to function in the program or with colleagues.
- f. Student is placed on academic probation.

Procedures of the Student Affairs Committee

- a. A faculty member, MSW Director, or Director of the School of Social Work makes a written request to the Chair of the Student Affairs Committee, specifying the student's performance that initiated the need for review and the corrective action taken to date.
- b. The Chair of the Student Affairs Committee forwards the request and supporting materials to the committee members, informing them that the committee will meet within one week to review the request. If the committee determines the request is legitimate, they set a date for the review to be held within one week of the student receiving written notification. The student, student's adviser, MSW Program Director, and the Director of the School are notified in writing of the date, time and place of the review, and the alleged nature of the deficiencies in performance or conduct under review.
- c. At the discretion of the committee, the person requesting the review may be present during the Student Affairs Committee review.
- d. The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the Student Affairs Committee on her/his behalf.
- e. The student has the right to question anyone participating in the proceedings.
- f. The person initiating the request may make a written request to the Committee Chair to cancel or discontinue the review process. If such a request is received, the Chair polls the members in a timely manner as to the appropriateness of the request.
- g. The procedures for Student Affairs Committee meeting include the following:
 - Call to order.
 - Designate a committee member to record the minutes of the meeting.
 - Record the attendees and their role in the proceeding (committee member, student, other faculty, student's invitees).
 - Identification of the matter for discussion.

- Description of the known facts regarding the issue by a designated committee member.
 - The student's comments, explanations, challenges, evidence (if applicable).
 - Comments of other attendees.
 - Discussion with the goal of reaching concurrence on the nature of the difficulty and possible solutions including, possibly, dismissal from the School of Social Work.
 - Inform the student of the recommendation to be made to the Director.
 - Notification to student of date and location a copy of the minutes may be obtained along with an explanation that amendments must be made within six weeks.
 - Adjournment.
- h. The designated Student Affairs Committee member records the proceedings and arranges for faculty attendees to receive copies. It is the student's responsibility to obtain a copy, if desired, per earlier instructions. In addition, the secretary prepares a written recommendation of the committee's recommendation to the MSW Program Director. A copy of the report is kept in the student's records within the department.
- i. The MSW Program Director makes a determination of the action to be taken, if any, and notifies the student by registered letter. Any action will be carried out by the MSW Program Director and, possibly, other interested parties in accordance with the terms of the decision.
- ii. If the student agrees with this determination of action, the MSW Program Director's recommendation is followed. If the student would like to appeal this decision, a rebuttal is sent to the Director of the School of Social Work. The Director of the School of Social Work will review all the documents and will make a determination of action, and notify the student by registered mail.

LEGAL CHARGE OR CONVICTION OF MISDEMEANOR OR FELONY

Students considering an MSW who have been charged with or convicted of a felony should be aware of the following.

- As social workers, we believe people who have committed criminal acts in the past can change and rehabilitate themselves and become useful, productive and law abiding citizens of society and, by extension, well-qualified social workers. However, we also understand the need for agencies to protect their clients and their reputations by thoroughly investigating the criminal records of student interns and potential employees.
- As policy, some agencies are mandated by law to require a criminal background check on all employees, interns, and volunteers.
- The fact that persons have been convicted of a misdemeanor or felony will not preclude their acceptance or entry into a program offered by the School of Social Work. However, admission to a School of Social Work program does not guarantee graduation or acceptance by an agency for field practicum.
- Some state licensure laws for social workers ask whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination. The California Board of Behavioral Science Examiners (BBSE) requires applicants to report all misdemeanor and felony convictions on their application for the Licensed Clinical Social Work (LCS) license and requires a "complete explanation of the underlying circumstances, sufficient rehabilitation evidence, and a

certified copy of the court documents.” In addition, the BBSE conducts a criminal background check with the U.S. Department of Justice and the FBI that includes a fingerprint analysis on all LCS applicants. <http://www.bbs.ca.gov/>

Applicants and students in this situation are strongly advised to consult with their program advisers, the MSW Program Director, the Director of Field Education, and/or the Director of the School.

MEDICAL CARE

CSU, Chico has an on-campus Student Health Center that provides medical services to students in case of illness or accident. Students may also take advantage of the student health and accident policy at a special rate. Information and applications for the student policy may be obtained by calling the Student Health Center at (530)-898-5241.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

Part of the CSWE's mission is to ensure educational preparation of baccalaureate and master's-level social work professionals who are competent at and committed to addressing complex human service needs. The Council's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and for ensuring that social work programs meet them. In accordance with the requirements of the Council's recognition body, the Council for Higher Education Accreditation, the CSWE Division of Standards and Accreditation (DOSA) administers a multi-step accreditation process that involves program self-studies, site visits, and COA reviews. Students are expected to be familiar with the educational policies and standards set forth in the *CSWE Educational Policy and Accreditation Standards (EPAS)* located in the Appendices of this handbook. Additional information regarding CSWE, including the Annual Program Meeting (APM conference), can be accessed at the following website: <http://www.cswe.org>

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

The National Association of Social Workers, established in 1955, is the pre-eminent professional organization, and currently has more than 153,000 members nationwide. We encourage student membership in NASW. As a student, your fee is greatly reduced, and this rate continues for one year after graduation. As a member, you will receive the national and state newsletters that publish job vacancies and articles on contemporary issues and concerns. You also would receive *Social Work*, a scholarly and professional journal. Many students also attend NASW state and/or national conferences for learning and networking.

ASSOCIATED STUDENTS (AS) SCHOOL OF SOCIAL WORKER CLUB

The AS School of Social Work Club is an official campus organization for social work students. Participation in the Club provides opportunities for those interested in volunteer activities on campus and in the community in a variety of settings to develop and strengthen the skills that will make them *better social workers*. And as you will hear from any graduate school or employer, hands-on experience above and beyond your field experience is a valuable asset!

The mission of the AS School of Social Work Club includes the following objectives:

- ✓ to act as activists for social change in our community at CSU, Chico and our surrounding communities;

- ✓ to advocate for student educational concerns and issues;
- ✓ to be group facilitators for projects, volunteer opportunities, and related educational experiences;
- ✓ to promote professional identity as a social worker;
- ✓ to provide public speakers on issues of interest and concern; and
- ✓ finally, to foster a sense of community within the School of Social Work to include students and faculty.

The bulletin boards across from the Social Work Office (Butte 511) will have information about Club's activities, meeting agendas and minutes, a calendar of events, and other pertinent information. The Club also has a mailbox located in Butte 511. Those interested in more information on the Club should contact one of the members or leave a message in the organization's mailbox. Meetings for the fall semester will be scheduled over the summer. For further information contact one of the officers.

STUDENT PARTICIPATION ON SCHOOL OF SOCIAL WORK COMMITTEES

In addition to participation through the SASW, there are several standing committees with student representation. Two students selected by the SASW attend these meetings in an advisory capacity representing the student body.

Assessment Committee is charged with developing and regularly monitoring the policies and procedures for assessing the BA and MSW curricula and their respective courses and student outcomes.

Curriculum Committees of the School of Social Work develop, monitor, and review all matters of their respective curricula. These committees review the curricula in relation to CSWE Accreditation Standards, CSU, Chico standards, and the objectives of the School of Social Work, the College of Behavioral and Social Sciences, and the needs of its constituents. A student Advisory Committee is a subcommittee of the Curriculum Committee that brings curricula discussion to those students who are interested in the program, but are not able to meet during the times that the Curriculum Committee meets.

Field Education Advisory Committee advises the director of Field Education on the internship component of the major regarding course curriculum content, seminars for Agency Field Instructors, SSWAB membership, and revision of the SSWAB Constitution and Bylaws

School of Social Work Advisory Board (SSWAB) is a vehicle for community involvement in the School of Social Work. It is an opportunity for members of community organizations to discuss and give input on issues such as course curriculum content, seminars for Agency Field Instructors, SSWAB membership, and revision of the SSWAB Constitution and Bylaws.

Recruitment Committee develops recruitment materials and participates in recruitment activities at high schools, community colleges, universities, and community and professional events. The committee provides an opportunity to publicize the MSW program for prospective students, school advisors, and agency personnel.

SOCIAL WORK COURSE OFFERINGS

Foundation Year Courses (First Year of Two-Year Program)

SWRK 601 Human Behavior and the Social Environment 3.0 Fall

Prerequisites: Graduate standing and acceptance to the MSW program.

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

SWRK 605 Social Welfare Policy and Services 3.0 Fall

Prerequisites: Graduate standing and acceptance to the MSW program.

This course examines economic, historical, political, intellectual, sociocultural, leadership, values and ideologies and other factors which shape social welfare and economic policy, programs and services. It addresses various frameworks for studying social welfare policy, programs and services, and examines the roles of policy-makers, processes of social change, and the roles of social workers as facilitators of positive social change. Special emphasis is placed on effects of social and economic policy decisions on impoverished and oppressed people.

SWRK 608 Generalist Social Work Theory & Practice I 3.0 Fall

Prerequisites: Graduate standing and acceptance to the MSW program.

This is an introductory course in generalist social work practice methods and skills of social work intervention with individuals. Attention is given to the historic development of social work practice, the nature and application of social work values and ethical principles, the theoretical framework of helping methods and the helping process of assessment, planning, intervention, termination and evaluation. Emphasis is on a generalist approach to helping within an ecosystem approach for understanding the person-in-situation. A minimum of one hour per week will be devoted to skills development laboratory.

SWRK 609 Generalist Social Work Theory & Practice II 3.0 Spring

Prerequisites: Graduate standing and acceptance to the MSW program.

This course is designed to provide a framework for systematic study of the components and issues involved in the practice of social work with groups and families. This course prepares the student to become familiar with the processes involved in group and family formation as well as ongoing processes of assessment, intervention, and evaluation. A minimum of one hour per week will be devoted to skills development laboratory.

SWRK 610 Generalist Social Work Theory & Practice III 3.0 Spring

Prerequisites: Graduate standing and acceptance to the MSW program.

This course is designed to help students understand organizations, institutions and communities, and to provide the knowledge bases of social work generalist practice for interventions at this level. It provides an opportunity to explore selected macro models of practice, and learn about human service organizations that often serve as an immediate context for community practice. A minimum of one hour per week will be devoted to skills development laboratory.

SWRK 612 Social Work Practice in Multicultural Contexts 3.0 Spring

Prerequisites: Satisfactory completion of the first semester of the foundation Year. This course is designed to assist graduate social work students in understanding and interacting in a culturally competent manner with the multitude of groups that are identified by race, culture, ethnicity, class, religion, gender, age, sexual orientation, mental or physical disability, and regional and national origins that compose the diverse cultural mosaic of the U.S. The course will also cover issues relating to international social work practice and the increasingly interconnected global economy.

SWRK 617 Research I: Methods for Social Work Knowledge and Practice 4.0 Fall

Prerequisites: Graduate standing and acceptance to the MSW program.

This course provides an overview of social science research methods useful for social work practice. It provides the foundation knowledge and skills that enable students to be intelligent consumers of information, to conduct social research, and to critically evaluate social work practice. The application of social research methods to social work practice in various size systems is a primary emphasis.

SWRK 630: Writing for Social Work Profession

1.0 Fall/Spring

This course engages students in the technical writing and critical thinking skills frequently required for professional social workers. Through in-class assignments, peer feedback sessions, weekly dialogues on writing, and critical analysis of writing examples, students learn techniques for analyzing, synthesizing, and evaluating writing. Students use written Social Work course assignments to gain experience in evaluating pattern errors, develop thesis statements/arguments, and learn writing, editing and revision skills for the academic and professional genre. Students will be exposed to a citation and writing style of the *Publication Manual of the American Psychological Association*. ***This one unit course is not counted toward the MSW degree.***

SWRK 631 Foundation Practicum I

3.0 Fall

Prerequisites: Graduate standing and acceptance to the MSW Program.

Foundation field education is an educationally supervised agency experience designed for students to apply the knowledge, skills, and values learned in their previous liberal arts and concurrent social work courses. Students complete a minimum of 240 hours of supervised practice and participate in a bi-weekly integrating seminar throughout the semester. In consultation with students, the Field Education Director makes agency assignments.

SWRK 632 Foundation Practicum II

3.0 Spring

Prerequisites: Satisfactory completion of the first semester of the foundation year.

Foundation field education is an educationally supervised agency experience designed for students to apply the knowledge, skills, and values learned in their previous liberal arts and concurrent social work courses. Students complete a minimum of 240 hours of supervised practice and participate in a bi-weekly integrating seminar throughout the semester. In consultation with students, the Field Education Director makes agency assignments.

Summer Bridge Courses (One-Year Program ONLY)

SWRK 635 Foundations of Social Work Practice

3.0 Summer

Prerequisites: Graduate standing and admission to the One-Year MSW Program.

This course is designed for students in the One-Year Program (see admission requirements for BSW degree holders and holders of social work degrees not earned in the United States). The

course helps students prepare for entry into the advanced practice year of the MSW program and aids in their adjustment to the rigors of graduate-level academic study.

SWRK 636 Foundations of Social Work Research 3.0 Summer

Prerequisites: Graduate standing and admission to the One-Year MSW program.

This course is designed to examine various scientific methods for social work research, with special attention to research design and statistical analysis (correlations, T-test, Chi Square and analysis of variance).

Concentration Year Courses (Second Year of Two-Year Program AND One-Year Program)

SWRK 641: Advanced Practice in Mental Health Settings 3.0 Fall

Prerequisites: Satisfactory completion of foundation year.

This course prepares students for differential assessment and intervention with individuals and families with problems representative of the mental health focus area. Students develop knowledge and skills in the psychosocial approach to advanced ethnic-sensitive practice, crisis intervention and other selected treatment approaches. Focus is on influences of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation in all phases of practice.

SWRK 642: Advanced Practice in Families, Children & Youth Services 3.0 Fall

Prerequisites: Satisfactory completion of foundation year.

This course prepares students for differential assessment and intervention with individuals and families with problems representative of the families, children and youth focus area. Students develop knowledge and skills in the psychosocial approach to advanced ethnic-sensitive practice, crisis intervention, and other selected treatment approaches. Focus is on influences of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation in all phases of practice.

SWRK 643: Assessment of Individuals and Families 3.0 Fall

Prerequisites: Satisfactory completion of foundation year.

This course provides content on assessment of families and individuals experiencing problems-in-living, including biopsychosocial considerations. Includes assessment methods and diagnostic techniques, including mental status, person-in-environment (PIE), psychosocial, risk, and safety assessments, and use of current DSM. The legal, social, cultural, and ethnic factors impacting assessment and intervention are explored.

SWRK 644: Human Behavior and the Social Environment II 3.0 Spring

Prerequisites: Satisfactory completion of foundation year.

This course examines theories and research regarding work groups, organizations, and communities as contexts for social work practice and preparation for practice with larger systems. Includes the role of community power structures in the governance of systems, the change process, and their effects on the provision of services, including interactions between these systems and diverse individuals and families.

SWRK 648: Advanced Practicum I 4.0 Fall

Prerequisites: Satisfactory completion of foundation year.

Advanced practicum under the supervision and instruction of an MSW field instructor. This course provides students with opportunities to apply and expand knowledge, values, and skills gained from previous and concurrent course work with individuals, families, groups,

organizations and communities. The Director of Field Education makes field assignments after consultation with the student and agency. Students complete 360 hours during the fall semester.

SWRK 652: Supervision, Program Development, and Administration **3.0 Spring**

Prerequisites: Satisfactory completion of foundation year.

This course provides an introduction and overview of methodologies for supervision, consultation, management, administration and planning within social services settings. Leadership, decision making, conflict resolution, fiscal management, fundraising, legal issues, program and staff development, and work with boards are covered.

SWRK 653: Research II: Program Evaluation in SWRK **3.0 Fall**

Prerequisites: Satisfactory completion of foundation year.

This course prepares students to interpret evaluative studies of social work interventions within the practice context. Emphasis is on the development of evaluative research methods relevant to practice and program evaluation, and evaluation of direct practice.

SWRK 654: Social Policy in Mental Health Services **3.0 Spring**

Prerequisites: Satisfactory completion of foundation year.

This course prepares students to analyze mental health policies and services and their impact on client systems. Students examine factors underlying development of current mental health system as basis for interventions and for developing strategies for policy change, as well as planning and implementing improved policies and services.

SWRK 655: Social Policy in Family, Children, & Youth Services **3.0 Spring**

Prerequisites: Satisfactory completion of foundation year.

This course prepares students to analyze social policies, including funding policies, and their impact on families, children and youth. Students examine the historic and current forces underlying development of current policies and services. Includes an analysis of alternative policy choices and their effect as a basis for intervention and service provisions at multi-system levels.

SWRK 656 - Advanced Social Work Macro Practice **3.0 Spring**

Prerequisites: Satisfactory completion of foundation year or instructor permission.

This advanced course continues students' understanding of organizations, institutions and communities, and the knowledge bases of social work generalist practice for interventions at this level. It provides an overview of personnel management, organizational functioning, planning, and community practice processes for advanced year students. Themes include macro models of practice, management, financing and governance of human service organizations.

SWRK 658: Advanced Practicum II **4.0 Spring**

Prerequisites: Satisfactory completion of foundation year.

Continuation and culmination of supervised advanced practice experience with individuals, families, groups, organizations and communities. Students complete 360 hours during the spring semester.

SWRK 681 Advanced Family and Child Treatment**3.0 Spring***Prerequisites: Satisfactory completion of the foundation year or instructor permission.*

This course builds on SWRK 341 and SWRK 342 to provide advanced knowledge and skills for students wishing to pursue advanced clinical treatment of families and children. Emphasis is on contemporary research, theories, and models for intervention with families and children.

MSW Electives (not all electives are offered each semester)**SWRK 671 SWRK Health Care Policy/Practice****3.0 Fall/Spring***Prerequisites: Completion of the foundation year or instructor permission.*

This course focuses on the analysis of health care policies, programs, and approaches to social work practice in health care settings. Emphasis is given to evaluation of practice, and to the empowerment of oppressed groups and populations-at-risk in accessing health care resources. Selected contemporary ethical and research issues and their implications for policies and social work practice in health care settings are explored.

SWRK 673 Trauma and Loss**3.0 Fall/Spring***Prerequisites: Satisfactory completion of the foundation year or instructor permission.*

This course examines issues of trauma and working with people who have experienced trauma or loss or who are facing death. Several theoretical approaches are examined, with emphasis on expanding knowledge of trauma concepts, intervention models, specific populations-at-risk, and from trauma and deal with losses or imminent death. Focus is on planned interventions with individuals and families in stressful situations through the use of primarily cognitive or problem-solving approaches.

SWRK 674 Policies & Practice with Older Americans and Their Families 3.0 Fall/Spring*Prerequisites: Satisfactory completion of the foundation year or instructor permission.*

This course is designed to provide students with the specialized knowledge base necessary for policy analysis and advanced social work practice with older adults and their families. Students learn a variety of practice concepts, skills, models, and theories from a strengths perspective to facilitate their gerontological social work practice. Focus is on social work practice with older ethnic and minority group members, women, and people who belong to other special population groups.

SWRK 677 Substance Abuse: Foundations for Social Work Practice 3.0 Fall/Spring*Prerequisites: Satisfactory completion of the foundation year or instructor permission.*

This course examines the incidence and etiology of chemical dependence and its impact on individuals, families and society. The course also addresses pharmacological properties and physiological, sociological, psychosocial, and cultural aspects of psychoactive substance abuse, assessment and classification of substance abuse disorders, and models of interventions and treatment.

SWRK 688 Social Work Practice in Schools**3.0 Fall/Spring***Prerequisites: Satisfactory completion of the foundation year or instructor permission.*

This course examines the traditional roles of school social workers, including screening, prevention and early intervention with children and their families. This course includes an introduction to a conceptual framework for providing school social work services, and learning collaborative approaches for serving children and families. Additionally, an overview of the history of school social work, educational policies affecting school social work, and the current

issues facing public schools are reviewed. This course serves as a partial fulfillment for the requirements of the Pupil Personnel Services Credential.

SWRK 685 Developmental Theory & Interpersonal Processes **3.0 Fall/Spring**

Prerequisites: Satisfactory completion of the foundation year or instructor permission.

This course provides an overview of the theories of normative individual development that have been most influential in the development of interpersonal practice methods in social work. In addition, it reviews varied theoretical conceptualizations on the life experiences that may result in psychological dysfunctions and practice interventions that alleviate impediments to realization of individual potentials despite their areas of strength. Finally, it ties these concepts to specific mental illnesses and assessment of risk, prognosis, and optimal facilitation of clients' improvement of interpersonal function.

SWRK 687 Advanced Child Welfare **3.0 Fall/Spring**

Prerequisites: Satisfactory completion of foundation year or acceptance into the concentration year. Title IV-E requirement.

This course covers core knowledge and skills for the practice of social work with an emphasis on child welfare practice. Content includes interviewing, assessment, and interventions, with special attention to problems and concerns related to child protection and family preservation. Students learn to apply a strengths perspective in an environmental context and to work collaboratively. Students learn to evaluate child and family information and to take appropriate steps toward permanency planning. In addition the course covers the professional use of self within the values and ethics of social work practice.

SWRK 697 Independent Study **1.0-3.0 Fall/Spring**

Prerequisites: Instructor and MSW Director permission.

This course is a graduate level independent study offered as 398A-C for 1.0-3.0 units respectively. Students must register directly with a supervising faculty member and approval of the MSW Director. You may take this course more than once for a maximum of 3.0 units.

SWRK 699P Master's Project **2.0 Fall/Spring**

Prerequisites: Advancement to candidacy.

This course is a master's study offered as a Master's Project. Students must register directly with a supervising faculty member and have approval of the MSW Director.

SWRK 699T Master's Thesis **2.0 Fall/Spring**

Prerequisites: Advancement to candidacy.

This course is a master's study offered as a Master's Thesis. Students must register directly with a supervising faculty member and have approval of the MSW Director.

TITLE IV-E STIPEND PROGRAM

The California State University, Chico, School of Social Work is a participant in the statewide Title IV-E Child Welfare Training Project, a collaborative project of the California Department of Social Services, the County Welfare Directors Association, California's graduate schools of social work and social welfare, and the California Chapter of the National Association of Social Workers (NASW). The primary goal is to professionalize child welfare services by increasing

the number of masters' degreed social workers who provide services to children and their families.

We offer stipends for our Advanced Standing, Full-Time, and Part-Time students. Detailed information about this program can be found on the School's website at <http://www.csuchico.edu/swrk/ive/index.shtml>.

MENTAL HEALTH STIPEND PROGRAM

To address the growing need for MSWs in public mental health agencies, the Department of Mental Health (DMH) recently began funding through the Mental Health Services Act (California Prop 63). A portion of the Act provides for an annual stipend program to Schools of Social Work in California. On a year to year basis, one-year stipends are awarded to students in their last year of graduate social work programs. For 2007-2008 academic year, CSU, Chico School of Social Work has been awarded stipends for full time concentration year students dedicated to working in county public mental health agencies. Please see rules on stipend funding in Roles and Responsibilities of MSW Students in this handbook. Detailed information regarding this program can be found on the School's Website.

PRACTICUM PARTNERSHIP PROGRAM (PPP) (Excellence in Serving Older Adults)

The School of Social Work is honored to have been awarded the John A. Hartford Foundation Practicum Partnership Program (PPP) grant for 2006-2009. This grant is administered by the New York Academy of Medicine. Through the PPP, Concentration year students in the Master of Social Work program at CSU, Chico participate in a year-long training in gerontology that centers on a rotation model for internships. Thus, students are placed in a primary agency for two days a week during the semester, rotating into another agency for one day a week. Students participate in specialized activities in the second agency such as facilitating groups, developing grants, and/or providing outreach and recruitment. Rotations are tailored to the needs of the students and the community, and expose students to up to four agencies and/or internal programs within the year. In addition, students attend three specialized seminars/workshops per semester relevant to providing service to our rapidly growing population of older adults. The rotations and seminars provide students exposure to the challenges affecting social work with older adults ranging from legal, mental health, planning and advocacy, policy, wellness, and health promotion. Please refer to the School of Social Work Website, *Working with Older Adults*, for further information on the program, including the stipend and application process.
<http://www.csuchico.edu/swrk/GC/ppp.shtml>

VICTOR TREATMENT CENTERS SCHOLARSHIP

CSU, Chico School of Social Work is pleased to announce a scholarship established for MSW program students. Students apply through the School of Social Work Scholarship Committee. The scholarship award is \$5,000. The first installment of \$2,500 is provided in the fall semester, and \$2,500 is provided in the spring semester.

The *Victor Treatment Centers MSW Scholarship* is offered only to full-time students within the MSW program. The recipient may be in either the Professional Foundation Year or the

Concentration Year of their MSW program. The scholarship recipient must maintain a 3.0 GPA or higher in order to remain eligible for funding in a subsequent semester. Preference will be given to those MSW students who are planning to focus on children's services and in particular, children's psychiatric services, which could lead to employment within the Victor Family of Programs.

INFORMATION LINKS

Chico Specific

CSU, Chico: <http://www.csuchico.edu>

CSU, Chico School of Social Work: <http://www.csuchico.edu/swrk/>

Chico and the surrounding counties: http://www.chicochamber.com/about_chico/home.asp

Code of Ethics

National Association of Social Workers (NASW) Code of Ethics (1999):

<http://www.socialworkers.org/Code/ethics.htm>

Social Work Education

Association of Social Work Baccalaureate Program Directors: <http://www.bpdonline.org>

Association of Latino Social Work Educators: <http://www.ollusa.edu/alswe/alswehome.htm>

Council on Social Work Education (CSWE): <http://www.cswe.org/>

CSWE Social Work Links: <http://www.cswe.org/links.htm>

Information on the GRE: <http://www.gre.org/>

Social work student journal from the University of Chicago:

<http://www.ssa.uchicago.edu/publications/advoforum.html>

Association for Community Organization and Social Administration: <http://www.acosa.org/>

A P P E N D I X

NASW Code of Ethics

Purpose

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are

not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro

bono service).

Value: Social justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

Some of the standards that follow are enforceable guidelines for professional conduct, and some are

professional. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and

supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients ,circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones

and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful

to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUE

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing

education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or

threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Educational Policy and Accreditation Standards

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Educational Policy and Accreditation Standards

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives. The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

4. Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education

enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote wellbeing.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high

¹ Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and

attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Accreditation Standards

1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is

appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.2 Admits only those students who have met the program's specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree². Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

B3.0.3 At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

M3.0.3 At the master's level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.

3.0.4 Social work program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master's level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

² This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two fulltime faculty with master's social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off-campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.