STUDENT HANDBOOK
for
MSW PROGRAM

2014-2015

School of Social Work
Butte Hall, Room 511

College of Behavioral and Social Sciences
California State University, Chico
Chico, CA 95929-0550
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Revised 5/9/14 js
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PREFACE

Welcome to the Master of Social Work (MSW) Program and the School of Social Work at California State University, Chico (CSU, Chico).

The faculty and staff of the School of Social Work have prepared this MSW Student Handbook 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; it will provide an overview of what to expect throughout your time in the program. The Handbook may save you considerable time and challenges if you know this information from the beginning.

You will want to also become familiar with University’s Office of Graduate Studies guide: A Guide to Graduate Studies. You can find the link to this at the Office of Graduate Studies at http://www.csuchico.edu/graduatestudies/index.shtml. The link “A Guide to Graduate Studies (pdf)” is located on the left side of this web page.

The School of Social Work is housed within the College of Behavioral and Social Sciences (BSS) and is also under the auspices of the Office of Graduate Studies. Therefore, the MSW Program is 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 at a CSU, Chico website: http://catalog.csuchico.edu/viewer/12.html

Since 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 Director. You are highly encouraged to attend the scheduled “group advising” meetings that occur approximately six times per year. You will be provided a schedule of these meetings at the beginning of each semester.

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 adviser is also an important source of information; thus, you will want to become acquainted and utilize her/his guidance and expertise.

We wish you the best as you begin the MSW program at CSU, Chico. Please do let me know if you have any questions. We look forward to your participation in our professional program.

Jean Schuldberg, Ed.D, LCSW
Professor
MSW Program Director
Mental Health Stipend Coordinator
HAPPAE Co-Director
jschuldberg@csuchico.edu
(530) 898-4187
SCHOOL OF SOCIAL WORK ADMINISTRATION AND FACULTY

Administration

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Interim Dean, College of BSS</td>
<td>Eddie Vela</td>
<td>Butte 701</td>
<td>898-6171</td>
</tr>
<tr>
<td>School of Social Work Director</td>
<td>David Bassett</td>
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<tr>
<td>BSW Program Director and Undergraduate Adviser</td>
<td>Vincent Ornelas</td>
<td>Butte 513</td>
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<tr>
<td>MSW Program Director and HPPAE Co-Director</td>
<td>Jean Schuldberg</td>
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<tr>
<td>Title IV-E Coordinator</td>
<td>Meka Klungtvet-Morano</td>
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<tr>
<td>Mental Health Stipend Coordinator</td>
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<tr>
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Full-time Faculty

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<th>Office</th>
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HISTORY OF THE CSU, CHICO SCHOOL OF SOCIAL WORK

Social Work studies at CSU, 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 CSU, Chico to establish a program to deliver undergraduate and graduate degrees in social welfare. To develop the social welfare program, CSU, Chico hired the late Dr. Archie McDonald in 1958 as the coordinator. In 1959, the undergraduate 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, and the Social Work Sophomore Scholarship; one Master of Social Work (MSW) Scholarship named for his wife, Lois McDonald.

The undergraduate 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). 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.

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.

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 Master in Social Work (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 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.
Professor Janice K. O’Donnell served as the Director of the School of Social Work from 1994 to 2005, with Dr. Celeste A. Jones serving from 2006-2013. Under Dr. Jones’ direction, the distributive learning (DL) Three-Year MSW program developed from a Chico campus-based program (2006-09), Redding Shasta Center hybrid program (2009-12) and current distributive learning (BSW and MSW) program that meets on the Chico campus two weekends per semester (2012-15). Dr. J. David Bassett is the current Director of the School of Social Work. Dr. Jean Schuldberg has served as the MSW Program Director from 2006 to the present. There are currently 15 full-time faculty and over 15 adjunct (non-tenured) faculty serving the BSW and MSW programs.

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 accessible, high quality education for generalist practice at the baccalaureate level and advanced generalist practice at the graduate level. We educate students to be ethical, knowledgeable, and versatile practitioners and leaders who value collaboration, social and economic justice, and lifelong learning.

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

1. Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.
2. Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.
3. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
4. Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.
5. Prepare social workers to commit themselves to the profession enhancement and their own professional conduct and growth.
6. Partner with community service agencies to produce competent social workers
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

Competencies for the MSW Program

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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 (EPAS) of the Council on Social Work Education (CSWE), 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 gender identity, 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.
One-Year Program Course Sequence
(subject to change)

SUMMER BRIDGE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SWRK 635</td>
<td>Foundations of SWRK Practice</td>
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</tr>
<tr>
<td>SWRK 636</td>
<td>Foundations of SWRK Research</td>
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All One-Year Program students (those with a BSW degree and additional criteria) must enroll in the two summer courses before enrolling in the fall semester concentration courses.

CONCENTRATION COURSES

In the concentration year of the program, students select a focus in Mental Health Services (MH); Families, Children and Youth Services (FCY); or Gerontology (GERO).

During this year, the One-Year Program cohort will join with the Two-Year Program cohort who are in the second year of their program.

<table>
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<tr>
<th>Semester</th>
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<tr>
<td>Fall Semester</td>
<td>(1) SWRK 641 Advanced Practice in MH Services (3)</td>
</tr>
<tr>
<td>(or)</td>
<td>(1) SWRK 642 Advanced Practice in FCY Services (3)</td>
</tr>
<tr>
<td>(2)</td>
<td>SWRK 643 Assessment of Individ. &amp; Families (3)</td>
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<tr>
<td>(3)</td>
<td>SWRK 653 Research II: Program &amp; Pract. Eval (3)</td>
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<td>(4)</td>
<td>SWRK 648 Advanced Practicum I (4)</td>
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<td>(5)</td>
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<td>(or)</td>
<td>Thesis/Project (2)</td>
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<td>(5)</td>
<td>Elective (3) (&amp; Comprehensive Exam in Spring)</td>
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<td>Elective (3) (&amp; Comprehensive Exam)</td>
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Spring Semester

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<td>(1) SWRK 652 Supervision, Program Develop. &amp; Administration (3)</td>
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<td>(2) SWRK 681 Adv. Family &amp; Child Treatment (3)</td>
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<tr>
<td>(2) SWRK 656 Advanced SWRK Macro Practice (3)</td>
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<td>(3) SWRK 654 Social Policy in MH Services (3)</td>
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<td>(3) SWRK 655 Social Policy in FCY Services (3)</td>
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<td>(4) SWRK 658 Adv. Practicum II (4)</td>
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<td>(5) Thesis/Project (2)</td>
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<td>(5) Elective (3) &amp; complete Comprehensive Exam</td>
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ELECTIVES

(Not all electives are offered every semester)

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<th>Course Code</th>
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<tr>
<td>SWRK 673</td>
<td>Trauma and Loss (3)</td>
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<tr>
<td>SWRK 674</td>
<td>Policy &amp; Practice w/ Older Adults &amp; Their Families (3) (GERO-required)</td>
</tr>
<tr>
<td>SWRK 677</td>
<td>Substance Abuse: Foundations of SWRK Practice (3) (MH - required) (Title IV-E &amp; MH - required)</td>
</tr>
<tr>
<td>SWRK 678</td>
<td>Mental Health Recovery and Wellness (MH - required)</td>
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<td>SWRK 685</td>
<td>Developmental Theory &amp; Interpersonal Processes (3)</td>
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<td>SWRK 687</td>
<td>Advanced Child Welfare (3) (Title IV-E required)</td>
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<td>SWRK 697</td>
<td>Independent Study (1)(2)</td>
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<tr>
<td>SWRK 699P</td>
<td>Master’s Project (2)</td>
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<td>SWRK 699T</td>
<td>Master’s Thesis (2)</td>
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Graduation / Continuing Education

11
# Two-Year Program Course Sequence

(subject to change)

## PROFESSIONAL COURSES
(First Year of the Two-Year Program)

<table>
<thead>
<tr>
<th>Fall Semester (16 units)</th>
<th>Spring Semester (15 units)</th>
</tr>
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<tbody>
<tr>
<td>MSW Program ORIENTATION</td>
<td>(1) SWRK 612 SWRK Practice in Multicultural Contexts (3)</td>
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<td></td>
<td>(2) SWRK 609 Gen. SWRK Theory &amp; Practice II (3)</td>
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<tr>
<td>(1) SWRK 601 Human Behavior &amp; Soc. Environ. I (3)</td>
<td>(3) SWRK 610 Gen SWRK Theory &amp; Practice III (3)</td>
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<tr>
<td>(2) SWRK 605 Social Welfare Policy and Services (3)</td>
<td>(4) SWRK 644 Human Behavior &amp; Soc. Environ. II (Macro) (3)</td>
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<td>(3) SWRK 608 Gen SWRK Theory &amp; Practice I (3)</td>
<td>(5) SWRK 632 Foundation Practicum II (3)</td>
</tr>
<tr>
<td>(4) SWRK 617 Research I: Methods of SWRK Knowledge and Practice (4)</td>
<td></td>
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<tr>
<td>(5) SWRK 631 Foundation Practicum I (3)</td>
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</tbody>
</table>

## CONCENTRATION COURSES

In the concentration year of the program, students select a focus in Mental Health Services (MH); Families, Children and Youth Services (FCY); or Gerontology (GERO).

*During this year, the One-Year Program cohort will join with the Two-Year Program cohort who are in the second year of their program.*

<table>
<thead>
<tr>
<th>Fall Semester (15-16 units):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) SWRK 641 Advanced Practice in MH Services (3)</td>
</tr>
<tr>
<td>(2) SWRK 642 Advanced Practice in FCY Services (3)</td>
</tr>
<tr>
<td>(3) SWRK 643 Assessment of Individ. &amp; Families (3)</td>
</tr>
<tr>
<td>(4) SWRK 648 Advanced Practicum I (4)</td>
</tr>
<tr>
<td>(5) Thesis/Project (2)</td>
</tr>
<tr>
<td>(or)</td>
</tr>
<tr>
<td>(5) Elective (3) (&amp; Comprehensive Exam in Spring)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (15-16 units):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) SWRK 652 Supervision, Program Develop. &amp; Administration (3)</td>
</tr>
<tr>
<td>(2) SWRK 681 Adv. Family &amp; Child Treatment (3)</td>
</tr>
<tr>
<td>(3) SWRK 654 Social Policy in MH Services (3)</td>
</tr>
<tr>
<td>(4) SWRK 658 Adv. Practicum II (4)</td>
</tr>
<tr>
<td>(5) Thesis/Project (2)</td>
</tr>
<tr>
<td>(or)</td>
</tr>
<tr>
<td>(5) Elective (3) &amp; complete Comprehensive Exam</td>
</tr>
</tbody>
</table>

## ELECTIVES
(Not all electives are offered every semester)

- SWRK 673 Trauma and Loss (3)
- SWRK 674 Policy & Practice w/Older Adults & Their Families (3) *(GERO-required)*
- SWRK 677 Substance Abuse: Foundations of SWRK Practice (3) *(Title IV-E & MH-required)*
- SWRK 678 Mental Health Recovery and Wellness *(MH-required)*
- SWRK 679 Policy & Practice w/Older Adults & Their Families (3) *(GERO-required)*
- SWRK 685 Developmental Theory & Interpersonal Processes (3)
- SWRK 687 Advanced Child Welfare (3) *(Title IV-E required)*
- SWRK 697 Independent Study (1)(2)
- SWRK 699P Master’s Project (2)
- SWRK 699T Master’s Thesis (2)

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Graduation / Continuing Education

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12
### PROFESSIONAL COURSES

**Fall 2012 (6 units)**
- MSW Program ORIENTATION (mandatory)
  - SWRK 601 Human Behav. & Social Environment I (Micro) (3)
  - SWRK 605 Social Welfare Policy and Services (3)

**Spring 2013 (9 units)**
- SWRK 612 SWRK Practice in Multicultural Contexts (3)
- SWRK 617 Research I: Methods for Social Work Knowledge and Practice (4)
- SWRK 644 Human Behavior & Social Environment II (Macro) (3)

**Summer 2013 (6 units):**
- SWRK 608 Gen SWRK Theory & Practice I (3)
- SWRK 677 Substance Abuse (3) **Elective** *(required for Title IV-E and MH)*

**Fall 2013 (6-9 units):**
- SWRK 609 Gen SWRK Theory & Practice II (3)
- SWRK 631 Foundation Practicum I (3)
- SWRK 687 Advanced Child Welfare *(elective) (required for Title IV-E)* *(or)*
- SWRK 678 Mental Health Recovery and Wellness Processes *(Elective) (required for MH)*

**Spring 2014 (6-9 units):**
- SWRK 610 Gen SWRK Theory & Practice III (3)
- SWRK 632 Foundation Practicum II (3)
- SWRK 674 Policy & Practice w/Older Adults & their Families *(Elective) (required for GERO)*

**CONCENTRATION COURSES**

In the concentration year of the program, students select a focus in Mental Health Services (MH); Families, Children and Youth Services (FCY); or Gerontology (GERO).

**Summer 2014 (6 units):**
- SWRK 643 Assessment of Individuals & Families (3)
- SWRK 653 Research II: Program & Practice Evaluation (3)

**Fall 2014 (10-12 units):**
- SWRK 641 Advanced Practice in MH Services *(or)*
- SWRK 642 Advanced Practice in FCY Services (3)
- SWRK 656 Advanced SWRK Macro Practice *(or)*
- SWRK 681 Adv. Family & Child Treatment (3)
- SWRK 648 Adv. Practicum I (4)
- Thesis/Project *(2) (SWRK 699 P/SWRK 699T) (or)*
- Comprehensive Exam *(4) (Comprehensive Exam)*

**Spring 2015 (10-12 units):**
- SWRK 652 Supervision, Program Development & Administration *(macro practice) (3)*
- SWRK 654 Social Policy in MH Services *(or)*
- SWRK 655 Social Policy in FCY Services (3)
- SWRK 658 Adv. Practicum II (4)
- Thesis/Project *(2) (SWRK 699P/SWRK 699T) (or)*
- Comprehensive Exam *(4) (Comprehensive Exam)*

**Additional Electives**

- SWRK 685 Developmental Theory & Interpersonal
- SWRK 673 Trauma & Loss (3)

*(These electives are offered in the full-time MSW program schedule when available)*

### Graduation / Continuing Education

**FACE TO FACE CLASSES**

<table>
<thead>
<tr>
<th>Fall:</th>
<th>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of classes: Wednesday, Thursday and Friday</td>
<td>First week of classes: Saturday and Sunday Classes</td>
</tr>
<tr>
<td>New Student Orientation and Saturday and Sunday Classes</td>
<td>Last weekend of March: Saturday and Sunday Classes</td>
</tr>
<tr>
<td>Last weekend of October: Saturday and Sunday Classes</td>
<td></td>
</tr>
</tbody>
</table>
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), families, children and youth services (FCY), or gerontology (GERO) for additional advanced direct practice and policy practice preparation. The electives, comprehensive examination, and thesis or project augment the student’s advanced practice expertise.

Course Requirements for MSW Degree: 36-61 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 of information form. Please see the MSW Field Education Handbook for details.

Advanced Generalist Practice with focus in Mental Health Services (MH), Families, Children and Youth Services,(FCY), and Gerontology(GERO)

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. Students focusing in Mental Health Services have the option to apply to the Mental Health Stipend Program. (See page 73 of this Handbook).

- SWRK 654: Social policy in MH Services
- SWRK 641: Adv. Practice in MH Services
- SWRK 678: Mental Health Recovery and Wellness (MH Stipend required)
- SWRK 677: Sub Abuse (MH Stipend required)
- Public MH placement (MH Stipend required)
- Specialized trainings
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. Students focusing in Families, Children, and Youth Services have the option to apply to the Title IVE Program. (See page 73 of this Handbook).

- SWRK 655: Social Policy in FCY Services
- SWRK 642: Ad. Practice in FCY Services
- SWRK 677: Sub Abuse (Title IVE required)
- SWRK 687: Adv. Child Welfare (Title IVE required)
- Child Welfare placement (Title IVE required)
- Specialized trainings

C. Gerontology (GERO)
The focus of Gerontology is to prepare the student for a career of service to older adults and their families. Students in this focus area have a hands-on and diverse experience working with older adults across the broad spectrum of their lives. Graduate may be employed in settings that focus on: wellness/prevention; social, community, and spiritual engagement; housing; mental health services; health care; legal systems; and/or planning and advocacy. Students focusing in Gerontology have the option to apply to the Excellence in Service to Older Adults, a Hartford Partnership Program in Aging Education (HPPAE) (see page 73 of this Handbook).

- SWRK 654: Policy in MH Services
- SWRK 674: Policy, Practice, Programs Older Adults (HPPAE required)
- SWRK 656: Adv. SWRK Macro Practice (HPPAE required)
- Field Rotation Model HPPAE required)
- 6 specialized trainings (HPPAE required)

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 Office of Graduate Studies;
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. 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 work with their faculty adviser and Program Director in deciding which option will best fulfill their academic and professional goals. The student is required to choose the type of culminating activity the spring semester of the Foundation year.
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 36** units of 600-level social work courses, including a minimum of 720 hours of field education practicum. The only exception to the required 600 level courses in the One-Year MSW program is that a student may enroll in one 500 level elective in lieu of one 600 level elective following approval by the MSW Program Director.

The One-Year Program includes the 30-32** units of Concentration courses listed on page 17 of the Two-Year concentration year course, 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). For entry into the concentration year, a student must complete 36 units of 600 level social work courses.

Summer Session

Orientation    A mandatory one-day MSW Program orientation is scheduled
               Friday, May 30, 2014, 8:00 a.m. – 5:00 p.m.  Butte Hall room 101

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 635</td>
<td>Foundations of SWRK Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>SWRK 636</td>
<td>Foundations of SWRK Research</td>
<td>4.0</td>
</tr>
</tbody>
</table>
Requirements for the Two-Year MSW Program

Students who have completed a baccalaureate degree other than 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. The only exception to the required 600 level courses in the Two MSW program is that a student may enroll in one 500 level elective in lieu of one 600 level elective following approval by the MSW Program Director. 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 21 & 22, 2014, 8-5 pm

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, Families, Children and Youth Services, or Gerontology.

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 Program  
(2012-2015 Distributed Education Delivery)

The Three-Year Program provides the same MSW curriculum as the Two-Year Program except it is delivered in a distributed educational format. Students complete 31 units of 600-level social work professional foundation courses prior to the 30-32** units of 600 level social work concentration year courses. The only exception to the required 600 level courses in the Three-Year MSW program is that a student may enroll in one 500 level elective in lieu of one 600 level elective following approval by the MSW Program Director. (**depending on Program Plan).

This program admits students once every three years. The Three-Year hybrid program contains two face-to-face class sessions each semester on the CSU, Chico campus. 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.

MSW Distributed Learning 3-Year Face-to-Face Calendar 2012-2015

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Fall 2012</strong></td>
<td><strong>Fall 2013</strong></td>
<td><strong>Fall 2014</strong></td>
</tr>
<tr>
<td>August 22-24, 2012</td>
<td>September 7-8, 2013</td>
<td>September 6-7, 2014</td>
</tr>
<tr>
<td><strong>MSW New Student Orientation</strong></td>
<td><strong>November 16-17, 2013</strong></td>
<td><strong>November 1-2, 2014</strong></td>
</tr>
<tr>
<td>August 25-26, 2012</td>
<td><strong>Spring 2014</strong></td>
<td><strong>Spring 2015</strong></td>
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<tr>
<td><strong>Spring 2013</strong></td>
<td>April 19-20, 2014</td>
<td>April 18-19, 2015</td>
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<tr>
<td>January 26-27, 2013</td>
<td><strong>Summer 2014</strong></td>
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<tr>
<td><strong>Summer 2013</strong></td>
<td>July 19-20, 2014</td>
<td><strong>GRADUATION</strong></td>
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<td>June 8-9, 2013</td>
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<tr>
<td>July 13-14, 2013</td>
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</tbody>
</table>
### Electives

*(not all electives are offered each semester)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 673</td>
<td>Trauma and Loss</td>
<td>3.0</td>
</tr>
<tr>
<td>SWRK 674</td>
<td>Policies &amp; Practice with Older Adults &amp; Their Families</td>
<td>3.0</td>
</tr>
<tr>
<td>SWRK 677</td>
<td>Substance Abuse: Foundations for SWRK Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>SWRK 678</td>
<td>Mental Health Recovery and Wellness</td>
<td>3.0</td>
</tr>
<tr>
<td>SWRK 685</td>
<td>Developmental Theory and Interpersonal Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>SWRK 687</td>
<td>Advanced Child Welfare</td>
<td>3.0</td>
</tr>
<tr>
<td>SWRK 699P</td>
<td>Master’s Project</td>
<td>2.0</td>
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<tr>
<td>SWRK 699T</td>
<td>Master’s Thesis</td>
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</table>

### Other Approved Graduate Courses

**Political Science**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>POLS 660A</td>
<td>Seminar: Public Management</td>
<td>3.0</td>
</tr>
<tr>
<td>POLS 660B</td>
<td>Seminar: Public Personnel Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>POLS 660C</td>
<td>Seminar: Public Financial Resources</td>
<td>3.0</td>
</tr>
<tr>
<td>POLS 663</td>
<td>Seminar: Health/Human Services Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Psychology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 648</td>
<td>Career Counseling &amp; Development</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 571</td>
<td>Psychopharmacology</td>
<td>3.0</td>
</tr>
</tbody>
</table>
PROFESSIONAL FOUNDATION AND CONCENTRATION YEAR PRACTICUMS

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.

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 SWRK 608 and SWRK 609 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, the practice courses SWRK 641 or SWRK 642, and SWRK 652 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, Families, Children and Youth Services, or Gerontology. 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, and 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 Program 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 or Three-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 MSW Program Director and the Office of Graduate Studies, 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

Transfer Credit
The MSW Program accepts up to 9 units (University Policy) 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 1st and January 5th, and be accepted to the MSW program.

Transfer credit is determined through a review process on a course-by-course basis. The MSW Program 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 Program 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 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.
Applicants Who Have Completed the Foundation Year at a CSWE Accredited MSW Program
Applicants who have completed the first year (foundation year) at a CSWE Accredited MSW Program within the last four years with a 3.0 (on a 4.0 scale), and are considered in good standing with the previous institution, must apply to the CSU, Chico Two-Year Program. Once accepted into the CSU, Chico Two-Year MSW Program, the student may request that his/her coursework at the previous MSW Program will be evaluated to ensure it is reflective of the foundation year coursework in the CSU, Chico MSW Program.

If the courses from the previous CSWE Accredited MSW Program are comparable and meet the CSU, Chico MSW Program’s Foundation Year competencies, the student may request admittance to the One-Year MSW Program. Thus, the students begins studies in the summer of the year accepted with the first courses enrolled being the SWRK 635 and SWRK 636 summer bridge courses. Upon completion of these courses with a 3.0 GPA (out of 4.0), the student would progress to the Concentration Year of the MSW Program in the fall semester, following the course sequencing outlined on page 17 of the MSW Student Handbook. Note that all program requirements must be met within the five-year time limit.

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 grade of 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 four weeks before the fall semester begins, the student must submit to the MSW Program 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 Program 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 Program 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 Program Director, in consultation with the student, determines the course substitution, which is generally an MSW elective. The student and the MSW Program 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 Program Director with questions regarding the MSW program and their graduate education experience. Students are introduced to their program adviser during the mandatory orientation prior to the beginning of the fall semester. After the beginning of classes, students can 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 graduate cumulative grade point average-GPA is in danger of falling below a 3.0, the adviser consults with the student and the MSW Program Director)
- To notify the MSW Program 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), sixth 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 Office of Graduate Studies publication: Guide to Graduate Studies: Policies, Procedures & Format for additional dates and deadlines. Application Deadline for Spring 2015 Graduation is February 13, 2015.
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 a cumulative GPA of less than 3.0 (on a 4.0 point scale) in their undergraduate academic coursework. If all requirements are met after the first semester, then the graduate status will be changed to "classified".

MSW students are required to maintain an average 3.0 GPA at all times during their program. Students who have obtained a baccalaureate-level degree from any state or territory within the United States or the international equivalent of a baccalaureate-level degree as determined by the Office of Graduate Studies, must submit a written request with appropriate documentation based on having met at least one of the following criteria:

1. Completed 12 units of academic post-baccalaureate graduate level coursework with a GPA of 3.0 or higher from an accredited college or university;
2. Provided outstanding paid or volunteer experience in human service agencies;
3. Performed successful grant writing for human service organizations;
4. Achieved Graduate Record Examination (GRE) scores that indicate an ability to complete graduate level work;
5. Shown significant potential for advanced social work practices.

The student must also have obtained approval by the School of Social Work MSW Admissions Committee and the Office of Graduate Studies.

In addition to meeting the requirements stated above that are related for the Conditionally Classified status, to be admitted as Classified, a students must have:

1. A cumulative GPA of 3.0 or better (on a 4.0 scale) in their academic coursework
2. Approval by the School of Social Work MSW Admissions Committee and the Office of Graduate Studies.

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 Requirement in Writing Proficiency (SWRK 641 or SWRK 642);
4. Finished all Incomplete (IC) and Report-in-Progress (RP) grades in courses included in the MSW 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 Director.
Adjunct Enrollment during Planned Educational Leave
If a student chooses a Planned Educational Leave, s/he must maintain Continuous Enrollment through Adjunct Enrollment.

Adjunct Enrollment status, and the payment of the corresponding fees, does not extend the student’s master’s degree program time limit for the completion of degree requirements. These time limits are established by Title 5 of the California Code of Regulations and University policy. Further, enrollment in adjunct status does not signify any commitment by California State University, Chico to allow an extension of the time limits. Students are responsible for knowing that their master’s program is viable and consulting with their graduate advisor before enrolling in adjunct status. Each program's time limit is listed in the University Catalog http://catalog.csuchico.edu/viewer/14/GREDPOL.html

Adjunct Enrollment consists of registration in GRST 899 through the Center for Regional and Continuing Education, of which an administrative fee is charged. Registering in GRST 899 must be completed by the end of the fourth week of classes each semester (the university census date). Late fees are charged for non-compliance with this policy. Adjunct enrollment in GRST 899 is the only way for a graduate student to maintain her/his required continuous enrollment in a master’s degree program during any fall or spring semester in which she is not regularly enrolled in courses. http://catalog.csuchico.edu/viewer/14/GREDPOL.html

No credit is earned for Adjunct Enrollment, but this allows the student to maintain her/his status in the master’s degree program. Upon return to the MSW program within five years from the date the student began the MSW program, s/he agrees to enrollment and completion of the courses per the requirements related in the academic year the student began (per the MSW Student Handbook of that year). If the student does not maintain Continuous Enrollment, s/he may be required to reapply to the MSW program and may be subject to any new admission requirements.

Grade Point Average Requirement
Graduate students must maintain a cumulative 3.0 grade point average after admission to the MSW program, including coursework completed 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. Students receiving no credit for a practicum course will not be allowed to enroll in the following semester. Please see the MSW Field Handbook regarding the policy of disenrollment from the MSW program if no credit is earned in the practicum course. In this case, the student 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 GPA of 3.00 that is inclusive of all courses in the MSW program.
**Letter Grade Definition:**
An “A” grade at the graduate level means that a student is performing **outstanding** or **excellent** work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the graduate level means that a student is performing **at least satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “C” grade at the graduate level means that a student is performing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

An “F” at the graduate level means that a student is performing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Note: There are no “D” grades in the graduate program

**(CR) Credit**
A CR indicates satisfactory achievement of course objectives: equated with a B and is not calculated in student’s GPA.

**(NC) No Credit**
A NC indicates unsatisfactory achievement of course objectives: equated with an F and is not calculated in the student’s GPA.

**(I) Incomplete**
Incompletes (I) will be assigned only in cases where instructors conclude that a clearly identifiable pattern of course requirements cannot be met for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the "RP" symbol is required.

Prior to the end of the semester, the MSW student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the 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, including the timeframe, acquire the student’s signature on the incomplete form, and along with the instructor’s signature, submit the plan to the School of Social Work office for the student’s file. A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

An Incomplete must be made up within one calendar year after it is assigned whether or not the student is enrolled or it will be changed to IC in a letter grade situation or to NC in a CR/NC
situation. An extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. A faculty member may submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade. See University Catalog http://catalog.csuchico.edu/viewer/14/GREDPOL.html

**IC** Incomplete Charge
The "IC" symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average computation.

**RP** Report in Progress:
The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses. It is employed in connection with Independent Study (698), Master's Study (699), and similar courses (e.g., designated Special Topics/598 courses approved for this grading option) where assigned work frequently extends beyond a single academic term and possibly requires enrollment in more than one term. Cumulative enrollment in units attempted may not exceed the total number applicable to your educational objective. Work must be completed within one year of initial enrollment for 698 courses and within the seven years allowed for the completion of the master's degree for 699 courses. See University Catalog http://catalog.csuchico.edu/viewer/14/GREDPOL.html

**WU** Withdrawal Unauthorized
The WU shall be used where a student, who is enrolled on the census date, does not officially withdraw from a course but fails to complete it. WU is most commonly used in those instances where a student has not completed sufficient course assignments or participated in sufficient course activity to make it possible, in the opinion of the instructor, to report satisfactory or unsatisfactory completion of the class by use of the letter grade (A-F). The instructor shall report the last known date of participation by the student. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the WU is inappropriate and NC shall be used instead. See University Catalog http://catalog.csuchico.edu/viewer/14/GREDPOL.html

**W** Withdrawal
The W grading symbol indicates that a student was permitted to drop the course with appropriate approval after the fourth week of the semester. Withdrawals that occur within the first four weeks do not appear on your permanent record. The symbol carries no connotation of quality of your performance and is not used in calculating your grade point average. See the preceding sections on "Dropping Courses" and "Withdrawing from the University" for additional information.

**RD** Report Delayed
RD indicates that the instructor has delayed or not reported a grade. It does not indicate that the student failed to complete the work required. An RD is due to faculty action rather than student action.
(AU) Audit
An AU denotes registration in a course in which fees are paid but for which no credit was earned by the student. Completion of the course will result in the grade of AU being posted to the student's permanent record.

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 cannot 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 grad 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 http://catalog.csuchico.edu/viewer/14/GREDPOL.html

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 Office of Graduate Studies, obtaining approval from the MSW Program 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, http://catalog.csuchico.edu/viewer/14/GREDPOL.html

Repeating Field Practicum
Any student who does not receive credit for the field practicum and is given the opportunity to repeat the course per the Student Review Committee recommendations, may be required to also repeat any other course(s) the Field Review Committee or the Student Review 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 a cumulative 3.0 GPA 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 Program Director and the Office of Graduate Studies notifies students at the end of the semester in which their GPA falls below a 3.00. 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.

Planned Educational Leave from the University and MSW Program
The MSW Program Planned Educational Leave 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, individualized Alternate Educational Plan from the MSW Program Director in order to maintain their MSW status and the right to return. It is crucial that students considering a leave contact the MSW Program Director for counsel and complete the necessary paperwork.

Planned Educational Leave Procedures
The student planning for an Educational Leave from the MSW program must complete an individualized Alternate Educational Plan with the MSW Program Director in consultation with the student’s adviser. The plan 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 Alternate Educational Plan will also include the courses already completed prior to the Educational Leave. The completed document, signed by the student, must be filed with the School of Social Work. An Alternate Educational Plan must be completed prior to the Educational 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 adjunct enrollment for every semester they miss, must reapply to the MSW program when they return. Students may be held to any new admissions requirements and if admitted, to new degree requirements.
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.

Volunteer Experiences Impacting Course Attendance
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 Office of Graduate Studies school guidelines for Educational Leaves for further details and discuss this decision with your MSW Adviser and the MSW Program 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.

Medical Leave
If a student arranges an Alternate Educational Plan due a medical need, and desires to return to classes, the student must provide the MSW Program Director a letter from his/her physician relating that s/he has been “medically released” to return to school. It must be specified if the student will be returning part-time or full-time to the program. All limitations and/or restrictions need to be also clearly specified.

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

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 Program 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, SSC 120, 530-898-5712; http://em.csuchico.edu/aap/. Those receiving financial aid, Title IV-E, HPPAE, and Mental Health stipends, any other stipend/aid program or scholarship must contact the Office of Advising and Orientation, the School of Social Work office, the Title IV-E Coordinator, HPPAE Director, or Mental Health Coordinator 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 the 2014-2015 University Catalog http://catalog.csuchico.edu/viewer/home for more details.

In order to maintain continuous enrollment in the university, students who must withdraw from all coursework should complete an individualized Alternate Educational Plan with the School of Social Work and the Office of Graduate Studies. In order to preserve the student’s Catalog Rights for future graduation, the student should register for GRST 899: Adjunct Enrollment for
each semester they will be off-campus. The fee is $180 per semester for adjunct enrollment (Note: May 2014 current rate). 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 s/he must fulfill all the requirements of the catalog under which s/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 13, 2015** is the date for students to apply for graduation in May of 2015.

The Office of Graduate Studies’ *Final Steps to Graduation* includes instructions and a checklist for university master’s graduation requirements and may be obtained from the Office of Graduate Studies, or on the Office of Graduate Studies 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 Office of Graduate Studies. **NOTE:** 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 have achieved exceptional standing in research, community service, service to the University, and/or projects outside the regular course work. Recommendations for this honor are submitted to the MSW Director by the student’s faculty adviser and/or faculty familiar with her/his work. *It is a School of Social Work faculty decision in regard to the student(s) chosen.* Students graduating with distinction are recognized at commencement and receive a special diploma. The notation “with distinction” is posted on the transcript. Please note that Graduating with Distinction in the MSW Program is awarded to approximately 5% of each graduating class.
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 adviser 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 Office of Graduate Studies is April 17, 2015. All culminating experiences must be completed prior to that date.

Comprehensive Exam

Students who choose the comprehensive exam option are required to also complete two social work electives. The Comprehensive Exam allows students the opportunity to integrate and apply knowledge from MSW courses and the practicum. The exam reflects advanced generalist practice understanding, values, and skills gained during the Foundation and Concentration Years of the MSW Program. The Comprehensive Exam Committee Chair(s) meet(s) with Concentration Year students in the fall semester to provide detailed information and guidelines for the Comprehensive Exam.

Thesis or Project

The Office of Graduate Studies 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/graduatestudies/thesis-or-project.shtml

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 Office of Graduate Studies’ 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. NOTE: 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 adviser 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/graduatestudies/thesis-or-project.shtml
Recommendations For Thesis or Projects
Writing a thesis or project for an MSW degree’s 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/prs/EMs/1993/93-004.shtml

Please also review the Office of Graduate Studies guidelines for the thesis/project, which can be accessed at: http://www.csuchico.edu/graduatestudies/thesis-or-project.shtml

The final draft of the Thesis or Project (may be prior to formatting and revision(s) recommended at the defense) is provided to the Thesis/Project Chair, Committee Members, and MSW Program Director (Graduate Coordinator) no later than one week prior to the defense. (These are the individuals that sign the final thesis/project completion approval page.)
The Thesis/Project Defense shall be publicized one week prior by the Thesis/Project Chair and student via emails and flyers to the School of Social Work faculty and MSW students, providing an invitation to attend. Attendance at the defense will include, but is not limited to, the Thesis/Project Chair, at least one Thesis/Project Committee member, and the MSW Program Director.
### 2014-2015 Thesis/Project Recommended Submission Dates (subject to committee chair’s discretion)

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<td>Proposals</td>
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<td>Submission of first complete/final written document</td>
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<td>Last date for submission of revised (if necessary) written document</td>
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<td>Last date for submission of revised (if necessary) written document</td>
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<tr>
<td>Oral defense before</td>
<td>4/7/16</td>
</tr>
<tr>
<td>Deadline: Completed document</td>
<td>4/15/16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Three-Year Program (12-15)</strong></th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposals</td>
<td>5/2/14</td>
</tr>
<tr>
<td>Research/Project completed</td>
<td>3/6/15</td>
</tr>
<tr>
<td>Submission of first complete/final written document</td>
<td>3/23/15</td>
</tr>
<tr>
<td>Last date for submission of revised (if necessary) written document</td>
<td>4/3/15</td>
</tr>
<tr>
<td>Oral defense before</td>
<td>4/10/15</td>
</tr>
<tr>
<td>Deadline: Completed document</td>
<td>4/17/15</td>
</tr>
</tbody>
</table>

### 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](http://www.csuchico.edu/graduatestudies/continuing/humansubjects.shtml) form for approval by the CSU, Chico 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 the Campus link to Human Subjects.
ROLES AND RESPONSIBILITIES OF MSW STUDENTS

The expectations of a professional educational program begin 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 CSU, Chico 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 for CSU, Chico relates that students are expected to attend all class meetings and to arrive on time. See Page 42 of MSW Student Handbook for Attendance Policy located in Common Syllabi.

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.

5. Membership and participation in NASW is highly encouraged.

6. Familiarity with and regular use of the library is essential. Other libraries include the Butte County Library and other local social service agencies.

7. 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: http://catalog.csuchico.edu/viewer/14/STUDJUDAFFAIRS.html

Writing assistance is available through the School of Social Work’s Writing Workshops and by utilizing the Student Learning Center: 530-898-6839 or http://www.csuchico.edu/slc/

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 are to be written in gender-neutral language.

8. All students are members of the Associated Students (AS) School of Social Work Club and are encouraged to participate in this organization.

9. 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.
10. 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.

11. 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. These policies are located on the CSU, Chico website: www.csuchico.edu

12. Communication is essential for a successful graduate experience. The School of Social Work MSW Student Handbook is available on the school website. Information on the MSW program is provided at this site www.csuchico.edu/swrk. To further facilitate communication, the MSW Program Director meets with students formally on a monthly basis each semester. Students are encouraged to meet with and share ideas or concerns with their faculty adviser and MSW Director as needed/desired.
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 Office of Graduate Studies, A Guide to Graduate Studies: Policies, Procedures, & Format; and the CSU, Chico Code of Student Rights and Responsibilities Student Rights EM 08-40 at: http://www.csuchico.edu/prs/EMs/2008/08-040.shtml

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 2014-2015 University Catalog provides a statement regarding professional standards and disqualification for MSW students on http://catalog.csuchico.edu/viewer/14/GREDPOL.html

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, the faculty has adopted the following as standards for all MSW courses that 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 Accessibility Resource Center (ARC): (530) 898-5959 v/t; (530) 898-4411 fax; http://www.csuchico.edu/arc/index.shtml

Students with a disability are encouraged, but not obligated, to register with ARC. After reviewing the student’s records, the ARC 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
You are expected to attend classes regularly. You should discuss absences with your instructors, but you may report an absence of more than a week’s duration to Academic Advising Programs when it results from circumstances beyond your control, such as illness or accident. The office will then send notification of your absence and the reason for it to your instructors. Instructors can, if they choose, drop you from a course for non-attendance.
Campus Attendance Policy: http://catalog.csuchico.edu/viewer/14/ACAREGS.html

Please review each course syllabus for any additional attendance policies specific to that course.

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. Academic misconduct 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 spell-checking a paper, it is important to proofread again to ensure that the words used were the ones desired. Students are encouraged to watch for homonyms such as there, their, and they’re. The American Psychological Association (APA) (Sixth Edition) documentation is required. Students are required to use the writing guidelines as described by CSU, Chico and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments. Students are expected to be knowledgeable of the types of plagiarism and the ramifications.

E. Evaluation
A student’s work will be graded on criteria for each assignment, exam, level of participation, and other areas as described for the course as a whole. Students 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 also 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>F</td>
<td>≤ 69</td>
</tr>
</tbody>
</table>
G. Other Grading Options

I - Incomplete Grade
Incompletes (I) will be assigned only in cases where instructors conclude that a clearly identifiable pattern of course requirements cannot be met for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the "RP" symbol is required.

Prior to the end of the semester, the MSW student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the 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, including the timeframe, acquire the student’s signature on the incomplete form, and along with the instructor’s signature, submit the plan to the School of Social Work office for the student’s file. A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

An Incomplete must be made up within one calendar year after it is assigned whether or not the student is enrolled or it will be changed to IC in a letter grade situation or to NC in a CR/NC situation. An extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. A faculty member may submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade.

IC- Incomplete Charge
The "IC" symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average computation.

RP-Report in Progress
The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses. It is employed in connection with Independent Study (698), Master’s Study (699), and similar courses (e.g., designated Special Topics/598 courses approved for this grading option) where assigned work frequently extends beyond a single academic term and possibly requires enrollment in more than one term. (See University Catalog http://catalog.csuchico.edu/viewer/14.html)
H. Cell Phones
The classroom is a professional environment; please respect this environment by turning cell phones 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’ Grade Appeal: 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 MSW Program Director no later than the third week of the semester following the semester in which the grade was earned. The MSW 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 MSW Program Director did not satisfactorily resolve the issue, the student may request a meeting with the instructor and the School of Social Work Director within 10 days of receiving the report from the MSW 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 EM 05-022 Student Grievance Procedures in http://www.csuchico.edu/prs/EMs/2005/05-010.shtml

Policies and Procedures for Addressing Students’ Academic Concerns

The policies and procedures for addressing student academic performance concerns, including termination of a student’s enrollment in the graduate level social work program involve use of one or more of the following mechanisms: 1) Informal Review; 2) Student Review Committee; 3) University policy for Addressing Graduate Students’ Academic Performance Problems; and 4) 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, Advisor, or Field Instructor expresses concern regarding a student’s academic performance.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial meeting</strong></td>
<td></td>
</tr>
<tr>
<td>The initiating party meets with the student and communicates verbally the specific nature of the concern. Whenever possible, documentation regarding the concern should be provided.</td>
<td></td>
</tr>
<tr>
<td>The student is informed that she/he may contact Student Judicial Affairs at any time during this process.</td>
<td></td>
</tr>
<tr>
<td>If the concern is resolved to the satisfaction of all parties involved, no further action is necessary. A note documenting the meeting contents and resolution is signed by the initiating party and student and is placed in the student’s SWRK file within five (5) working days of the meeting. If the concern is not resolved, the student is referred to the Faculty Advisor (see 2 a &amp; b).</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting with Faculty Advisor</strong></td>
<td></td>
</tr>
<tr>
<td>If the issue does not involve field and remains unresolved, the Faculty Member refers the matter to the student’s Advisor who, by ten (10) instructional days, meets with the student to attempt a resolution.</td>
<td>It is the Advisor’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 Advisor 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. An Action Plan is developed in coordination with the student.</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td></td>
</tr>
<tr>
<td>After meeting with the student, the Advisor meets with the student and the referring faculty member to develop an Action Plan to resolve the concern.</td>
<td>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 Advisor contacts the MSW Program Director to determine if the matter should be referred to the Student Review Committee.</td>
</tr>
<tr>
<td>The action plan is presented to the student in writing and is placed in the student’s file in the School Office within five working days from the meeting with the student, referring faculty member and Advisor.</td>
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</table>
# Formal Review of Academic Performance

<table>
<thead>
<tr>
<th><strong>Step 1 – Student Review Committee</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th>A faculty member, MSW Program Director, or Director of the School of Social Work makes a written request to the Chair of the Student Review Committee, specifying the student’s performance that initiated the need for review and the corrective action taken to date. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If this is determined to be the case, a faculty member, MSW Program Director, or Director of the School of Social Work may refer the matter to the Student Review Committee by five (5) instructional days and at the same time, communicates this action to the student and other parties involved.</strong></td>
<td></td>
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</table>

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<tr>
<th><strong>Step 1a Student Review Committee Initial Notification</strong></th>
<th>The Chair of the Student Review 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, the student must be given written notification five instructional days before the</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Chair of the Student Review 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.</strong></td>
<td></td>
</tr>
</tbody>
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<sup>1</sup> The Student Review 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 does not resolve the problem, the Student Review Committee is the primary mechanism for resolution of the matter.

Some examples of concerns warranting possible referral of a student to the Student Review 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 the 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.
- g. Termination from Field practicum.
- h. Student is placed on academic probation.
- i. Termination from Field Practicum
The student, student’s Advisor, MSW Program Director, Director of the School, and representative from CSU, Chico Student Judicial Affairs 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.

Note: The CSU, Chico email is the official form of communication and notification.

**Step 1b – Attendees and Participants at Student Review Committee**

At the discretion of the committee, the person requesting the review may be present during the Student Review Committee review.

The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the Student Review Committee on her/his behalf. The advocate may be a student or any other advocate save a licensed attorney.

**Step 1c – Questioning Process**

The student has the right to question anyone participating in the proceedings.

**Step 1d – Student Review Committee Procedure**

Call to order.

Designation of a committee member to record the minutes of the meeting.

Recording of attendees and their role in the proceeding (committee member, student, other faculty, and student’s invitees).

Identification of the matter for discussion.

Description of the known facts regarding the issue by a designated committee member.

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.

Informing student of the recommendation to be made to the Director of MSW Program. Recommendation may be further deliberations or a decision.

Notification to student of date and location for securing a copy of the minutes as well as a written explanation that amendments to the minutes must be made within six weeks.

Adjournment.

Note: The designated Student Review 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 above instructions.

In addition, the secretary provides a copy of the committee’s recommendation to the MSW Program Director.

A copy of the report is kept in the student’s file within the School of Social Work.

### Step 1e – Determination of Action

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.

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 within 5 instructional days.

The Director of the School of Social Work will
Student Judicial Affairs

If the issue remains unresolved, the student may request advice and guidance from Student Judicial Affairs.

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

Students wanting assistance in responding to a negative evaluation of their performance, dismissal, being placed on academic probation, or believe the School of Social Work faculty, staff, or administration have violated their rights, 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 (see CSU, Chico Student Judicial Affairs).

The student must file a request for a formal hearing with the Coordinator of Judicial Affairs within 30 instructional days after the problem has come to the student’s attention. See EM 94-22, The Student Grievance Procedures.

Note: Students who violate EM 96-38, the Code of Student Rights and Responsibilities, or the NASW Code of Ethics, may be referred to Student Judicial Affairs.
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://bbs.ca.gov/](http://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.
TECHNOLOGY AND DISTRIBUTED LEARNING

The School of Social Work is excited to be able to offer access to social work education through distributed learning. For some, the technology components of your courses may be overwhelming. This section of your student manual will address technological information as well as tips for success in the online environment.

Technology

Because technology and computer use are an important part of your education at CSU Chico School of Social Work, we recommend that all students own computers. Every student will also need a web camera that is compatible with your computer, a microphone headset, and basic computer literacy skills.

If you have financial barriers that prevent you from purchasing this equipment, please contact the Distributed Learning Coordinator (djensen@csuchico.edu) to discuss if there are options to qualify for loaned equipment. For those who have applied for financial aid, please check with your financial aid counselor as there may be funds or allowances made for you to purchase the needed educational equipment.

You will need Internet access. A broadband/hi-speed connection is required for the best online education experience. If you have a dial-up or satellite connection, you can optimize your experience by following the tips: http://www.csuchico.edu/itss/internet/index.shtml

To be effective, your computer should meet these minimum specifications: http://www.csuchico.edu/itss/software/index.shtml

**Minimum Recommendation Computers:**

<table>
<thead>
<tr>
<th></th>
<th>PC</th>
<th>Macintosh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Pentium 4 Processor or Higher</td>
<td>G4 Processor or higher</td>
</tr>
<tr>
<td>System Memory</td>
<td>Minimum 512 MB RAM</td>
<td>Minimum 512MB RAM</td>
</tr>
<tr>
<td></td>
<td>1 GB Recommended</td>
<td>1 GB Recommended</td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer 7.0+</td>
<td>Safari 3.0+</td>
</tr>
<tr>
<td></td>
<td>Firefox 3.0+</td>
<td>Firefox 3.0+</td>
</tr>
</tbody>
</table>

Remember these are minimum requirements and should be sufficient to use for the online portions of your courses. However, the higher your processor speed and memory, the more efficiently you will be able to navigate through the courses. You will also need Internet access.
You may be purchasing a new computer for your MSW program. If you are interested, you can explore CSU, Chico’s tech support recommendations: http://www.csuchico.edu/itss/hardware/index.shtml

It is your choice if you want a desktop computer or a laptop computer. Many students prefer the option of a laptop as it can easily be brought to campus for the weekend intensives.

After you have identified the computer(s) that you will be using for your coursework, go to the Information Technology Support Services (ITSS) webpage: http://www.csuchico.edu/itss/index.shtml and hover your mouse over “Online Education” in the index to the left of your screen.

Click on “Blackboard System Check” this will conduct a system check on your computer to make sure you have all the plug-ins you will need to operate the learning management system. In addition to running this system check, please feel free to hunt around this website to locate additional technical information and resources that may be helpful to you.

As a CSU, Chico student, you qualify for some software for free or a reduced cost through the CSU, Chico Associated Students (AS) campus bookstore. This software is available after you obtain your student identification. There will be time during your orientation to visit the bookstore and purchase software if desired.

**Email Policy**

CSU, Chico email accounts are the officially recognized accounts for email communication between students and the University. Students are responsible for checking their WildcatMail regularly and ensuring that they are able to receive communications sent to their WildcatMail account.

Students can check their WildcatMail by logging in via the web: http://webmail.csuchico.edu/ Alternatively, students have the option of setting their WildcatMail account to forward to an existing personal e-mail account: http://mail.google.com/support/bin/answer.py?hl=en&answer=10957

When a student sets up email forwarding, a copy of the message will be saved in the student's WildcatMail inbox, as well as sent to the personal email account of the student's choosing. Having email lost as a result of redirection does not absolve the account holder from responsibilities associated with communication sent to their official email address. The university is not responsible for the handling of email by outside vendors or unofficial servers.

**Other Ways To Check WildcatMail**

Users who would like to use mail programs like Outlook, Outlook Express, Mac Mail, or Thunderbird to access their WildcatMail can use the e-mail client setup guides to set up their client to access WildcatMail: http://www.csuchico.edu/google/tutorials/imap.shtml
Five Things to Remember When E-mailing a Professor

1. Be Formal
Always use a proper salutation when emailing a professor — even if you know the professor personally or professionally. Use “Dear” to begin the email and address him or her by the name you would use if speaking to the professor in person (Dear Dr. ____ or Dear Professor ____). If you do address the professor by first name, still use “dear” to set up a respectful tone for the letter.

2. Specify
Specify who you are by first and last name, and specify which class you are taking before diving into the specifics. Professors often teach anywhere from two to six classes per semester and usually have hundreds of students to serve. State your name, the class you are taking and the course section (the professor might teach three sections of your course and will need to know which one you attend).

3. Be thorough
Any time you send a message, you should have two things in mind: goal and audience. Your audience here is a professor, who is an authority figure. Your goal could be any number of things, from clarifying the reading assignment to asking for an extension. Whatever your goal may be, you’ll want to anticipate any questions the professor may have and incorporate the information into your message. For example:

Dear Professor Smith,
My name is John Green and I attend your ENC4214 section 9 course. I missed class on Tuesday and would like to find out the assignment for Thursday. The syllabus only lists a reading assignment, but I wanted to make sure nothing is due to hand in Thursday. Thank you for your help.
Sincerely,
John Green

The example above shows that John indicated that he had already checked the syllabus. This saves time and allows the professor to simply respond, “Yes, there is a written assignment and it is _____” or “No, there is no written assignment,” knowing that John has already gone to the syllabus.

4. Be kind
Professors are people, too. They have friends, families, hobbies and favorite foods. When you email a professor, remember that you are not writing to an entity, a building or a computer — you are communicating with a real person. Be kind, be thankful and never come across as demanding. This can be accomplished with the “You Attitude,” a concept that asks you to consider yourself as the reader. What words or sentences would be off-putting? For example:

- “Get back to me as soon as possible.” This sentence is demanding, pushy and gives a direct command — something you want to avoid. After all, you are communicating with a higher-up.
- “Please advise me at your convenience.” This conveys respect and awareness. The professor is not a public servant and doesn’t need to do anything as soon as possible for you.
Using the “You Attitude” establishes goodwill and respect and increases the chances you will receive the help you need. It also won’t hurt to thank the professor at the end of the email, which establishes good rapport (see the example above).

5. Proofread
Perhaps the most important and final step, proofreading ensures that you come across as professional and caring. An email full of errors and faulty sentence structure is sure to enflame a busy professor. After all, if your writing is unclear, the reader has to work to understand what you want. Do the work on your end and make the message is clear and easy to read. For a short message, don’t get fancy. Use simple syntax (subject-verb-object) and proofread for run-on sentences, misspellings and other errors.

Adapted from: Megan Roth, USA TODAY College: Posted March 15th, 2012.

Blackboard (Bb) Learn
Once into Bb Learn, on the left of your screen you will see course announcements, your calendar and a “what’s new” notification box. In the middle section, you will see the courses in which you are enrolled and below that, any organizations/learning communities that you belong to. To the right of your screen, you will see a “To Do” list where you can set personal reminders of assignments, meetings, etc.

To access your course, look in the middle section in the box titled, “My Bb Learn Courses” and click the link to the desired course. You will find the course syllabus and additional information from your instructor. If you have difficulty accessing your portal account or Bb Learn courses, you can access the ITSS website: http://www.csuchico.edu/itss where you can chat live with a technician, browse tutorials and receive general information about the technology needed to access your email and courses. ITSS can also be reached by email: itss@csuchico.edu or phone: 530-898-HELP (4357). They are located in the Meriam Library Room 142.

In addition to Bb Learn, your courses will also utilize Blackboard Collaborate to support your online learning. Blackboard Collaborate is a virtual meeting space where participants can communicate in real-time using audio, video, and text chat while instructors can share slides, conduct polls, administer quizzes, tour web sites, and share desktop applications. Distributed learning students will have synchronous Collaborate sessions scheduled for Monday evenings from 6:30pm-8:30pm. Please reserve this time in your schedule.
Logging into Blackboard Learn (Bb Learn)

Blackboard Learn (Bb Learn) is CSU, Chico’s system for delivering online course content. As a distributed learning student you will have much of your course content delivered through BbLearn. You can access Bb Learn through your portal account. There are a few ways to do this. You can begin at the www.csuchico.edu and click on the portal link at the top of the page.

Click on the “Sign In” link:

Enter your portal user name and password, the select the “login” icon. This will take you to your portal you can access your Bb Learn courses under “My Course Resources” by clicking on the “Click here to access Blackboard Learn” link.
Monday Evening Collaborate Sessions

MSW-DL students will have synchronous session via Blackboard Collaborate on Monday evenings from 6:30-8:30pm. These synchronous sessions are opportunities to further engage with faculty, other students and the course content. Students are expected to participate in the sessions as required by their courses. Please reserve Monday nights for these sessions.

Distributed Learning Tips

In addition to the two face-to-face meetings each semester, courses may have synchronous elements. On these occasions, the class will be meeting together at the same time, but from your home location. These dates and times will be negotiated by the instructor and class during at the beginning of the course and will be mindful of work schedules.

In many ways, taking an online course is like taking a face-to-face course. Both feature a forum for you to learn and process knowledge. The professor directs you through the activities, posting announcements, delivering lecture materials, responding to questions, and grading assignments.

The great benefit of being in an online course is that you can have direct, one-to-one communication with your professor and colleagues at any time, rather than only during class or office hours. It is important to note that you will be expected to do the same amount of homework you would do in a face-to-face class.

Distributed learning courses are flexible. You can log on when it is convenient for you. However, it is important to note that there are deadlines and due dates that need to be followed.

- You are responsible for securing assigned reading materials.
- You will need to contribute to discussions and reply to other students' comments.
- You will need to turn in assignments on time.
- Your presence in the course will be apparent only if you contribute to discussions and do the online assignments.

It is crucial that you keep up to date by reading and listening to all materials and posted comments before participating in the online discussions.

Please read the material below to ensure you feel prepared to begin your classes. It will be an exciting opportunity to learn relevant material, interact with interesting colleagues, and engage in unusual and thought-provoking activities.

Become Acquainted with the Bb Learn Format

Take time to review all the help files available. Spend some time just navigating your way through the class and making sure you can figure out what the buttons are for. If you are having difficulties following the tutorial, contact ITSS. Their contact information, in addition to being listed in this handbook, will be available on the home page of each course.

Log-On at Least Three Times per Week

For successful online learning, it is recommended that you log on at least three times a week (ex. Monday, Wednesday, Friday) to check for announcements and review online materials. How long you need to be online depends on the activities for that module.
Assignments, Journals, and Discussions- The Differences From a Face-to-Face Course

You must be responsible for keeping up with the workload so that you can be an active participant in online discussions.

Manage your time. You will find that your time management skills will be critical in an online class. It is very easy to spend either too little or too much time on the class. Set designated blocks of time to work on the class. This will help you stay up with the assignments and with the interaction required for this course.

Planning is very important. Unlike the situation in most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in the discussion, the assignments in online courses require your participation. It will be impossible to pass the course if you do not participate in the discussions and activities.

Keep up with reading and other homework in order to contribute meaningful, timely comments to the online discussions. Avoid falling behind by setting aside specific times each week for engaging in course participation activities, and stick to your schedule. Otherwise, you may find that you quickly fall behind in reading messages to which you need to respond. These can quickly become overwhelming in volume if you don't keep up with the reading.

Journals, Blogs or Wikis may be utilized to process your course learning. These will be built into your course if your instructor chooses to use those learning tools.

Discussion Questions

Your course may consist of discussion questions that address topics relevant to the course. These discussion questions provide an opportunity for interaction with your classmates, critical reflection on course content and an expansion on reading and lecture material. You will be asked to spend time generating and participating in discussions with the professor and the other students.

- Discussions, in which you will respond to other students' comments, play a central role in the learning experience.
- Discussions must be in a reflective, meaningful and respectful manner.
- For example, a post such as “I agree, good point” would not be considered a substantive post
- A thoughtful reflection and communication regarding the subject matter would exhibit meaningful participation and integration of the course material.

Be mindful of the information shared in the postings. Some students may chose to share sensitive information about their professional or personal experiences. Special precautions will need to be taken in regards to confidentiality to ensure this is a respectful process.

Read/Listen To All Material Carefully

Remember that you won't have all those non-verbal cues that you get in the physical classroom and neither will your professor. Also, your professor's role will be much less that of the distributor of information, and much more that of a guide or resource for you in facilitating discussions and exploring an area of knowledge.
It is often said that in Distributed Learning courses, the professor’s role is less of a “Sage on the Stage” and more of a “Guide on the Side”. This implies a partnership of learning where you are responsible for learning the content and the professor will help you deepen and refine that knowledge.

Almost all your information will come in the form of words.
- Words on the screen help the professor "see" you much more clearly.
- The teaching style used in online courses may be different from the traditional college model.
- Taking a class online means you won't be sitting quietly in the classroom; participation is even more essential.

Don't read material just once. Multiple reading and line-by-line reading are important to ensure you have a clear understanding of the assignments, discussions, and readings. It may be helpful to download or print out pages for reference and review away from the computer.

Communicate with Your Professor
As always, effective communication is critical to success. It's even more important in the online environment because your professor can't see your frown, or hear the question in your voice. Here, you'll be responsible for initiating more contact, for being persistent and vocal when you don't understand something. We want to make sure you understand and find this experience meaningful as well as enjoyable.

If you are confused, carefully re-read the assignment, the discussion board, and the announcements as your question(s) may be answered there. If not, and you think this is a group question, post it on the discussion board. If you have a question, it’s quite likely there are others with the same question.

- The professor will be available for phone contact during stated office hours and will be checking questions and discussions periodically through each week.
- As much as your professor will try to be prompt in answering questions, do not expect instantaneous responses to your queries.
- If you wish a direct answer from your professor, email your question (using the email function within Bb Learn) in a clear fashion. You will save time, and both you and your faculty field liaisons will know better what you intend.
- Feel free to ask about course content, course procedure and evaluation that may seem unclear in the posted material.

*See Five Things to Remember when Emailing a Professor tips on pages 54-55

Share Tips and Questions
For many of us, taking online courses is a new frontier. There are no dumb questions, and even if you think your solution is obvious, please share it! Someone in the class will appreciate it.

Think Before You Push the “Send” Button
- Before you send material, ask yourself, “did I say just what I mean?
- How will the person on the other end read the words?”
• While you cannot anticipate all reactions, do read over what you have written before you send it.
• You want to ensure that what you say is meaningful, thoughtful, and carefully crafted to accurately describe your perspective.

**Participate**
In the online environment, it is not enough to show up! We need to hear your voice to feel your presence, and we especially need your comments add to the information, the shared learning, and the sense of community in the class.

**Look at the syllabus to see when assignments are due and when modules begin and end.**
Courses typically have a very explicit schedule that tells you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on a Monday and then respond to another student's comment on Tuesday. Requirements of this kind will be spelled out in the respective assignment or discussion.

**Note:** If you are not an active participant in the online portion of your courses, you will not successfully master the class material, and there is a high probability that you will not receive credit for the course.

**Understand 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. 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. Discussions related to consultation with faculty regarding classroom conduct and student learning
3. 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. For example, when referencing professional experiences do not use your client’s or agency’s name. Keep it specific enough to capture the essence of the case, but general enough as to safeguard the confidentiality of your client and/or agency.

Because this course will be delivered in an online format, it is critical to be mindful of legal and ethical issues around confidentiality. Remember to log off your class/Bb Learn when you leave your computer. Information discussed in courses will be held to the same standards of confidentiality as an on-site course. You will be responsible for taking precautions that the information shared in courses is protected from any breach of confidentiality.
Library ReSEARCH For Off Campus Users

How to Access the Library's Restricted Research Databases

Current CSU, Chico, students, staff, faculty, and emeritus faculty can access the Meriam Library's restricted databases from their homes, or any other remote location.

To access databases from off campus, go to the research databases: http://www.csuchico.edu/lref/dbaz.html via the Library ReSEARCH Station: http://www.csuchico.edu/library/

When you select a database, you will be asked for your CSU, Chico Portal username and password.

If you don’t have a portal account, if it’s not working, or if you encounter difficulty, please review "Your Portal Account" information: http://www.csuchico.edu/stcp/portal/ or call (530) 898-4357. Note: the Chico Password Station: http://password.csuchico.edu/ manages faculty and staff account passwords and security.


The Self Guided Library Tool: http://www.csuchico.edu/lins/tours/self_guided.pdf will give you a physical layout of the library which may be helpful for the times you are on campus. Library hours vary by day and service you need, you can check the library hours: http://www.csuchico.edu/library/libhours.html for current information on hours of operation.

Online Resources

Diigo (www.diigo.com) is a free browser add-on that improves your research productivity. As you browse and read the web, instead of just bookmarking you can:

- Highlight portions of web pages that are of particular relevance to you
- Attach sticky notes to specific parts of web pages.
- Organize your saved webpages by content with “tags” so you can easily retrieve your saved webpages by subject.

Diigo’s highlights and sticky notes are persistent in the sense that whenever you return to the original web page, you will see your highlights and sticky notes superimposed on the original page.

All the information -- highlighted paragraphs, sticky notes, and the original url -- are saved on Diigo servers, creating your personal digest of the web, your own collection of highlights from the web. You can search, access, sort and share this collection from any PC or iPhone. Unlike the bookmark function on your computer, the Diigo tool, allows you to access your information from any computer.
Diigo enables effective collaborative research. You can share your findings, complete with your highlights and sticky notes, with friends and colleagues. A project team, a class, or a club can create a group on Diigo to pool relevant resources, findings and thoughts together.

**Mendeley** ([www.mendeley.com](http://www.mendeley.com)) is a free reference manager and academic social network that can help you organize your research, collaborate with others online, and discover the latest research.

- Automatically generates bibliographies
- Collaborate easily with other researchers online
- Easily imports papers from other research software
- Read and annotate PDF’s and capture your thoughts through sticky notes and highlights
- Find relevant papers based on what you’re reading
- Access your papers from anywhere online
- Read papers on the go, with iPhone app

**Dropbox** ([www.dropbox.com](http://www.dropbox.com)) can be used to keep track of files you need at home, work, and anywhere else you might be. It provides:

- The ability to access your files from any location
- Allows others to "drop" files into your Dropbox, and to share any files you have placed in there
- Use for student work or just as a personal productivity tool
- Can be utilized your smart phone and IPAD.

**Google Sites** makes information accessible to people who need quick, up-to-date access. People can work together on a Site to add file attachments, information from other Google applications (like Google Docs, Google Calendar, YouTube and Picasa), and new free-form content. Creating a site together is as easy as editing a document, and you always control who has access. You can publish Sites to the world. The Google Sites web application is accessible from any Internet connected computer.

Quick facts about Google sites:

- Single-click page creation - Creating a new page for your Google Site just takes the click of a button.
- No HTML required to create a Google Site is as easy as editing a document, which means there's no markup language for you to learn -- just get started.
- Make it your own -customization options let you give your Google Site your own look and feel
- Get started with templates -offer a growing list of page types -- web page, announcements, file cabinet, dashboard and list -- to help you get started with your Google Sites pages.
- Upload files and attachments Use the file cabinet to upload files up to 10MB in size. Each Google Apps account receives at least 10GB of storage in Google Sites. Google Apps Premier and Education editions get an additional 500MB for each user account.
- Embed rich content Google Sites is integrated with other Google products, so you can insert videos, docs, spreadsheets, presentations, photo slide shows, and calendars directly onto your Google Sites pages.
• Work together and share - permission settings let you designate owners, viewers and collaborators (meaning they can edit pages) for your site. And you can make your Google Sites available to just a few people, your entire organization, or the world.
• Search with Google - You can search across Google Sites pages and content using powerful Google search technology. You'll find specific pages and documents instantly, the same way you would on Google.com.

Wiggio (www.wiggio.com) is a free, online toolkit that makes it easy to collaborate in groups. It provides private and secure online environment for group work. With Wiggio you can:
• Host virtual meetings and conference calls
• Create to-do lists and assign tasks
• Send email, text and voice messages
• Manage events with a shared calendar
• Poll groups in real time
• Upload and manage files in a shared folder

Skype is a service that allows users to:
• Communicate with peers by voice, video, and instant messaging over the Internet
• Place phone calls to recipients on the traditional telephone networks
• Call other users within the Skype service, free of charge
• Place calls to landline telephones and mobile phones via a debit-based user account system.
• file transfer, and videoconference

FreeConferenceCall.com, is a reservation-less audio conferencing service. Services include:
• FreeConferencing.com, with conference web controls
• FreeConferenceCallHD.com, with high definition sound geared to higher quality equipment
• FreeScreenSharing.com, with unlimited real-time sharing of desktop content
• toll-free conference calls
• voicemail and voice messaging
• mobile phone application
• International Conferencing (with domestic dialing)
• Free Conferencing Corporation
• 24/7 customer service

Mentors and Support
For a new student, a university can be an exciting but also intimidating place. Even simple things that experienced students take for granted can be challenging for a new student, such as finding your way around a virtual classroom and the learning management systems to understanding school policies for registration for classes, and learning the special language of the university such as “syllabus,” “office hours,” “annotations,” and “prerequisites.”

Some students learn the answers by directly asking professors in their classes or talking to university professional staff. But many, many students find out information by asking friends, especially more experienced students or folks who have recently graduated from CSU, Chico’s Social Work Program. For student in the DL program, regionally placed mentors placed around
the Northwest counties of California are also available to meet with students in the areas. To learn more, contact the DL Coordinator at <djensen@csuchico.edu>.

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.

MASTER OF SOCIAL WORKER CLUB STUDENT ASSOCIATION (AS)

The MSW AS Social Work Club (MSWAS) is an official campus organization for CSU, Chico MSW students. Participation in the MSWAS 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 and knowledge as professional social workers. 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 MSW AS 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.

MSWAS has a mailbox located in Butte 504. Those interested in more information on MSWAS 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. Students will be provided an application in the beginning of the fall semester if they wish to attend these meetings in an advisory capacity representing the student body. The application will then be provided to the Faculty Chair of the committee requested. The Chair will contact the student directly regarding attending the meetings.

**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 advisers, and agency personnel.

**Title IV-E Advisory Board** advises and gives input to the IV-E program regarding Child Welfare curriculum and training needs, as well as internships and best practices in the Child Welfare Field. The board is an opportunity for agency partners in the Child Welfare community and the Training Academy to meet and discuss the needs of the students at the university and their training needs as they transition to employment. The IV-E student representative serves as a member of the Advisory Board.
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/Third Year of Three-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 or each year)**

**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 Adults 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 678 Mental Recovery and Wellness**  
3.0 Fall  
*Prerequisites: Satisfactory completion of the foundation year or instructor permission.*  
This course examines the concepts and practices of wellness and recovery for individuals, families, examines the concepts and practices of wellness and recovery for individuals, families, and society. The course addresses mental health, wellness and recovery movements and system transformation concepts. Underlying values and components of recovery and recovery-based programs will be addressed. This course is intended to provide students with relevant information regarding wellness and recovery in the field of public mental health. Concepts, roles and applications useful for practice related to the field of mental health will be covered. California’s mental health service system is undergoing a system transformation; these changes will be explored and evaluated. The purpose of this course is to meet the need for practitioners who are knowledgeable and have essential skills in the area of recovery and wellness.
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 Program 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 Program 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 Program 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 Program 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. Students who participate in the Title IV-E stipend Program and discontinue prior to completion are not eligible for other stipend programs.

We offer stipends for our Advanced Standing, Full-Time, and distance/alternative MSW Program students. Detailed information about this program can be found on the School’s website http://www.csuchico.edu/swrk/

MENTAL HEALTH STIPEND PROGRAM

To address the growing need for MSWs in public mental health agencies, the Department of Mental Health (DMH) through the Mental Health Services Act (California Prop 63) offers a Mental Health Educational Stipend. The Mental Health Services Act provides for an annual stipend program to Schools of Social Work in California. One-year stipends are awarded to students in their final year of graduate social work programs. For 2014-2015 academic year, CSU, Chico School of Social Work has received stipend grants 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 http://www.csuchico.edu/swrk/programs/mh/index.shtml

HARTFORD PARTNERSHIP PROGRAM IN AGING EDUCATION (HPPAE)

Excellence in Serving Older Adults

The School of Social Work is honored to have been awarded the John A. Hartford Foundation Partnership Program in Aging Education (HPPAE) grant for 2006-2009. This grant is administered by the New York Academy of Medicine. Since 2009, the HPPAE has been self-sustaining through partnership with the MH Stipend program, community agencies, and the Soroptimists International of Chico Aging and Gerontology Education (A.G.E.) Award.

Through the HPPAE, 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. 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 workshops per semester relevant to providing service to our rapidly growing population of older adults. The rotations and workshops 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/
INFORMATION LINKS

**Chico Specific**
CSU, Chico: [http://www.csuchico.edu/](http://www.csuchico.edu/)
CSU, Chico School of Social Work: [www.csuchico.edu/swrk](http://www.csuchico.edu/swrk)
Chico and the surrounding counties: [http://www.chicochamber.com/](http://www.chicochamber.com/)

**Code of Ethics**

**Social Work Education**
Association of Social Work Baccalaureate Program Directors: [http://www.bpdonline.org](http://www.bpdonline.org)
Information on the GRE: [http://www.ets.org/gre](http://www.ets.org/gre)
Association for Community Organization and Social Administration: [http://www.acosa.org/joomla/](http://www.acosa.org/joomla/)

**Student Grievance Procedures** EM 05-010
[http://www.csuchico.edu/prs/EMs/2005/05-010.shtml](http://www.csuchico.edu/prs/EMs/2005/05-010.shtml)

**Code of Student Rights and Responsibilities** EM 08-040
[http://www.csuchico.edu/prs/EMs/2008/08-040.shtml](http://www.csuchico.edu/prs/EMs/2008/08-040.shtml)

**Students with Criminal Records-Expungement Assistance**
Starting Over Strong (SOS)
[http://www.startingoverstrong.com/Contact_Us.php](http://www.startingoverstrong.com/Contact_Us.php)

**Campus Alcohol Policy** EM 99-11

**Policy on Academic Integrity and the Establishment of the Council for Promoting Academic Integrity** EM 04-36

**Discrimination, Harassment, and Retaliation Policy** EM 12-043
[http://www.csuchico.edu/prs/EMs/2012/12-043.shtml](http://www.csuchico.edu/prs/EMs/2012/12-043.shtml)

**Policy on Campus Behavior and Violence Prevention** EM 12-025
[http://www.csuchico.edu/prs/EMs/2012/12-025.shtml](http://www.csuchico.edu/prs/EMs/2012/12-025.shtml)

**Policy on Use of Computing and Communications Technology** EM 97-18

**System-wide Policy Prohibiting Harassment in Employment and Retaliation for Reporting Harassment or Participation in a Harassment Investigation**
[http://www.calstate.edu/eo/EO-1045.html](http://www.calstate.edu/eo/EO-1045.html)
Policy on Commitment to Vietnam Era Veterans and Veterans with Disabilities
http://www.csuchico.edu/vpaa/wasc/docs/CPR_Standard_1/CFR_1.5/AAPChpt1.pdf

Human Subjects in Research
http://www.csuchico.edu/prs/EMs/1993/93-004.shtml

Policy on Sexual Harassment
EM 12-043 (Discrimination, Harassment, and Retaliation Policy)
http://www.csuchico.edu/prs/EMs/2012/12-043.shtml

Student Grievance Procedures EM 94-22

Student Rights EM 08-040
http://www.csuchico.edu/prs/EMs/2008/08-040.shtml
APPENDIX

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.

(1) 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 unethetically 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 or of 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.
Council on Social Work Education

Educational Policy and Accreditation Standards

http://www.cswe.org/File.aspx?id=13780