



California State University
SAN MARCOS

MSW Student Handbook

2026

Master of Social Work Program
College of Education, Health and Human Services

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Preface

The information in this handbook supplements the University's Catalog and is provided to facilitate your progress through the Master of Social Work program at California State University San Marcos (CSUSM). The contents in this handbook correspond to the academic year noted on the front cover. Core MSW requirements will remain consistent throughout the duration of your program; however, schedules, curriculum, and some policies and procedures may be adapted and/or revised.



Blake Beecher, PhD
Director

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Dear MSW Student,

Welcome to the Master of Social Work program at CSU San Marcos! We are looking forward to working with you and supporting your efforts in becoming competent, committed, and conscientious social workers. We join you in working toward the primary mission of the profession to enhance human well-being and help meet the basic needs of all people.

This handbook will provide you with information as you progress through the MSW program. Starting with the program mission and goals, the handbook is the source of MSW policies and procedures, curriculum information and requirements, practicum procedures (see the Field Manual for complete information), academic and professional standards, list of current faculty and staff, and other helpful information that you will need to be successful in completing this program.

We congratulate you on your decision to proceed in this challenging endeavor. The faculty, staff, and administration of the Department of Social Work are pleased to join you on this journey, and we are committed to making this a rich, educational, and rewarding experience.

I look forward to meeting each of you. Please feel free to contact me to discuss any issues or concerns you may have during your time in the program.

Sincerely,

Blake Beecher, PhD, LCSW
Professor, Department Chair

Mission of the CSUSM MSW Program

Grounded in principles of social and economic justice, the Mission of the Master of Social Work program is to prepare competent, committed, and conscientious social workers who engage in ethical and reflective advanced generalist practice in various contexts. Responsive to a diverse and multicultural global society, our program focuses on community engagement, service, advocacy, leadership, and research that advances human rights and enhances the well-being of individuals, families, and communities in Southern California and beyond.

The MSW Program's mission and goals stem from the ethics, values, and tasks of the profession; the mission and policies of the University and the College of Education, Health and Human Services (CEHHS); and the needs of the community it serves. The CSUSM Social Work Program has as its philosophical base a belief in human dignity, respect for the worth of each individual, and a belief in the essential equality of all human beings. The Program's mission emphasizes the interdependence of people, and the assumption that society carries the responsibility of ensuring provision of basic social needs. This mission provides the overarching principles which guide the Program's many activities.

The Mission of CSUSM's MSW program also aligns itself with the mission of the profession as set forth by the National Association of Social Workers (NASW), which states that, **"the primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty."** The mission of social work is also rooted in six core values identified by NASW, which are the foundation of social work's unique purpose and perspective as a profession:

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

I. CSUSM MSW Program Goals

1. Prepare advanced generalist practitioners who:
 - a. Identify as professional social workers committed to reflective, ethical, conscientious, and collaborative practice.
 - b. Are grounded in core social work values and principles including: person in environment, strengths perspective, cultural humility, self-determination, recovery, and trauma informed approaches.

- c. Serve as leaders engaged in empathic, competent, interdisciplinary, and research-informed practice.
 - d. Are committed to advancing social, economic, and environmental justice, promoting human rights, and engaging in social action that motivates and empowers culturally, economically, and socially diverse communities.
2. Engage in research and service activities that enhance social work practice and the well-being of individuals, families, and communities.

Overview of the MSW Program at California State University San Marcos

The MSW program at CSUSM offers both a theoretical and applied curriculum that facilitates students' awareness of the dynamic relationship between people and their environments and enhances understanding of how change is possible among individuals, groups, communities, and systems. Coursework and field experience are integrated so that students develop practice behaviors from a knowledge base guided by theoretical and evidence-based perspectives grounded in professional ethics. The curriculum also emphasizes the role of social policy and law and ethics as they relate to the provision of social services on a micro, mezzo, and macro level.

The MSW program field education component offers students opportunities to engage with a diverse range of populations and cultures; facilitate their awareness of the unique, distinct factors specific to a culture, community, or individual (which may include biological, psychological, familial, social, historical, economic, and spiritual traditions and influences); and integrate both generalist and advanced social work competencies and practice behaviors in a supervised practicum setting.

Empowerment, advocacy, compassion, partnership, and social justice are the core values that support the foundation for learning and development of social work competencies at CSUSM. The program prepares students for advanced generalist social work practice within a multicultural paradigm that emphasizes collaborative approaches among clients, social workers, and communities. Through a micro systems approach to helping that is strengths-based and ecologically centered, the program educates social workers to facilitate empowerment of individuals, families, and groups to achieve a higher level of functioning. From a macro systems perspective, the department, in collaboration with local agencies, provides opportunities for students to engage in activities that alleviate social injustice and advocate on behalf of clients.

The strengths-based paradigm has become a foundational tenet of social work and provides a structure for the development of the program's focus on advanced generalist practice. Strengths-based social work emphasizes people's self-determination, inner strengths, and resources. Strengths-based practice, as taught within the MSW program at CSUSM, focuses student awareness on how to be involved in strategies aimed at changing the social environments of clients. These strategies include authentic

relationships, advocacy, empowerment, policy development, and capacity building as a lifelong process.

The ecological framework brings attention to the reciprocal influence between social environments and the individuals therein. This model emphasizes the goodness of fit between the person and the environment, and on improving this fitness between the person and environment. From a holistic perspective, individuals (including their biological, cognitive, emotional, and social processes) and their environments can only be understood by observing their reciprocal relationships. Furthermore, the continual flow of influence between and among individuals, families, and groups always occurs in a cultural context. Theories that emphasize the interdependence of organism and environment are integrated throughout the MSW curriculum at CSUSM to reflect the profession's commitment to supporting human growth, health, and satisfaction in social functioning.

A commitment to human rights and social justice across systems levels are the underlying values embedded in the program's curriculum in both the classroom and the field. Key social justice concepts taught across the curriculum include: 1) promoting human rights; 2) client empowerment; 3) challenging oppression and discrimination; 4) working to promote social, racial, environmental, and economic justice; and 5) cultural humility. The program emphasizes the responsibility of social workers to work toward co-creating a just society by helping to strengthen individual bio-psycho-social functioning; alleviating oppression; and, creating structural and social processes that honor basic human rights, and meet the needs of individuals, families, and communities.

Cultural Humility involves an ongoing process of self-exploration and self-critique combined with a willingness to learn from others. It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It means acknowledging differences and accepting that person for who they are.

Human Dignity, Free Speech, Critical Thinking, and Content Warnings

The social work program is committed to promoting human dignity, free speech, and critical thinking among its students, faculty, and staff. We recognize that individuals come from diverse backgrounds and hold varying beliefs and opinions. As social workers, we recognize that open and respectful dialogue and critical thinking are crucial for creating positive change and fostering social justice in a multifaceted and complex world.

Human Dignity

Human dignity is a fundamental value in social work. It recognizes that all individuals have inherent worth and should be treated with respect and empathy with the awareness that humans are fallible. Social workers must uphold the dignity of others by recognizing and valuing their unique perspectives and experiences. This involves

cultural humility and creating an inclusive environment that fosters trust, open communication, and mutual respect.

Free Speech

Freedom to express one's opinions and ideas is essential for the pursuit of knowledge and the advancement of society. Open dialogue and robust debate are essential for critical thinking, the discovery of new perspectives, and the identification of social injustices. Free speech is especially important when one may disagree with what is being said and thus can sometimes be challenging and uncomfortable, but we believe that a diverse and inclusive community is best served by an environment that supports open expression and differing opinions. As stated on the CSUSM [website](#) on free speech, "on our intellectually and culturally diverse campus, the freedom of speech provides all members the opportunity to learn, grow and contribute to our shared mission to create a more just, free and prosperous world."

Critical Thinking

Critical thinking involves conscious effort to seek, analyze, and evaluate information, identify biases and assumptions, and make informed decisions based on evidence and logic. Critical thinkers are cautious of dichotomous (all or nothing) thinking, emotional reasoning, and groupthink, and consider multiple aspects of phenomena from diverse sources of information. In social work, critical thinking is particularly important because social workers must navigate complex and often ambiguous situations in order to help individuals, families, and communities. Critical thinking, in turn, requires exposure to a variety of viewpoints and perspectives, which can only be achieved through the free exchange of ideas. In an environment that values both free speech and critical thinking, individuals are encouraged to express their ideas and opinions, while also being open to evaluating and analyzing the ideas and opinions of others.

Content (Trigger) Warnings

Due to the multifaceted and often challenging nature of social work, content warnings of potentially emotionally charged topics are not possible in MSW coursework or internships. Social work education and practice deal with complex issues, including trauma, abuse, poverty, discrimination, and oppression. Shielding students from these realities can hinder their learning and development as effective social workers. Therefore, the program encourages students to engage with uncomfortable and upsetting material in a thoughtful and reflective manner and to seek support when needed.

II. MSW Program Faculty and Staff

Blake Beecher, Ph.D., LCSW - Program Director. Dr. Blake Beecher received his MSW from The University of Nevada, Reno and his Ph.D. from the University of Utah. His practice experience includes mental/behavioral health, addictions, child welfare, aging,

and healthcare. His research interests are community engagement research in behavioral health with at risk populations.

Jeannine E. Guarino, LCSW - Director of Field Education. Professor Guarino earned her Master in Social Welfare from the University of California, Berkeley. She holds a clinical license in social work (LCSW) and possesses over 12 years post-masters social work experience providing clinical and case management services to a range of populations including severe and persistent mentally ill and dually diagnosed individuals, homeless adults, children and families, and at-risk youth and adolescents. Her administrative social work experience includes non-profit social service management; grant writing and program evaluation; and oversight and administration of federal, state, and local contracts.

Lorene Ibbetson-Flanagan, MSW – Title IV-E Program Coordinator. Professor Ibbetson earned her Master's in Social Work from California State University, Long Beach. She has 20 years of experience working in a variety of settings including child welfare, schools, mental health, nonprofit and private practice. Her experience includes working with severe and persistent mentally ill and dually diagnosed individuals; homeless adults, children, and families, foster youth, and veterans. She also has experience with the terminally ill, at-risk youth, and adolescents. Professor Ibbetson's passion is to increase resilience, compassion and empathy in the social work field. Her focus is to support graduate students to successfully integrate academics and their field internship experiences.

Tasha Seneca Keyes, Ph.D., MSW – Tasha Seneca Keyes identifies as biracial. Her mother is of English and Irish descent, and her father is an enrolled member of the Seneca Nation of Indians on the Cattaraugus Reservation in western New York. Tasha received a PhD from the University of Chicago, Crown Family School of Social Work, Policy, and Practice and a MSW from the University of Utah, College of Social Work. She began her career as a medical social worker helping older adults' transition back home after being hospitalized. She has worked with children and families involved in Child Protective Services and children and youth that were hospitalized for inpatient mental health treatment. Eventually, she found her niche working with children and youth in K-12 schools as a school social worker. Tasha enjoys teaching and collaborating with social work students and helping them to become critically conscious, reflexive practitioners in a global, multicultural world. Her practice experience in schools informs her research which focuses on improving sense of belonging and engagement for Native students. Tasha is a community-based researcher and currently, she is collaborating with a rural school district that is partially located on the Navajo Nation to understand how restorative justice and trauma-informed initiatives impact high school students' sense of belonging and engagement.

Madeline Y. Lee, Ph.D., MSSW - Dr. Lee earned her Master of Science in Social Work from Columbia University, and her Ph.D. from the George Warren Brown School of Social Work at Washington University in St. Louis, where she was a National Institute of Mental Health Pre-Doctoral and Post-Doctoral Fellow. Inspired by her practice

experiences, Dr. Lee's broad research interest is in improving services for vulnerable children and families involved in the intersection of mental health, child welfare, and special education systems.

Shellye Sledge, PhD., LCSW – Dr. Shellye Sledge is a Licensed Clinical Social Worker whose work over the past 22+ years includes roles as a Nonprofit and Corporate Executive, Organizational Consultant/Business Coach, School-Based Social Worker, Clinical Therapist, and Founder of community and faith-based organizations in San Diego, California. Dr. Sledge obtained her doctorate from Norfolk State University's School of Social Work, a Master of Social Work in Administration from San Diego State University, and a Bachelor of Science degree in Counseling/Psychology from Christian Heritage College in El Cajon, California. Dr. Sledge's scholarship will focus on engaging students in dynamic academic learning experiences and a research agenda that examines the protective nature of cultural strengths, the impact of social welfare policies, and the influence of structural racism and Social Determinants of Health on the health and socioeconomic well-being of vulnerable children, women, and families.

Jimmy Young, Ph.D., MSW, MPA - Dr. Young received his PhD from Virginia Commonwealth University, an MSW and MPA from Eastern Washington University, and a BSW from Brigham Young University-Idaho. Prior to joining the faculty at CSUSM, he was an assistant professor in the department of social work at the University of Nebraska-Kearney. Dr. Young has a range of practice experience from mental health to program evaluation and nonprofit administration. His research interests include nonprofit organizations and administration, social work education, community engagement and digital activism, and the use of technology such as social media social work education and practice.

Part-time Faculty

Lynn Amabile, MSW, Child Welfare Instructor - Ms. Amabile received her Bachelor's degree in Sociology from the University of San Diego and her MSW from the University of Pittsburgh. She has always worked with children and Families and for the last 30 years worked as a Social Worker, Supervisor and Program Manager for San Diego County Child Welfare Services. Lynn specialized in the area of Child Abuse Investigations and had the opportunity to work in all areas of Child Welfare including the Child Abuse Hotline and Adoptions. She is particularly interested in preparing new Child Welfare Social Workers for the rigors of working in the field. This includes understanding the impact of secondary trauma and the importance of self-care.

Kayla Baker, MSW - Ms. Baker earned her Master of Social Work degree from San Diego State University. She has over 19 years of experience working in San Diego County Child Welfare system, in both direct service and macro positions. She currently works in policy writing and development. She is passionate about preparing the next generation of social workers to critically evaluate research and use policy as a tool to advocate for meaningful systems change.

Marianna Corona, LCSW - Marianna earned her Master's in Social Welfare from the University of California, Berkeley. Her experience in direct practice in the fields of domestic violence, trauma, and mental health (adult, adolescent, and child) led her to pursue career opportunities at the mezzo and macro levels of social work. She has nearly 15 years of experience in the fields of technical assistance, strategic planning, program evaluation, and program development with federal, state, and foundation grants. She is passionate about capacity development, both individual and organizational, recognizing that to alleviate and eliminate the barriers and stressors families face, we need to support local, community based, and community grounded leaders and organizations.

Oscar Gomez, MSW, MPA - Oscar Gomez is the Chief Operations Officer of Ronald McDonald House Charities of San Diego and holds a Master of Social Work (MSW) and Master of Public Administration (MPA) from the University of Southern California. He brings more than 20 years of leadership experience across the nonprofit, public, and government sectors, with expertise in organizational leadership, social services, operations, and strategic planning. Oscar previously served in leadership roles with MAAC, Jewish Family Services, and Lifeline Community Services and served in the United States Marine Corps from 2004 to 2015. At RMHC-SD, Oscar leads organizational operations, family-centered service delivery, strategic initiatives, and facilitates expansion efforts designed to strengthen support for families with hospitalized children. His work focuses on developing data-informed programs, expanding access to services, and building collaborative partnerships that improve outcomes for vulnerable populations. He currently serves as President of the Board of Directors for Episcopal Community Services (ECS), one of San Diego's largest organizations serving individuals and families experiencing homelessness, mental health challenges, and economic insecurity. Through his professional and community leadership roles, Oscar is committed to advancing innovative, evidence-based approaches that strengthen families and communities throughout San Diego County and beyond. Oscar has been named one of San Diego's Latino Leaders of Excellence and Veteran Leaders of Excellence by the San Diego Business Journal.

John Gonzales, LCSW - Mr. Gonzales is a Licensed Clinical Social Worker who earned his Master of Social Work from the University of Southern California and holds a bachelor's degree in psychology. He brings clinical experience providing direct mental health services to military Veterans in both behavioral health and interdisciplinary medical settings. His clinical practice focuses on the assessment and treatment of mood and anxiety disorders using evidence-based, third-wave cognitive behavioral therapies. Before becoming an LCSW, Mr. Gonzales served honorably in the U.S. Marine Corps for 20 years, including combat deployments to Iraq and Afghanistan. Mr. Gonzales is passionate about mentoring future social workers and fostering the development of strong clinical skills, critical thinking, and ethical practice.

Sarah Jayyousi, LCSW, LPCC - Ms. Jayyousi received her Bachelor's degree in Psychology and her Masters in Social Work from San Diego State University. She has over 25 years of experience in diverse settings, including inpatient behavioral health,

intensive outpatient and non-profit organizations. Ms. Jayyousi has direct practice and administration experience. She is passionate about social justice issues and advocates for the utilization of the recovery model in helping individuals from diverse backgrounds.

Randy Kasper, PhD., LCSW, BCD - Dr. Kasper earned her PhD from Alliant International University and MSW from the University of Houston. She is a Licensed Clinical Social Worker with over two decades of post-master's social work experience in hospital-based programs addressing addiction and family issues, domestic violence, and employee assistance in Houston, New York, and California. Dr. Kasper previously taught at Cal State Dominguez Hills' Graduate School of Social Work and Alliant International University and is currently on faculty at the American Institute for Mental Imagery. She remains active in clinical social work by maintaining a private practice and supervising new clinicians.

Sharon Kim, MSW, MPA - Ms. Kim earned her Master of Social Work and Master of Public Administration degrees from the University of Southern California. Her practice experience includes working with child-welfare involved kids and families in the context of foster/adoption agency and hospital settings. She is passionate about interdisciplinary practice and teams and is thrilled to be working with and teaching CSUSM social work students.

Vincent Marquez, LCSW - Vincent is the Coordinator of the La Jolla VA PTSD Specialty Clinic. He received his MSW from The University of Chicago School of Social Service Administration and has held both lead administrative and clinical roles throughout his career. Vincent is passionate about trauma recovery and enjoys training graduate students to support their professional development. Prior to working at the VA, Vincent was the Director of Clinical & Community Services at Jewish Family Service of San Diego and the Program Director for Human Options, a Domestic Violence organization in Orange County focused on developing innovative strategies for survivors of trauma.

Michelle Santiago, LCSW, PPS - Ms. Santiago earned her master's degree in social work from San Diego State University. She also holds three Pupil Personnel Credentials (PPS) in School Social Work, Child Welfare and Attendance, and School Counseling. Ms. Santiago has over 25 years' experience with various populations such as homeless adults, families and children, women with dual diagnoses, foster and at-risk youth, migrant families, and families with children with learning disabilities. Her passion is working in youth dropout prevention, advocacy, and preparing social work interns for the expansive social work field. As a School Social Worker, she works in prevention and intervention and in micro, mezzo, and macro practice. Ms. Santiago is Past President of the California Association of School Social Workers (CASSW) and an active member of the School Social Work Association of America (SSWAA) and National Association of Social Workers (NASW). Her awards include the Distinguished Field Instructor Award from USC, and multiple Field Instructor awards from CSUSM and SDSU.

Crystal Skerven, MSW – Crystal earned her BSW from Whittier College and MSW from San Diego State University. She currently serves as a Chief for the County of San

Diego's Child and Family Well-Being Department, bringing more than 25 years of experience working directly with children and families across child welfare and community-based programs. Crystal's work centers on reducing disproportionate outcomes, elevating strengths and protective factors, and keeping equity at the core of practice and system improvement. She is passionate about developing social workers who lead with reflection, compassion and a commitment to justice.

Samantha Cuomo – Department Administrative Coordinator. Ms. Cuomo joined CSUSM in 2026 and provides administrative support to both faculty and students in the MSW program.

Ashley Jolivet – Field Administrative Coordinator. Ms. Jolivet joined CSUSM in 2023 and provides administrative support to the field internship program.

Emily Froelich – Title IV-E Administrative Coordinator. Ms. Froelich joined the Department in 2024 and provides administrative support to the Title IV-E Child Welfare Training Program.

MSW Program Faculty and Staff Contact Information

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Emily Froelich (staff)	ELB 625	760-750-7337	efroelich@csusm.edu

III. Communication

All students are required to have a CSUSM email account. Email is the Department's primary method for communicating with students. Important information about registration, graduation, scholarships, and more will be sent to your CSUSM email address. For information on how to obtain your CSUSM email account, please see: <https://www.csusm.edu/iits/iitsforyou/email/index.html>. **Since email is the most frequently used way that the Department communicates, it is important for students to check their CSUSM e-mail frequently.**

Students are advised to keep an electronic file with important memos and documents pertaining to the graduate program. Students may also receive letters or memos from University Admissions and the College Dean's Office. It is extremely important to keep a personal file of all official actions regarding status in the graduate program; all copies of documents sent by the Department, College, or University Admissions; all grade reports; all important memos regarding requirements, curriculum, fieldwork, due dates, etc. Each student is responsible for ensuring they meet program requirements and for keeping records of their progress.

The University Catalog, available online, is also an invaluable source of information for students. It contains all the rules and regulations regarding graduate study that students should know. Policies and procedures regarding withdrawals, probation, grading policies, and Social Work Department curriculum requirements are explained. The Catalog is considered an official document regarding academic requirements. Students may also wish to view the CSUSM Schedule of Classes for more information on registration, graduation, etc.

Student addresses, telephone numbers, and email addresses should be kept updated through the MSW Program Administrative Coordinator.

IV. Registration, Advising, and Continuation Policies

a. Registration Policy

Students are responsible for ensuring correct registration for all classes which will be emailed to them by the Department Administrative Coordinator. The course sequence outlined in this graduate handbook is the student's guide for each semester's registration. A student who is not properly registered must submit a Request to Late Add Form, signed by the Department Chair. The Department Chair has the right to deny late add requests. If this happens, the student may be asked to take a one-year leave of absence since classes are taken as a cohort and may only be offered once each year. Thus, it is in the student's best interest to verify enrollment in each class before the Add/Drop deadline.

b. Advising Policy

At the beginning of the school year, all students are assigned to a faculty advisor. MSW faculty serve as academic and professional advisors to students, help them understand program policies and procedures, assist them in exploring their interests, and help them determine which electives and practicum settings best fit with their career goals.

Students in the generalist curriculum are strongly encouraged to meet with their advisor at the beginning of each semester and may meet as needed throughout the program to discuss progress and/or concerns related to coursework or field practicum.

If a student is placed on academic probation (due to falling below the minimum 3.0 GPA), the University's Office of Graduate Studies contacts the MSW Program Director, who notifies the student and the student's faculty advisor. The faculty advisor will then work with the student to develop a remediation plan.

If a student wishes to change advisors, they may do so by making a formal request in writing to the Department Chair, who makes the final decision about changing academic advisors.

c. Continuation & Leave of Absence Policies

Graduate students must be continuously enrolled in the program unless an authorized Request for Graduate Student Leave of Absence (<https://www.csusm.edu/gradstudies/current/policiesandforms.html>) has been granted by the program and filed with the Office of Registration and Records before the add/drop period of the term for which the leave has been requested. No more than two (2) semesters can be excused through authorized leaves of absence, and a leave is only available for students in good academic standing who have completed at least 6 credit hours of graduate coursework. A leave of absence will not be granted if the student has completed all coursework requirements except the culminating experience. Students who do not maintain continuous enrollment are dropped from the MSW program and must reapply to the University and the MSW program to be considered for reinstatement. **Students must complete their MSW within 5 years from when they began the program, regardless of whether a leave of absence is taken.**

Students who take a leave of absence from the MSW program must contact the Program Director six months prior to resuming their course of study in the program. For example, students who wish to resume the program in the Fall semester need to contact the Director in February. In most cases, a meeting with the Program Director, Field Director, and student will be held to discuss student readiness to return to the program and ways to help the student be successful in the program.

Students must maintain a GPA of 3.0 and a grade of at least C in all classes. See section *MSW Program Academic Standards* for full details.

d. Change in Cohort/Program Policy

Students are responsible for completing the specific courses listed in MyCSUSM. Students are placed in their cohorts after being admitted as a result of declared student interest, space availability, and program needs. Upon admission, students are guaranteed a place in either the one, two, or three-year program.

Please be aware of the following policies related to cohort or 2-year/3-year status change:

- a. Students are not permitted to change from their cohort or two- or three-year program status once admitted. Under extraordinary circumstances (e.g., serious illness; poor academic performance), students may be allowed to transfer into the other cohort/program by petitioning the Program Director for an exception to this policy. Requests will be considered individually, and exceptions made based on student need, space availability, and program resources.

e. Time Limit to Complete Program Policy

Requirements for the master's degree are to be finished within five (5) years following admission as a Conditionally Classified or Classified graduate student at CSUSM. Authorized leaves of absence do not extend the time limit for completion of the master's degree.

V. MSW Program Curriculum

a. MSW Program Curriculum Overview

The Department of Social Work at CSUSM offers one, two, or three-year program plans to obtain the MSW degree. The program specialization is advanced generalist, which prepares students for a broad scope of practice in a variety of settings. Program emphases are also available in children, youth, and family, behavioral health, and school social work.

The first half (30 units) of the MSW program address foundation or generalist practice, the second half focuses on our area of specialization, advanced generalist practice. In addition to coursework, students participate in field practicum for a total of four semesters.

The 3-year curriculum consists of 12 units of course work during the first year, 24 units in the second year (including summer courses), and 24 units in the third year (including summer courses). In both the second and third year of the 3-year program, students are placed in two semester-long field internships during the academic year.

b. Field Practicum

Students in the full-time 2-year program participate in field internship each of the 4 semesters of their MSW program. Students in the 3-year program participate in field internship during the last 2 years of their program, also for a total of 4 semesters. Students are required to complete 480 hours of field practicum in their first year and 620 hours in their second year, for a total of 1100 hours of field practicum. In Year 1, students must complete two full days (16 hours) of field internship each week of the 15-week semester. In year 2, students must complete 20 hours of field internship each week of the 15-week semester. Students in the 3-year program complete the same number of hours as full-time students, but do not begin field education until Year 2, as noted above. Please refer to the CSUSM Field Education Manual for a detailed description of all field seminar coursework, the field calendar, and field policies.

c. Criminal Record, Background Check and other Related Pre-Field Clearances

Please be aware that applicants for admission to the MSW program need to disclose any and all prior criminal records, even if expunged, as part of their application materials. While in the program, students must immediately report any arrest and/or legal charges to the department chair. Students accepted into the program who have a record of arrests, convictions, or nolo contendere pleadings are hereby advised that a criminal record may preclude field placements in some agencies, eligibility for some stipend programs, and/or the ability to successfully complete the MSW degree (due to the inability to be placed into a field internship). Finally, prospective students with a criminal record should be aware that they may experience difficulty in obtaining employment, even if they successfully complete the MSW degree. NASW-CA has established the Rehabilitation and Inclusion council to assist social workers with criminal backgrounds. Please see:

<https://cdn.ymaws.com/www.naswca.org/resource/resmgr/files/RehabInclusionCouncil/BrochurePrimary.pdf>

d. Generalist and Advanced Generalist Practice Definitions

The first half (30 units) of the MSW program address foundation or generalist practice, the second half (30 units) focuses on our area of specialization, advanced generalist practice.

Definition of Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in

research-informed practice and are proactive in responding to the impact of context on professional practice (EPAS 2022, p. 17). Generalist practice incorporates all the core competencies.

Generalist Core Competencies

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, & Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity, & Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, & Communities
7. Assess Individuals, Families, Groups, Organizations, & Communities
8. Intervene with Individuals, Families, Groups, Organizations, & Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

*See Appendix A for the full list of CSUSM MSW Generalist Indicators and Advanced Generalist Specialized Practice Indicators related to these nine competencies.

CSUSM Definition of Advanced Generalist Practice

Advanced generalist practice at CSUSM builds on the generalist foundation and increases the depth and breadth of knowledge, skills, and values for effective practice from a multi-level and theoretically sound perspective. Striving for a deep understanding and application of social work that embraces diversity and social justice, the advanced generalist approach prepares students for self-aware, self-directed and autonomous practice through:

1. Advanced knowledge and skills in assessment and evidence-supported intervention methods within a generalist framework.
2. Readiness for interdisciplinary collaboration and leadership in a variety of arenas and practice settings, including program development, coordination, administration and supervision.
3. Social action knowledge and skills in policy analysis and development, legislative action, and advocacy.
4. Integrated research knowledge and skills that prepare students to evaluate practice, programs, and the evidence supporting specific interventions at all system levels.
5. Advanced knowledge and skills in specific areas of practice (through elective content), such as children, youth and families, behavioral health, and school social work.

e. Credentials and Emphases

Pupil Personnel Services Credential (PPSC)

The purpose of the CSUSM Pupil Personnel Services Credential (PPSC) is to prepare MSW students to have the necessary knowledge and skills to be employed as competent school social workers (preschool through 12th grade) in California schools.

MSW students who complete this credential are eligible to apply for the California State PPSC in two areas: 1) School Social Work, and 2) Child Welfare and Attendance. These credentials are awarded and administered through the *California Commission on Teacher Credentialing* (CTC).

For current MSW students, the PPS program is integrated into the existing MSW program and the requirements for the School Social Work credential are: (1) completing a field internship in a qualifying public school setting; (2) completing all required documentation and pre-certification materials, and (3) passing two school social work elective courses: MSW 652 Advanced Social Work Practice in Schools I, and MSW 653 Advanced Social Work Practice in Schools II. Please see the following website for more information: <https://www.csusm.edu/socialwork/ppscinfo.html>

Program Emphases

In order to obtain a program emphasis, a student must complete 6 elective units in a topical area as indicated below.

- Children, Youth, and Families
- Behavioral Health (BH)
- School Social Work (must apply and be admitted)

f. Electives

Students take 9 units of social work electives in the program (3 courses). Elective topics may vary; currently, they include such subject areas as: health care, addictions, clinical practice, leadership, school social work, and working with military and veteran families or older adults.

g. Qualifying Exam

To demonstrate generalist competency, advance to candidacy, and begin the advanced curriculum, MSW students must successfully pass a qualifying examination after completing the first 30 units (half) of the MSW program.

The examination is administered in person in a computer lab on the San Marcos campus, including for students enrolled in the online program. It is held during finals week:

- At the end of the first-year spring semester for students in the two-year program
- At the end of the second-year spring semester for students in the three-year program

The examination consists of approximately 50–60 multiple-choice questions based on the nine CSWE competencies and their associated generalist practice indicators. Each competency is addressed by approximately five to seven questions, most of which are scenario-based.

Students have 1 hour and 45 minutes to complete the examination and must earn a score of at least 80% to pass. Students who do not pass may retake the examination after completing remediation with their faculty advisor and/or the department chair.

h. Culminating Experience

The University requires all graduate programs to include a culminating experience. In Social Work, this experience represents a culmination and integration of classroom and practicum learning. All students are required to complete either a thesis or comprehensive exam. Additional information about culminating experience/theses may be found at <https://www.csusm.edu/gradstudies/current/thesis.html>; or in the University's Graduate Student Handbook.

Thesis

A thesis is a rigorous individual research project that has the potential to be submitted for publication in an academic journal. Students applying to complete a thesis must have a cumulative GPA of 3.5 or higher in the MSW program, be well versed in research, and have the knowledge and ability to complete an Institutional Review Board (IRB) application and the associated research project. A traditional qualitative or quantitative thesis must secure IRB approval, be supervised by a thesis chair, and students must successfully complete an oral defense of their thesis. Students who are interested in completing a thesis must submit a one-page project proposal (not including references) to the department chair for faculty review and approval due by April 1st (the semester before students are scheduled to take 695 Thesis or an elective).

Thesis Proposal Guidelines

- a. Brief description of the research question and its relevance
- b. Brief overview of the relevant literature including three citations from peer-reviewed journals or other credible sources cited in APA format
- c. A description of the proposed research design, procedures, and plan for data analysis
- d. A proposed timeline for completion
- e. Reference page¹

The Kellogg Library has created a Master's Thesis, Project or Dissertation Submission Guide, which can be found on their website, at https://libguides.csusm.edu/thesis_info. This site provides step-by-step guidance on how to submit a thesis. Thesis defenses are completed in-person on the San Marcos campus.

¹ Ref: CSUSM Speech Language Pathology *Culminating Experience Descriptions* Document, July 2014

Comprehensive Exam

Competency in the social work profession is commonly demonstrated through licensure, which requires passing a national licensing examination. Accordingly, the multiple-choice comprehensive exam option serves as the primary culminating experience for CSUSM MSW students. This exam is designed to assess students' mastery of social work competencies and their ability to integrate knowledge gained through coursework with skills developed during their practicum experience.

The exam consists of approximately 120 multiple choice questions based on the CSWE competencies (10-22 questions per competency) and associated practice indicators, and most questions will be scenario-based. A score of 80% or higher must be achieved to pass the exam. Students will have 3.5 hours to complete the exam.

Preparing for the Comprehensive Examination

All MSW students who do not complete a thesis must take the Comprehensive Exam. Students will enroll in the MSW 698A course to assist them in preparing to successfully pass the comprehensive exam. The exam will be scheduled during weeks 12-14 of the 698A course and will be in-person (even for online students) at a computer lab on the San Marcos campus.

At the time of the examination, the student must have completed at least 50% of the semester's required practicum hours, and there must be no un-absolved grades of less than a C, or any courses with an incomplete. The student must have successfully completed all degree program course work except for those courses scheduled during the semester of the examination. **Students who have not met these conditions are not eligible to take the comprehensive examination.**

Comprehensive Exam Procedures

The comprehensive exam will take place in campus supervised computer labs (utilizing Cougar Courses) and will be timed, and closed book, note, and neighbor. Groups of students will be scheduled consecutively on the same day (based on room availability) and will occur no later than 2 weeks before graduation date. Students will fail the exam if they share any exam content information with peers who have not taken the exam yet.

Process when exam is taken:

- Students will log onto their Cougar Courses account to take the exam and will receive the results via email 1-3 days after the exam.
- Each student will answer the same questions but in a differing order.
- Students will receive their results only and not information about which items they got wrong and why.

The MSW program director will report the results of the comprehensive exam to Graduate Studies. The only exam outcomes are pass or fail.

Department Policy for Retaking the Culminating Experience

If a student fails the thesis defense or examination, the student may repeat the thesis defense or exam once. Failure at the second thesis/project defense will result in disqualification from the MSW program. The thesis committee or Program Director will specify the time period and/or conditions of the retake. Per Graduate Studies policies, “students submitting the completed thesis or final project [comprehensive exam] must be regularly enrolled or enrolled for thesis or project extension credit through the Office of Extended Studies; the completed thesis or final project will not be accepted during the term of an authorized leave of absence.”

VI. MSW Program Course of Study

2-Year and Advanced Standing MSW Curriculum Schedule

Year 1: Generalist Year Courses		
Fall Semester: 15 Units		
MSW 500	Foundations of Social Work	3
MSW 510	Generalist Practice I: Individuals	3
MSW 520	Social Welfare Policy	3
MSW 525	Law and Ethics in Social Work	3
MSW 540	Field Instruction I	3
Spring Semester: 15 Units		
MSW 501	Human Behavior and the Social Environment	3
MSW 511	Generalist Practice II: Families and Groups	3
MSW 512	Generalist Practice III: Organizations and Communities	3
MSW 550	Research Methods in Social Work	3
MSW 541	Field Instruction II	3
Year 2: Specialized Year Courses [Advanced Standing]		
Fall Semester: 15 units		
MSW 602	Clinical Assessment and Evidence Based Treatment	3
MSW 629	Trauma and Addiction	3
MSW 636	Policy and Administration	3
MSW 642	Advanced Field Instruction I	3
MSW 600-level MSW elective or 695 Thesis I		3
Spring Semester: 15 units		
MSW 643	Advanced Field Instruction II	3
MSW 650	Program Evaluation and Research Methods	3
MSW 698	Culminating Experience/Thesis II	3
MSW 600-level MSW elective		3
MSW 600-level MSW elective		3

3-Year MSW Curriculum Schedule

Year 1		
Fall Semester: 6 units		
MSW 500	Foundations of Social Work	3
MSW 520	Social Welfare Policy	3
Spring Semester: 6 units		
MSW 501	Human Behavior and the Social Environment	3
MSW 550	Research Methods in Social Work	3
Year 2		
Summer Semester: 6 units		
MSW 510	Generalist Practice I: Individuals	3
MSW 525	Law and Ethics in Social Work	3
Fall Semester: 9 units		
MSW 511	Generalist Practice II: Families and Groups	3
MSW 512	Generalist Practice III: Organizations and Communities	3
MSW 540	Field Instruction I	3
Spring Semester: 9 units		
MSW 602	Clinical Assessment and Evidence Based Treatment	3
MSW 600-level MSW elective		3
MSW 541	Field Instruction II	3
Year 3		
Summer Semester: 6 units		
MSW 650	Program Evaluation and Research Methods	3
MSW 600-level MSW elective or 695 Thesis I		3
Fall Semester: 9 units		
MSW 629	Trauma and Addiction	3
MSW 636	Policy and Administration	3
MSW 642	Advanced Field Instruction I	3
Spring Semester: 9 units		
MSW 698	Culminating Experience/Thesis II	3
MSW 600-level MSW elective		3
MSW 643	Advanced Field Instruction II	3

VII. Course Catalog Descriptions

a. Foundation Year Courses (30 Units)

MSW 500 Foundations of Social Work (3) Understanding the mission and purpose of social work practice, social justice and diversity, ethical foundations for the profession, and emerging themes and models of resiliency-informed practice. Includes communication and engagement skills, generalist practice principles, and the specific roles in professional practice.

MSW 501 Human Behavior and the Social Environment (3) Addresses human development across the lifespan. Explores multiple theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, biosocial, and ecological theories. Emphasizes the application of these theories to social work practice. Investigates the impact of human diversity and the social environment on lifespan development.

MSW 510 Generalist Practice I: Individuals (3) Addresses generalist social work practice with diverse individuals within a person-in-environment perspective. Emphasizes core social work knowledge, values, and skills within the context of evidence informed engagement, assessment, intervention, and evaluation.

MSW 511 Generalist Practice II: Families and Groups (3) Addresses generalist social work practice with diverse families and groups within a person-in-environment perspective. Emphasizes core social work knowledge, values, and skills within the context of evidence informed engagement, assessment, intervention, and evaluation.

MSW 512 Generalist Practice III: Organizations and Communities (3) Social work intervention in organizational and community practice. Knowledge and skills of working with organizations and communities to promote social and economic justice, sustainable services and programs, and evidence-based practice.

MSW 520 Social Welfare Policy (3) Examines social welfare policies and services in the United States; diverse social, political, and economic assumptions underlying the social welfare system, including global context; and the role of the social work profession in developing social policy, addressing social problems, and advancing social and economic justice.

MSW 525 Law and Ethics in Social Work (3) Examines social work ethics, values, and related laws within a framework of culturally informed social work practice and social justice. Emphasizes the knowledge and skills social workers need in order to effectively work within the social service and legal systems on behalf of clients and constituents.

MSW 540 Field Instruction I (3) First course of a foundation two-semester sequence. Supervised practice in a social services or related agency developing basic micro, mezzo, and macro skills with an emphasis on culturally informed social work practice.

Field seminar and 16 hours weekly supervised agency field experience. *Graded Credit/ No Credit.*

MSW 541 Field Instruction II (3) Second course of a foundation two-semester sequence. Supervised practice in a social services or related agency developing basic micro, mezzo, and macro skills with an emphasis on culturally informed social work practice. Field seminar and 16 hours weekly supervised agency field experience. Graded Credit/ No Credit. *Prerequisite: MSW 540.*

MSW 550 Research Methods in Social Work (3) Introduction to research methods in social work and the critical appraisal of empirical research. Explores quantitative, qualitative, mixed research methods, and ethical issues in the conduct of research. Primarily focuses on foundational research knowledge and skills fundamental to evidence-based practice in social work.

b. Specialization Year Courses

MSW 602 Clinical Assessment and Evidence Based Treatment (3) Explores the most common mental disorders and evidence-informed treatments encountered in social work practice. Applies the Diagnostic and Statistical Manual of Mental Disorders and examines evidence-informed treatments with diverse populations. Emphasizes strengths and ecological systems perspectives, risk and resiliency factors, and the impact of biological, psychological, cultural and other factors.

MSW 629 Trauma and Addiction (3) Explores the multi-systemic impact of trauma and substance use on individuals, families, and communities. Emphasizes the treatment of trauma and substance use across the lifespan with diverse populations utilizing trauma informed approaches, including Motivational Interviewing and cognitive behavioral interventions.

MSW 636 Policy and Administration (3) Explores policy, administrative, and management practices necessary for advocacy in social service organizations and larger communities. Further examines perspectives on social problems, approaches to the development and analysis of social welfare policies, and the structure of the policy-making and implementation process for policy advocacy.

MSW 642 Advanced Field Instruction I (3) First course of a two-semester advanced field practicum with an emphasis on culturally informed advanced social work practice. Supervised practice in a social services or related agency developing advanced social work skills. Field seminar and 20 hours of weekly supervised agency field experience. *Graded Credit/ No Credit.*

MSW 643 Advanced Field Instruction II (3) Second course of a two-semester advanced field practicum with an emphasis on culturally informed advanced social work practice. Supervised practice in a social services or related agency developing

advanced social work skills. Field seminar and 20 hours of weekly supervised agency field experience. *Graded Credit/ No Credit. Prerequisite: MSW 642.*

MSW 650 Program Evaluation and Research Methods (3) Development of quantitative and qualitative research skills for evaluation and enhancement of social work practice. Emphasizes research designs, practice evaluation, program evaluation, grant writing, and basic statistics.

c. Culminating Experience/Thesis

MSW 695 Thesis I (3) Under the guidance of a thesis advisor, complete a thesis proposal and literature review for a research study that will have a positive contribution to the field of social work. Prepare instruments and IRB protocol as applicable. *Graded Credit/ No Credit.*

MSW 698A Culminating Experience: Comprehensive Exam (3) Completion of a comprehensive exam as the culminating experience in the MSW program. Applies learning activities focused on social work competencies to enhance professional practice and to prepare for the comprehensive exam. *Graded Credit/ No Credit.*

MSW 698B Culminating Experience: Thesis II (3) Completion of a thesis as the culminating experience in the MSW program. Under the guidance of a thesis advisor, complete a thesis informed by social work core competencies. *Enrollment restricted to students enrolled in the Master of Social Work program. Graded Credit/ No Credit.*

MSW 699 Culminating Experience/Thesis Extension (1) Culminating experience continuation for students who require additional time. Registration limited to students with a grade of Report in Progress (RP) in MSW 698. May be repeated. *Graded Credit/ No Credit.*

d. Electives

MSW 599 Independent Study in Social Work I (1-3) Students actively engage in intensive and independent study of a special area in social work or social welfare.

MSW 630A Advanced Direct Practice I: Individuals /CYF (3) Direct practice with children, youth, and families, related to individual functioning and interpersonal interactions. Various theoretical approaches. Ecological systems framework with additional focus on multicultural issues.

MSW 631A Advanced Direct Practice II: Groups & Families /CYF (3) Advanced direct practice skills for working with individuals, families, and groups in children, youth, and families settings. Family and group treatment models. Assessments and interventions with an emphasis on cultural competency.

MSW 630B Advanced Direct Practice I: Individuals /BH (3) Direct practice course working with individuals in behavioral health settings. Various theoretical approaches.

Emphasis on integrated care, and the recovery paradigm in mental health services. Additional focus on multicultural issues.

MSW 631B Advanced Direct Practice II: Groups & Families /BH (3) Direct practice skills for working with individuals, families, and groups in behavioral health settings. Family and group treatment models. Assessments and interventions with an emphasis on cultural competency.

MSW 652 Advanced Social Work Practice in Schools I (3) Addresses the specific knowledge and skills required for advanced social work practice in a school setting. Examines roles, responsibilities and the functions of a social worker in educational settings to promote well-being and system change. Emphasizes meeting the needs of diverse student populations and families from a micro-practice perspective. Course content is designed to meet and exceed the Pupil Personnel Services Credential Program Standards set forth by the State of California.

MSW 653 Advanced Social Work Practice in Schools II (3) Addresses the specific knowledge and skills required for advanced social work practice in a school setting. Examines roles, responsibilities and the functions of a social worker in educational settings to promote well-being and system change. Emphasizes meeting the needs of diverse student populations and families from a macro-practice perspective. Course content is designed to meet and exceed the Pupil Personnel Services Credential Program Standards set forth by the State of California.

MSW 655 Social Work Leadership Practice (3) Applies program design, strategic planning, problem solving, human resources, supervision, administration, resource development, budgeting, quality assurance, and public relations in social work leadership practice. Examines theories of organizational behavior and management, and the impact of diversity issues within organizations.

MSW 656 Motivational Interviewing (3) Explores Motivational Interviewing (MI) as a research informed intervention with individuals, groups, and families. Emphasizes the implementation of the knowledge and skills involved in this approach with diverse populations and in various practice settings.

MSW 658 Core Concepts in Trauma (3) Utilizes a case-based learning format to understand child and adolescent trauma, trauma responses, and implications for multi-level interventions. Emphasizes the role of development, culture, and empirical evidence in trauma-specific case conceptualization and treatment planning. Addresses the level of functioning of primary caregiving environments and assesses the capacity of the community to facilitate restorative processes.

MSW 660 Acceptance and Mindfulness-Based Interventions (3) Explores acceptance and mindfulness-based therapeutic approaches with diverse individuals and groups. Addresses engagement, assessment, planning, intervention, and evaluation approaches from a mindful and values-focused perspective.

MSW 661 Social Work in Health Care (3) Roles and responsibilities of social workers as part of an interdisciplinary health care team. Culturally competent social work in acute, ambulatory, preventive, long-term, and palliative care settings. Ethical dilemmas in social work in health care.

MSW 662 Social Work with Older Adults (3) Examines an ecosystemic and culturally informed approach to the biological, cultural, ethnic, gender, geographic, psychological, and social issues of relevance to older adults. Explores theories on aging and assessments and interventions in social work with older adult populations.

MSW 665 Poverty and Inequity (3) Provides an in-depth study of poverty and inequity in the United States. Examines poverty measurement, theories, underlying causes, and consequences of poverty. Addresses how poverty and inequity shape public policy and considers the impact of poverty and inequity on special populations.

MSW 667 Addictions: Assessment and Treatment (3) Survey of various addictions, alcohol use, and substance use. Assessment and treatment issues across the lifespan and with diverse populations. Clinical, ethical, legal, and policy issues. Emphasis on strengths-based, multicultural practice.

MSW 670 Cognitive and Brief Therapies (3) Cognitive and brief treatment approaches, including cognitive behavior therapy, solution focused therapy, and narrative therapy. Evidence-based treatment applications. Assessment and intervention issues across the life span. Integrating diversity considerations within a strengths-based perspective in social work practice.

MSW 671 Direct Practice with Military and Veteran Families (3) Develops advanced practice social work skills for treating the emotional, social, and spiritual needs of diverse military and veteran couples and families. Emphasis is on supporting resilience through treatment, case management, advocacy, empowerment, and resources.

MSW 672 Direct Practice with Military Personnel and Veterans (3) Develops advanced practice social work skills in providing evidence-based therapy to active duty military personnel and veterans experiencing bio-psycho-social and spiritual challenges. Emphasis is on strength, resilience, and community-based models, in addition to traditional clinical treatment approaches.

MSW 690 Selected Topics in Social Work (1-3)

Various topics of special interest in social work. May be repeated for credit as topics change for a total of six (6) units.

VIII. Policies Regarding Credits

a. Advanced Standing Policy

Individuals who have received a Bachelor of Social Work degree from an undergraduate program accredited by the Council on Social Work Education* can apply for admission to the MSW Advanced Standing Program. The program requires completion of 30 credits. First year (generalist) courses are waived as students have received equivalent course content in their BSW program. In addition to meeting all CSUSM MSW admission requirements, applicants are expected to have a 3.5 cumulative GPA or higher and a bachelor's degree in social work awarded no longer than five years before the application date.

*Or recognized through its International Social Work Degree Recognition and Evaluation Services or covered under a memorandum of understanding with international social work accreditors.

b. CSUSM Course Challenge Policy

CSWE requires that MSW programs have a process in place to ensure that Bachelor of Social Work (BSW) students are not repeating “what has been achieved in their baccalaureate social work programs” (students may not challenge field practicum/seminar I or II). Students with a BSW awarded within the past 5 years, an overall GPA of at least 3.5, and a grade of at least 3.7 (A-) may challenge a generalist MSW course and in essence, test out of the class if the final product of the challenged course is successful. The first step in this process is for the student to provide the requisite information to the Department Chair and identify the course for which a challenge is requested. The course challenge will consist of the student completing the final product of the course being challenged. The student will need to pass the final product/exam with a 90% or higher. The student still will need to replace these credits and will take additional credits of electives to have a total of 60 credits of coursework for the MSW degree.

c. Policy Regarding Transfer of Courses Taken at Another College/University

Students may be allowed to transfer units from their previous/current institution if the courses were taken while in good standing at a CSWE accredited MSW program within the past 5 years. Units from courses equivalent to the generalist year coursework may be transferred, up to a maximum of 30 semester units. The department chair and admissions committee chair will review all external transfer requests. This transfer request must include:

- 1) A resume
- 2) A brief letter explaining the student's rationale for transferring to CSUSM's MSW program.
- 3) Copy of student transcript (unofficial transcripts are acceptable), that includes MSW courses. Courses with grades below a B (3.0) will not transfer. Specific syllabi may also be requested.

- 4) An email directly from the chair (or equivalent) of student's former/current program stating the student was in good standing and not under disciplinary action. This email shall be sent directly to the CSUSM department chair.
- 5) If the student has begun or completed field practicum, an email directly from the field director directly to the CSUSM department chair summarizing the student's performance in practicum.
- 6) A brief in-person or virtual interview with the Department Chair and/or the Admissions Committee Chair.

After reviewing the above materials, the student will be notified by the CSUSM department chair regarding the status of the transfer request. If applicable, a plan of study in the CSUSM MSW program will be formulated and sent to the prospective student. The student must also apply for acceptance into the program by completing the online application and paying the required application fee. **Official transcripts must be received before the student enrolls in MSW courses.**

d. Life and Work Experience Policy

In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant academic credit for previous life or work experience.

IX. MSW Degree Requirements

a. Advancement to Candidacy

The student will advance to master's degree candidacy upon the successful completion of 30 semester credit hours of coursework (i.e., with a minimum cumulative GPA of 3.0 or above) and by passing the qualifying exam.

b. Completion of Culminating Experience

See *Culminating Experience* section for more information.

c. Completion of Field Practicum

During the program, students complete 1100 hours of field experience in local and/or regional social services or related agencies or organizations. Students must receive a grade of Credit for each field seminar and practicum in order to progress to the next course in the field sequence. Students who receive a grade of No Credit when repeating field education for a second time will be disqualified from the MSW program. The Field Education Manual details all information related to field education. It is the student's responsibility to read and understand all field policies as outlined in the Field Education Manual, which can be found on the Department website at <http://www.csusm.edu/socialwork/fieldeducation.html>.

d. Application for Graduation

1. Graduate students are required to apply for graduation in the term in which they expect to complete their degree requirements (summer graduates apply during the prior spring term).
2. A non-refundable late fee will be assessed if students apply after the graduation application deadline.

GRADUATE STUDENTS (applying for master's degree):

Semester of Graduation	Application Start Date/Deadline	Late Application Deadline \$15 late fee
Spring	Jan 1 - March 15	March 16 - June 30
Summer	Jan 1 - March 15	March 16 - August 20
Fall	Aug 1 - November 1	November 16 - December 20

To apply for graduation, log-in to your Student Center and locate the “apply for graduation” field. Follow the prompts and select the appropriate term for graduation. For your reference, print the confirmation page.

To cancel your application for graduation, send an email to registrar@csusm.edu. Include the following information to expedite your request: subject line - GRADUATION CANCELLATION; and, in the body of the email include your name, student ID, and the graduation term which you are cancelling.

X. Academic Performance

a. Academic Requirements Report (ARR)

Students have access to all their academic information and progress through the Academic Requirements Report (ARR) found in the Student Center of their on-line MyCSUSM account.

b. Academic Evaluation

Grading in each course is based on evaluation by the instructor of a student's academic performance. A student has the right to know all course requirements, including grading criteria and procedures, at the beginning of the course as specified in the course syllabus.

All students must follow their own department's policies before being allowed to progress to University-level policies/processes.

c. Department of Social Work Classroom Conduct Policy

1. Classroom attendance and active participation are essential for achieving student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.
2. Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions (and/or role play exercises) will adversely affect the student's grade. Conversely, attempts to dominate class discussions (and/or role play exercises) will also result in lower grades.
3. Cell phones, laptops, or tablets should only be used at breaks or as approved by instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.
4. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit (i.e. a minimum of 6 hours of outside of class weekly effort for a 3-credit hour class).
5. All assignments are to be turned in on the due date **at the class meeting** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
6. Information shared in class about practicum agency, staff and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
7. Students may not record (audio or video) in this class except in accordance with ADA accommodations or with permission of instructor. Any recordings made are for the student's personal academic use only and may not be distributed in any manner to any other individual.
8. As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

d. Academic Standards

1. A student must maintain an overall Grade Point Average of 3.0 (B).
2. A student who falls below an overall 3.0 (B) grade point average in any given semester will be placed on academic probation.
3. A student on academic probation must bring the overall grade point average to a 3.0 within the next semester, or face dismissal from the graduate program.
4. Students on probation are required to meet with their academic advisor each semester regarding their academic status.

5. **If the student does not achieve a 3.0 by the end of the academic probation period, the student is dismissed from the degree program.** A letter of notification is sent to the student, department/school Chair/Director, and the Registrar. The student's options include application to another major on campus or transferring to another university. Any appeals must be made according to Graduate Studies Reinstatement Policy.
6. **Any course with a grade of 'C-' or lower must be repeated.** Because MSW courses are offered on a cohort basis (i.e., some courses may be offered only once each year), a student who must repeat a course may need to take a leave of absence for up to one year. Students may only repeat the class ONE time.
7. Students may repeat no more than two courses in order to meet graduation requirements. Failure to pass the course a second time with a C or better will provide justification for disqualification from the program.
8. No more than 9 credit hours of incomplete grades may be accumulated.
9. The Credit/No Credit system of grading applies to fieldwork/field seminar and thesis/culminating experience only. These courses require a B level proficiency to merit award of the Credit grade.
10. A grade of No Credit in fieldwork means that a student will not be allowed to continue in the program. Students who receive a grade of No Credit in fieldwork must withdraw immediately from all other courses and if given the option, must complete the entire fieldwork course in order to receive credit. Refer to the Graduate Field Manual for additional information.
11. In accordance with Council on Social Work Education (CSWE) standards, under no circumstances will a student be allowed to receive academic credit for prior life or work experience.
12. Students who start the program late, for any reason, are subject to the same grading criteria and policies both in the classroom and in field practicum. Under no circumstances will students who start classes late in the semester be given preferential treatment. It is the student's responsibility to get caught up on coursework and field practicum hours by the end of the semester.

Following is a breakdown of the grading system:

A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0

Any grade lower than a C is a failing grade.

e. Academic Honesty and Cheating Policy

Instructors have the responsibility of planning and supervising all academic work, encouraging honest individual effort, and taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. The University considers cheating and plagiarism to be voluntary acts for which there may be reasons, but no acceptable excuse.

[The University Academic Honesty Policy](#) defines cheating and plagiarism as follows: Cheating is the act of attempting to use, using, or contracting unauthorized materials, information, apps, websites, online groups, conversations, or study aids to gain an

unfair advantage in any academic exercise. Plagiarism is the act of representing the words, ideas, or work of another as one's own in any academic exercise.

Students who cheat or commit plagiarism may be subject to both academic and professional (administrative) sanctions. Students who are aware of academic dishonesty or misconduct have an ethical obligation to report it to social work faculty. Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating or plagiarism. The range of academic sanctions is broad and may include repeating an assignment/test, completing additional assignments, receiving a lower grade, zero or "F" on an individual assignment or receiving a lower grade or "F" in the course. Cheating and plagiarism also violate the Student Conduct Code and are subject to administrative (professional) sanctions including, but not limited to disciplinary probation, suspension, or expulsion.

Students accused of cheating or plagiarism will be given an opportunity to discuss the allegations with the professor. Faculty shall report all incidents of student dishonesty and the actions taken to the Social Work Program Director and the Office of the Dean of Students. **In addition to possible University consequences, incidents of academic dishonesty will also trigger the department's *Professional Standards Resolution Process* (See section for complete information). The Program may impose additional sanctions to those instituted by the University.**

The reporting must include:

1. Student name
2. Student ID number as it appears on the class roster
3. Class Code, CRN, and Semester taken
4. The incident and actions or consequences taken by the professor

A record of all disciplinary charges, including cheating and plagiarism, will be maintained. Disciplinary files are separate from academic files and subject to disclosure to third parties by prior written consent of the student, or a court ordered subpoena.

f. Department Policy on Generative AI

Students may use AI-based tools (e.g., GPT, Gemini, Copilot) on some course assignments if allowed by the instructor. If permitted on an assignment, the instructions for the assignment will include information about how you may use AI-based tools to complete the assignment. **If it is not explicitly stated, AI-based tools may not be used.** All sources, including AI tools, must be properly [cited](#). Use of AI in ways that are inconsistent with the parameters above will be considered academic misconduct and subject to investigation.

Please note that AI results can be biased and inaccurate. It is your responsibility to ensure that the information you use from AI is accurate. Additionally, pay attention to

the privacy of your data. Many AI tools will incorporate and use any content you share, so be careful not to unintentionally share copyrighted materials, original work, or personal information.

Learning how to thoughtfully and strategically use AI-based tools may help you develop your skills, refine your work, and prepare you for your future career. If you have questions about citations or about what constitutes academic integrity in this course or at CSUSM, please reach out to your instructor.

From: <https://teaching.washington.edu/course-design/chatgpt/sample-ai-syllabus-statements/>

g. Postponement of Grading

1. A student requesting a postponement of grading by electing an "Incomplete" or by "Withdrawal" from a course must do so in accordance with University regulations [https://www.csusm.edu/enroll/records_resources/incompletegrade.html]. The instructor of the course determines whether an Incomplete is appropriate. The instructor of the course also determines the time allowed for the missing course work to be completed. In no instance will the time limit for completing outstanding course assignments exceed one year.
2. Any "Incomplete" or "Withdrawal" grade received in a required course must be removed prior to the student's enrollment in subsequent required courses in a given sequence.
3. Please refer to the Graduate Field Manual for specific policies regarding the incompleteness of field hours.
4. A grade of "Incomplete" may affect a student's ability to receive financial assistance.

h. Grade Appeal

"Faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. There is the presumption that grades assigned by the faculty member are correct. It is the responsibility of the [student] to demonstrate otherwise."² The fundamental decision points for the Appeals committee to consider are:

1. Was the faculty member's grading decision based on incomplete or erroneous information? (The term "incomplete" does not apply when referred to as work that has not been completed and submitted in the timeframe stipulated in the course outline.)
2. In awarding the contested grade, did the faculty member act in an arbitrary or capricious manner? Did the faculty member:
 - a. Fail to inform students of the grading procedure and standards for the course, or
 - b. Fail to adhere to the procedures and standards for the course, or
 - c. Apply the standards in an inconsistent fashion, or

² California State University Executive Order 792 – p. 5, #2

- d. Address any unexpected contingencies in an unreasonable manner (i.e., did the faculty member fail to provide a reasonable rationale or apply it in an unfair or inconsistent fashion?)

If the answer to any of the questions is "yes", and if the committee additionally finds that the faculty member's error or failure resulted in an inappropriate grade being assigned, then and only then should the committee consider making a recommendation to make a change in favor of the student.³

i. MSW Program Grade Appeal Process

- a. **Good Faith Effort at Resolution** - Before initiating the appeals process, students are expected to use informal channels to resolve grievances, beginning with a faculty-student meeting. If no resolution occurs at this meeting, the student is advised to meet with the Program Director and the concerned party. If still no resolution is achieved, the student may request a meeting with the appropriate College Dean. Only after all informal channels have been exhausted without successful resolution can a formal grievance be filed. Students who have not made a good faith effort to inform the faculty member and attempt a resolution will be directed back to the faculty member. The student should retain evidence that an effort was made.
- b. **Filing Deadline** - If the student is not able to resolve the issue with the faculty member, a written letter of appeal must be **submitted no later than the 4th week of the semester following the semester in which the grade was recorded**. Any requests received after that date will not be considered.⁴
- c. **Content of Appeal Request Letter** - The letter must clearly outline how the request for appeal fits within the definition above. The student should attach all relevant evidence supporting the appeal to each copy of the letter.
- d. **Notifying the Committee** - For all types of student appeals, a committee comprised of the Chair and no fewer than two faculty (not parties to the appeal) will be selected by the Chair of the committee. The MSW Program Director shall facilitate the process, including initial interaction with students, notifying the committee, reporting the results of deliberations, and housing all official files related to appeals and grievances.
- e. Four copies of the letter of appeal with supporting documentation must be submitted to the MSW Program Director's office for distribution to the committee. One copy

³ The committee may only recommend to the faculty member that a grade change be made. The committee does NOT have the power to change grades.

⁴ This deadline is necessary in order to meet the filing deadline of March 15/October 15 for the university process should a higher level of appeal be desired by the student.

resides in the MSW Program Director's office; three copies are forwarded to the Chair of the committee. The MSW Program Director will notify the faculty/staff involved of the filing of the appeal request and provide a copy of the letter and documentation provided by the student.

- f. **Timeline** – During the academic year, the committee will meet within two weeks of the filing of the appeal to set a date to consider the request. The timeline for hearing the appeal and arriving at a decision shall be communicated to the student and the affected faculty member. Summer requests may be held over to the fall semester, depending on the availability of faculty members for the committee.
- g. **Committee Decision Options** – At the Program level, the committee's decision options are limited to⁵:
 - a. No action - Insufficient evidence was provided to proceed with the appeal – This decision is rendered when the student fails to provide adequate supporting documentation for the committee to consider the appeal.
 - b. Support Original Grade - Sufficient evidence was provided but the evidence does not meet the criteria outlined grade appeal policy.
 - c. Sufficient evidence was provided that supports meeting one or more of the criteria outlined in the grade appeal policy. In this case, the faculty member will be advised of recommended changes and, if appropriate, may receive feedback for consideration in future circumstances.
- h. **Notifying the Student** – Following deliberations, the committee shall forward a memorandum to the faculty member and the Program Director outlining the decision and the rationale supporting the decision. The Program Director shall summarize the decision in a letter to the student. If there is no response from or resolution with the faculty member prior to the university deadline, the student may move the appeal forward to the university level.
- i. **Further Appeal** - Should the student choose to appeal the decision of the committee; the student can utilize the University's grade appeal process and is responsible for meeting the university deadlines and providing all documentation to the university committee. The University Grade Appeal policy can be found in the CSUSM Catalog and at the following website:
<https://csusm.policystat.com/policy/7989347/latest/>

XI. Professional Performance

a. Department of Social Work Professional Standards

⁵ The committee may only recommend to the faculty member that a grade change be made. The committee does NOT have the power to change grades.

Students in the MSW program are expected to understand and adhere to the NASW Code of Ethics, and to demonstrate professional behavior at all times, including in the classroom, the field setting, at all campus events, and in the community. Any student who does not demonstrate professional behavior in any of these settings will be subject to disciplinary action and/or dismissal from the program, as discussed below. Examples of unprofessional/unethical conduct for which a student may receive disciplinary action or dismissal from the MSW Program at CSUSM include, but are not limited to, the following behaviors:

1. The inability or unwillingness to adhere to the NASW Code of Ethics and core values of the social work profession, to develop and maintain ethical practice standards and confidentiality, and/or respect the rights of clients and others;
2. Breaking a law in an agency related matter or the commission of a misdemeanor or felony during the course of study [students must immediately report any arrest and/or legal charges to the department chair];
3. The discovery of a conviction prior to the student's admission to the program which the student did not disclose;
4. Misrepresentation of self on the MSW application;
5. The inability or unwillingness to demonstrate acceptable professional decorum, inclusive of disrespecting diverse values, cultures, ethnicities, races, languages, sexual orientations, mental or physical abilities, religious or spiritual beliefs, gender roles, sociopolitical orientations, socioeconomic status, and age differences; or disrespectful or disparaging language targeted at students, faculty, staff, clients, or others;
6. Within classroom and field settings, the inability or unwillingness to listen to and consider viewpoints that differ from one's own;
7. The inability or unwillingness to develop and maintain professional rapport and communication with other students, faculty, field instructors, and clients or consumers;
8. The unwillingness or inability to learn from academic and field work, to develop one's professional identity, and/or to assess one's impact on others;
9. The inability to develop effective written and oral communication skills appropriate to the social work profession;
10. The inability/unwillingness to fulfill one's responsibilities as a student and field practicum intern;
11. The unwillingness or inability to establish professional boundaries between one's personal life and professional role;
12. The inability/unwillingness to adhere to all University policies applicable to CSUSM graduate students, including the University Academic Honesty Policy and the Student Conduct Code;
13. The unwillingness or inability to assess, modify, explain, apply, and accept responsibility for one's social work practice decisions;
14. The unwillingness or inability to accept the academic and field practicum challenges of being a social work graduate student, and/or to develop corresponding professional skills for entry into the social profession; and

15. The violation of any field education policy and/or procedure as stipulated in the MSW Program Field Education Manual, such as termination from a field agency.

Any student who is unable to maintain these professional standards is subject to disciplinary procedures, up to and including dismissal from the MSW program. It is the policy of CSUSM that students who are unable to be successful in the field practicum due to issues of performance and/or unprofessional conduct are subject to termination from the MSW program. The agency reserves the right, at any time, to terminate a student from an agency placement. The Department reviews and gathers information for all student field placement terminations, dismissals, and disruptions and makes determinations regarding the factors present in each situation.

b. Professional Standards Resolution Process

The Department has developed a formal procedure for addressing concerns/violations regarding problematic student behavior, attitudes, dispositions, and/or lack of adherence to the NASW Code of Ethics. A violation of professional standards (such as being dismissed from an internship placement due to not meeting professional standards) and/or the Code of Ethics, will trigger a Statement of Concern meeting and may result in immediate probation, suspension and/or recommendation for dismissal from the program. If at any time prior to a student beginning their field internship there is evidence of unprofessional conduct and/or student failure to adhere to the NASW Code of Ethics, the Department will implement the disciplinary procedures outlined below, and the student will not be allowed to begin field internship until the behavior(s) of concern is remediated.

- 1) Individuals who are concerned regarding the professional behavior of a student will report their concern and all associated information to the Program Director.
- 2) When possible, the program faculty will work with the student informally to resolve minor performance concerns. All informal measures must be communicated to the Program Director and student.
- 3) If improvements do not occur with informal measures, the Program Director will review the information presented and if warranted will schedule a Statement of Concern (SoC) meeting with the student. SoC meetings may also be scheduled without informal measures in situations of sudden and/or significant professional concerns and/or field placement dismissal/termination due to professional concerns.
- 4) The SoC meeting will be held with the student, the Program Director, the Director of Field, and appropriate concerned party/ies in an attempt to support the student in becoming more successful at developing and demonstrating the professions' and program's standards. The purpose of the meeting is to discuss concerns and identify a plan to remediate the identified issues which will be documented in the Statement of Concern (SoC) form, and in cases of probation and/or suspension, the Performance Improvement Contract (PIC). The student shall receive a copy of the Statement of Concern (SoC) and Performance Improvement Contract (PIC) (if applicable) within five business days after the meeting. Possible outcomes from the SoC meeting are: no action, program probation, program suspension, and/or

recommendation for dismissal from the program. Students having an unresolved SoC/PIC are considered to be under program probation.

- a) Program probation means the student is not in good professional standing in the program and thus is ineligible to serve in any elected/leadership position with any student club or organization affiliated with the MSW program. If the student is still in good academic standing, the student is still considered eligible to take a leave of absence if so desired.
- 5) Once the timeframe for the Performance Improvement Contract has ended, the Program Director and Director of Field shall meet with the student and conduct a Performance Improvement Contract Review Meeting and an Outcome Review Form will be completed.
 - a) If the identified issues are successfully remediated, no further action is taken.
 - b) If the student has demonstrated significant improvement but has not successfully remediated the issues in the PIC, the contract is updated to encompass an extended timeline for improvement.
 - c) If the student is unable to successfully remediate the issues in the first SoC or for entirely separate performance concerns, the Department shall issue a second SoC and PIC. The student shall receive a copy of the Performance Improvement Contract Review Form within five business days after the meeting.
- 6) Once the timeframe for the second PIC has ended, the Program Director and Director of Field shall meet with the student and conduct a second PIC Review Meeting.
 - a) If the identified issues in the second SoC are successfully remediated, the student will continue to be on probation in the MSW program for a period of 6 months from the date of the second PIC Review meeting.
 - b) It is the policy of the MSW program that if a student fails to resolve the issues described in the second SoC, they will be recommended for dismissal from the program.

If the student is recommended for dismissal from the program, in collaboration with the Dean of College of Education, Health, and Human Services (or designee) and/or the Dean of Graduate Studies, the student will be notified in writing of their dismissal from the program.

In the event the student fails to attend any scheduled meeting, a copy of the SoC and/or Performance Improvement Contract or review will be emailed to the CSUSM email address on record with the University and the student will be held accountable for meeting the standards indicated in the SoC or PIC.

c. Professional Dress Guidelines for Field Practicum

In training to become professional social workers, our commitment to excellence should be reflected in our appearance. In general, a business casual style is appropriate for professional and paraprofessional settings. **Students are expected to be aware of and adhere to agency policies regarding professional dress.** If students have any questions or concerns regarding the agency dress policy, students should consult with

the agency field instructor. In general, the appearance of social workers should not be a distraction and/or draw attention away from or impair the working relationship with clients and colleagues in any manner.

Please be aware that wearing expensive, overly formal, or extravagant clothing and/or accessories may add to the power differential between social worker and client; possibly creating in the client a feeling of inadequacy and/or inability to relate, which may hinder the therapeutic alliance.

d. Online Course Delivery and Netiquette Expectations

- Be prepared, respectful, professional, polite, engaged, and have your notes and questions ready for class. Regularly participate in the class in a balanced and appropriate manner-do not dominate the class discussion or remain completely disengaged/silent. Be fully present and allow time and space for active listening.
- Please use the chat function or tools, forums, and/or discussion boards to effectively, professionally, and respectfully communicate relevant information and not to privately chat about other topics. During breakout sessions and in forums, please focus on the prompt/topic and be mindful of getting distracted with non-course related discussions.
- Use your time wisely whether presenting, working in breakout groups, or other course activities because time can move very quickly in an online environment.
- Please join synchronous (everyone online at the same time) class sessions at least 3-5 minutes early and give yourself time to resolve any technology issues so that you are present and ready prior to the start of the session.
- All students are expected to have their video camera on during synchronous class sessions. Be sure it is in a stable position and focused at eye level, if possible. Doing so helps increase the cohesiveness of the class and a more direct sense of engagement with other participants.
- Mute yourself unless speaking and consider using ear buds or a headset if background noise is present.
- Demonstrate ethical behavior with classes that have confidential discussions (e.g. field seminars) by utilizing ear buds/headset and ensure that no one in your household can hear the content or see your screen.
- Attend synchronous class sessions as if you are in person, dressed appropriately and in a professional setting to try and minimize distractions. If this is not possible, use an appropriate virtual background. If you need to leave early, follow the same procedure as in person classes and notify the instructor ahead of time. If it's unexpected, please send an email or use the chat function to privately communicate the reason for leaving early.

e. Social Media Considerations for Social Work Students

Social media includes many forms of communication and information sharing technologies such as Facebook, Instagram, Snapchat, Threads, TikTok, YouTube, X, Blogs and more that offer tremendous potential for positive change. The use of technology in professional practice is growing with the use of technology in crisis prevention, natural disaster response, or the advent of telehealth. Technology has dramatically transformed the world. It is now fairly common practice to share daily experiences with friends and family through social media or text messaging. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace. Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals, and the general public to shape opinions about you, other social workers, and the profession. Maintaining primary social work values such as service, social justice, the respect for the inherent dignity and worth of the person, importance of human relationships, integrity, competence, and client privacy and confidentiality are of utmost importance. Upholding one's reputation is critical to competent, successful social work practice.

Social workers' professional behavior is guided by the [National Association of Social Workers Code of Ethics](#), the State Code of Conduct, and agency policies. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, informed consent (Section 1.03), cultural awareness and social diversity (Section 1.05), conflicts of interest and dual relationships (Section 1.06), and privacy and confidentiality (Section 1.07). Utilizing social media and other communication tools as a social work professional requires ongoing attention to these standards and potential ethical challenges. As closely as possible, students in Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by the MSW Student Handbook.

These standards have been distilled down to a few key practices that should be kept in mind when using social media and digital technologies in technology-assisted social work practice. The following guidelines can be used to help protect yourself and the clients who seek your services, along with your reputation and future livelihood as a social worker:

- **Assume that anything said or done online is public.** Do not post any content that you would be uncomfortable sharing with the entire world. There have been instances where private user data has become unintentionally visible to all users during a service upgrade or change. Users have also reported the reappearance of deleted data on some sites.
- **Social workers work in a variety of settings and with very diverse client populations.** Students should be culturally aware and respectful of diversity, including race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

- **Consider what you share online and avoid posting photographs or content** that imply unprofessional behavior, such as photographs/content related to: binge drinking, drug misuse, gambling, sexual behavior, etc.
- **Negative comments** about your field placement or work environment are inappropriate and disrespectful.
- **Discussions about clients are always off-limits**, even when speaking generally. Such discussions are a breach of confidentiality, a primary professional value of social workers. Additionally, your group of friends could easily include an acquaintance of your client, especially in our increasingly inter-connected world.
- **Avoid taking and sharing photographs or content that could violate client confidentiality.** Observe all state and federal regulations such as HIPAA as well as agency, department, and university policies.
- **Avoid using social media during class or in field settings**, unless part of the curriculum or the agency placement. In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval of the agency. If you are using social media or digital technologies in practice with clients, be sure to inform your client about the tools, how they will be used in practice, and if the client(s) have any concerns about the use of technology. If you have personal sites, it is best to maintain them on your own time using your own computer.

Privacy is also of utmost importance when using social media as a professional. It is highly recommended that when utilizing social media sites students take precautions to keep personal and client information private, out of a concern for both professionalism and personal safety. Precautions can include:

- **Consider Field Placement Policies**, and ask if your field site has a policy on social media? If so, review this policy with your field instructor. If not, what expectation does the agency have regarding the use of social media? If there are no tangible expectations, please consider the NASW Code Ethics and understand that social workers need to maintain competence regarding technology-assisted social work practice. Specifically, informed consent, use to technology, privacy and confidentiality, and other relevant technology related policies. Additional guidance can be found from the [Standards for Technology in Social Work Practice](#).
- **Manage social media account settings** by checking them often and ensuring they are up to date. Be cautious about what you share online and think about your digital professional identity.

- **Be careful about “friending” or adding a client to your personal social networks;** Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. Consider how to manage friend requests from clients, your own level of self-disclosure whether online or off, and how you will manage interactions with others on your social media accounts. Remember that it is your responsibility as a professional social worker to abide by the Code of Ethics, including all technological and digital communications and using social work values and principles to guide your interactions.
- **Refrain from listing or sharing personal information,** such as home address, cell phone number, or intimate details about your personal life online.
- **Turn off automatic location check in** on social media posts. Sharing the location of specific agencies or clients publicly could be a direct violation of confidentiality.

Following these guidelines can help to avoid consequences ranging from negative impact on the reputation and career of individual students, to undermining the reputation of the Social Work Program or public trust in the social work profession. Take some time to review these guidelines with your field instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity, and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. In certain situations, you must also be aware that unintentionally or intentionally divulging client information online can be a breach of privacy and confidentiality. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Ref: School of Social Work, University of Wisconsin-Madison (2013)
<https://socwork.wisc.edu/using-social-media-social-work-student>

f. CSUSM Graduate Studies Reinstatement Policy

If the student is disqualified, either academically or administratively (professionally), they may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of her/his ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered. Students who petition for reinstatement must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

Master’s students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with a recommendation from the student’s graduate coordinator, will be forwarded to the reinstatement subcommittee of the

Graduate Studies Committee. The subcommittee will make recommendations to the Dean of Graduate Studies, who has final authority to prove reinstatement. The size of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have one member representing each college at a minimum. The subcommittee must evaluate the probable impact of any medical condition on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

XII. Student Rights and Responsibilities

All CSUSM students have the right to: academic advisement, freedom of expression, academic evaluation, access official educational records and information, make a complaint, seek to have records amended, have some control over the disclosure of personally identifiable information, and be free from discrimination, harassment, and sexual violence. Additional information about student rights may be found throughout the University Catalog.

CSUSM Standards for Student Conduct

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

Student behavior that is not consistent with the Student Conduct Code (Subsection 41301 et seq. of Title 5, California Code of Regulations) is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. Please refer to Standards for Student Conduct at https://www.csusm.edu/dos/studres/standards_student_conduct.html

XIII. Student Representation and Participation in Governance

a. MSW Student Organization

The MSW program invites and welcomes student participation and feedback as we work together to deliver a high-quality program that prepares advanced generalist social work practitioners. Students are informed of their opportunities to organize during the New Student Orientation, which is held shortly before students enter the program. There are several opportunities for students to be represented and participate in governance within the department; for example, through the program's student organization, which serves to: facilitate faculty/student communication and collaboration; organize student extra-curricular and developmental events; serve the campus and surrounding community; work with the MSW program on issues related to student affairs, social justice, and political advocacy; and, to provide input into

formulating and modifying student academic affairs. All students are encouraged to become active, democratically participate in the nomination and voting process of members, and to attend meetings. **However, it is the policy of the Department that students who are on probation may not serve in an elected/leadership position with any student club or organization affiliated with the MSW program.** Program faculty volunteer to serve as a faculty advisor for the student organization. The faculty advisor meets regularly with the student organization officers to discuss student ideas, concerns, suggestions, event planning, and MSW program policies.

b. Student Participation in Governance

During the fall semester, nominations for student representatives from each cohort are requested via email. Students elect one individual from each cohort to represent the views of their constituency. Student concerns which are individual in nature, are best addressed with the Department Chair, not the student representative. These representatives serve as voting members on departmental standing and ad hoc committees. Students who participate in committees may suggest agenda items and are held to the same standard of conduct as faculty, including, but not limited to, respecting diverse viewpoints and maintaining confidentiality.

Students are also invited to provide feedback on faculty candidates who have been selected to interview on campus. Finally, Town Hall meetings are held whenever needed for students and faculty to communicate in an open forum. All students and faculty are encouraged to attend these forums.

XIV. Non-Discrimination and Sexual Harassment Policies

a. CSU Systemwide Policy on Non-Discrimination

The California State University (CSU) is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. The CSU prohibits discrimination “based on any protected status: i.e., age, disability (physical and mental), gender (or sex, including sex stereotyping), gender Identity (including transgender), gender Expression, genetic Information, marital Status, medical condition, nationality, race or ethnicity (including color, caste, or ancestry), religion (or religious creed), sexual orientation, and veteran or military status.” All individuals have the right to participate fully in CSU programs and activities free from Discrimination, Harassment, and Retaliation. The CSU prohibits Harassment of any kind, including Sexual Harassment, as well as Sexual Misconduct, Dating and Domestic Violence, and Stalking. Such behavior violates University policy and may also violate state or federal law. For full text of the policy, see: <https://calstate.policystat.com/policy/12891658/latest/>

b. Procedures for Addressing Discrimination Complaints

Inquiries concerning the application of these laws to programs and activities of California State University San Marcos may be referred to the Office of Diversity, Educational Equity, Inclusion and Ombud Services, the office responsible for reviewing

such matters, at (760) 750-4039; or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105. The California State University has a system-wide grievance procedure for discrimination complaints. Executive Order 1096 issued by the Office of the Chancellor explains the series of steps involved in processing complaints.

c. University Policies Regarding Sexual Harassment

California State University San Marcos will take action to prevent and eliminate sexual harassment, as mandated by Executive Order No. 1096. Sexual harassment is conduct subject to disciplinary action, including termination. Sexual harassment includes but is not limited to:

1. Unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
2. Any act that contributes to a workplace or learning environment that is hostile, intimidating, offensive, or adverse to persons because of the sexual nature of the conduct.
3. Conditioning an act, decision, evaluation, or recommendation on the submission to, or tolerance of, any act of a sexual nature.

Although this policy focuses on the treatment of persons lacking or holding lesser authority by persons possessing greater authority, it does not preclude the possibility that sexual harassment may also be perpetrated by persons lacking or holding lesser authority, e.g., employees, students, or applicants. In determining whether conduct constitutes sexual harassment, the circumstances surrounding the conduct are considered. The prohibition against sexual harassment applies to all transactions of University business, whether on or off campus.

Individuals with supervisory authority are responsible for reporting a formal complaint about sexual harassment to the Office of Diversity, Educational Equity, Inclusion and Ombud Services. Failure to do so may lead to appropriate administrative action. Specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are available in the following locations: Office for Human Resources Management; Office of Diversity, Educational Equity, Inclusion and Ombud Services; Office of the Vice President for Student Affairs; University Counseling Center; and Women's Resource Center. Students who believe that they have been sexually harassed should contact the office of Dr. Bridget Blanshan, CSUSM's Title IX coordinator, located in Craven 3600, at (760) 750-4056, or bblansha@csusm.edu.

d. Department of Social Work Sexual Harassment Policy and Procedures

The Department of Social Work recognizes that, in some instances, the sexual harassment policies and procedures adopted by the University may not directly apply to the sexual harassment of a graduate student in a field agency where they are not an employee of the agency. It is, therefore, important for there to be guidelines that pertain

to complaints regarding sexual harassment of students because of the unavoidably subordinate position students experience in field placement settings. Sexual harassment of interns can be destructive to the learning environment, psychologically and emotionally demoralizing to the student, and adversely affect his or her performance in the agency. Sexual harassment of student interns may include harassment by a field instructor, an agency employee, or another student. Sexual harassment of any student intern will not be tolerated.

The Department adheres to standard 2.07 set forth in the Social Work Code of Ethics. To ensure that students placed in fieldwork are protected from sexual harassment, each agency fieldwork instructor will receive written information regarding the prohibition of sexual harassment. Any agency or field setting approved as a field placement by the Department of Social Work shall have a written policy regarding sexual harassment. If the agency has no such policy, the Department of Social Work will strongly recommend that such a policy be developed as a condition for final approval as a field practicum site. The Director of Field Education and the field seminar instructor will also review the Department's sexual harassment policy with field students initially and on an ongoing basis.

When a student believes that he or she has been the subject of sexual harassment in the field setting, the student is to notify his or her fieldwork instructor and the Director of Field Education. The student may also wish to discuss the issue with his or her academic advisor or some other member of the social work faculty with whom they feel comfortable. The academic advisor or faculty member receiving the report shall notify the Director of Field Education or the Program Director. If the sexual harassment involves the student's agency fieldwork instructor, the student may notify the fieldwork instructor's supervisor or agency director. If the agency has a specifically designated individual or office to deal with sexual harassment matters, the student should notify that person or office. If the student prefers, the Department of Social Work (via the Director of Field Education or the Program Director) will notify the appropriate agency person or office. The student's field seminar instructor would also be notified and involved in the process.

The investigation of a complaint of sexual harassment in the field setting may include the following steps:

1. A meeting with the student making the complaint. The student may be accompanied by a support person. At this time, the student is encouraged to submit a written statement regarding the nature of the harassment. The statement should be as specific as possible including date(s), time(s), and individuals involved. If the student made an attempt to confront the situation, this should also be included in the written report;
2. A meeting with the field instructor (i.e., if they are not the source of the sexual harassment) and/or other relevant agency personnel or administrator;
3. A meeting with the alleged violator: however, a meeting requiring the student to confront the alleged violator will not be required; and

4. A review of the agency's sexual harassment policy.

Based on the investigation, the Director of Field Education, in collaboration with other relevant parties, shall determine if the agency's policy on sexual harassment has been followed, and if the student is safe and will likely be free from sexual harassment. The resolution of the investigation may include, but is not limited to the following:

1. The complaint was founded, satisfactorily addressed by the field agency, and the student should remain in the field placement;
2. The complaint was founded, satisfactorily addressed by the field agency, but the student should be placed in another field setting;
3. The complaint was founded, not satisfactorily addressed by the field agency, and the student should be placed in another field setting;
4. The complaint was founded, not satisfactorily addressed by the field agency, and the field agency should not continue to be used as a field placement setting;
5. The complaint was unfounded, and the student should remain in the field setting; or
6. The complaint was unfounded, and the student should be placed in another field agency setting.

Following these procedures in no way inhibits the student from pursuing other options such as bringing the matter to the attention of the University's Associate Vice President for Diversity, Educational Equity, Inclusion and Ombud Services at (760) 750-4039, or pursuing legal channels and remedies. No student intern will be subject to restraint, interference, coercion, or reprisal for: seeking information about sexual harassment, filing a sexual harassment complaint, or serving as a witness in a sexual harassment complaint reported by another student.

e. Consensual Relationships

Consensual sexual relationships between classroom instructor and student, fieldwork instructor and student, or between student and field agency employee, are expressly forbidden. Such relationships are considered by the Department of Social Work to be totally inappropriate. A professional power differential exists in these situations in terms of the influence and authority which one individual can exercise over the other. The Department adheres to standard 2.06 set forth in the NASW Code of Ethics, which prohibits sexual relationships between supervisors or educators and supervisees, students, or trainees.

XV. Student Grievance and Appeal Process Policies

The purpose of the Grievance Policy is to enable a student to resolve a complaint arising out of any alleged unauthorized or unjustified act or decision, other than a grade appeal, by a member of the faculty, administration, or staff that in any way adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall lie with the complainant, also referred to as the grievant.

a. Department of Social Work Grievance Resolution Policy

1. **Good Faith Effort at Resolution** - Before initiating the appeals process, the student must have attempted to work with the administrator/faculty/staff member to resolve the issue. Students who have not made a good faith effort to inform the administrator/faculty/staff member and attempted a resolution will be directed back to the administrator/faculty/staff member. The student should retain evidence that an effort was made.
2. **Filing the Appeal** – If the student is not able to resolve the issue with the faculty/staff member, a written letter of appeal must be **submitted to the Department Chair no later than the 10th week following the semester in which the incident occurred.**⁶ The letter must clearly outline how the request for appeal fits within the definition above. The student should attach to the letter all relevant evidence supporting the appeal. The letter should include:
 - a. What alleged transgression transpired – What happened?
 - b. When the transgression took place – When did it happen?
 - c. What redress is being sought – What is the expected outcome?

Students are advised to file the appeal as soon as possible; waiting to initiate the appeal prolongs arriving at a timely resolution. If the grievance is directly involving the Department Chair, the student is to follow the University Grievance Policy.

3. **Grievance Committee** – A committee comprised of the Chair and no fewer than two faculty members (not parties to the appeal) will be selected by the Department Chair. The involved faculty/staff member shall be asked to provide a response to the student's appeal for committee consideration. During the academic year, the committee will meet within three weeks within the filing of the appeal. The committee's deliberations may produce one of the following decisions:
 - a. No action - Insufficient grounds was provided for consideration.
 - b. Continued Consideration - Parties involved will be consulted as to the possibility of correcting the situation. If a hearing/meeting is required, the parties involved will be informed of a time and place.
 - c. Recommendation to the Program Director for action – When sufficient grounds for action have been determined and resolution cannot be reached through consultation with the involved faculty/staff member, the committee shall forward a memorandum outlining the decision,

⁶ This timeline is necessary in order to meet the filing deadline of the last day of the semester as specified in the university process should a higher level of appeal be desired by the student. Appeals will not be accepted after the 10th week of the semester.

recommendations, and supporting rationale to the involved faculty/staff member and the Program Director.

4. **Notifying the Student** –The Program Director shall summarize the decision in a letter to the student. Should corrective action be recommended, the Program Director will confer with the college Dean/Human Resources for suggestions regarding consideration and implementation.
5. **Further Appeal** - Should the student choose to appeal the decision of the department grievance committee; the student is to utilize the University Grievance Policy and is responsible for meeting the university deadlines and providing all documentation to the university committee.

Should the grievant or respondent require a reasonable accommodation as mandated by Title II of the Americans with Disabilities Act, or have any other special needs, it must be brought to the attention of the administrator of the informal process and the Dean of Students Office in writing no less than seven instructional days prior to the date the accommodation is requested to be implemented.

b. University Student Grievance Policy

The purpose of the University Student Grievance Policy is to enable a student to resolve a complaint arising out of any alleged unauthorized or unjustified act or decision, other than a grade appeal, by a member of the faculty, administration, or staff that in any way adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall lie with the complainant. This policy is to be followed when no other specific campus policy or procedure exists that would more appropriately and effectively bring about a resolution of a student's complaint or grievance. Grade appeals must be pursued per the Student Grade Appeal Policy. Students concerned with matters of discrimination, harassment, retaliation, compliance with disability related laws, or any similar matter should contact the Dean of Students Office for assistance. The grievance procedures cannot be used as a method of rebuttal to any student disciplinary action, nor as a means to establish or change university policy.

Additional information regarding the University's Student Grievance Policy may be found at: <https://csusm.policystat.com/policy/7987208/latest/>

XVI. Student Support

Financial Aid and Scholarships

The Financial Aid and Scholarships Office administers several programs which are designed to assist students whose financial resources are insufficient to meet their educational costs, including fees, books, transportation, and living expenses. Financial assistance programs consist of gift aid (scholarships), loans, and employment opportunities. The funds for these programs come from the State of California, the

federal government, and private sources. To be eligible for any form of financial aid, students must complete and submit the FASFA every year by the stated deadline.

Scholarships are available to students attending Cal State San Marcos. Some scholarships do not require financial need. Cal State San Marcos has a general scholarship application which is available from the Financial Aid and Scholarships Office. This application must be completed and submitted by the deadline each year in order to be eligible to receive any scholarships. Students are also urged to regularly check with the Financial Aid and Scholarships Office at Cougar Center and check their scholarship notebook. Additionally, a free scholarship search service is available in the financial aid section of the Cal State San Marcos Web site. The site is free of charge and contains information on national scholarships.

Scholarship and stipend training opportunities are a great way to fund your education at CSUSM. Please visit the Department webpage on Financial Aid Resources for more information: <http://www.csusm.edu/socialwork/programcosts/mswfinaid.html>

Alumni Association

The Cal State San Marcos Alumni Association provides alumni with opportunities to enhance their cultural, personal, and professional development through their continued involvement with the University.

(760) 750-4405

www.csusmalumni.org

Bookstore (University Store and CSUSM Bookstore)

Cal State San Marcos University Store and CSUSM Bookstore provide a range of products and services, including textbooks for classes, special class orders, reference books, class related office supplies, imprinted Cal State San Marcos clothing, and gifts.

(760) 750-4730

(760) 750-4737

www.csusmbookstore.com

Career Center

The Career Center offers graduate students a variety of services to help you throughout your education, and as you transition and advance in the workforce. Whether you need help with career management, writing a resume, finding a job/internship and/or negotiating your salary, they are here to help.

Craven Hall, 1400

(760) 750-4900

www.csusm.edu/careers

Cougar Care Network

Cougar Care Network (CCN) provides information, connection to resources, advocacy and support for students dealing with personal, academic, financial, or other challenges which may adversely affect their academic success and/or collegiate experience.

Email - ccn@csusm.edu

Phone - 760-750-7627

[Virtual Front Desk](#) (must download the [Microsoft Teams](#) app)

Center for Children and Families (Child Care)

The Center for Children and Families (CCF) opened its doors in 2007. As the on-campus childcare center at CSUSM, it provides convenient, quality childcare to the students, faculty, and staff of CSUSM, as well as families in the larger community.

(760) 750-8750

<http://www.csusm.edu/ccf/index.html>

(There are also various private licensed childcare centers in close proximity to the campus.)

Dean of Students Office

The Office of the Dean of Students provides general information concerning campus policies, procedures, and regulations. Students needing assistance with any University matter are invited to initiate resolution through this office. Specific policies regarding grade appeals, student grievances, and/or student conduct are administered by this office.

Craven Hall 3600

(760) 750-4935

<http://www.csusm.edu/dos/>

Disability Support Services (DSS)

The Office of Disability Support Services (DSS) determines reasonable accommodations for students with disabilities. All students with disabilities who request reasonable accommodations are required to provide appropriate and recent documentation to the Office of Disability Support Services before support services can be approved. Support services are available through DSS for those students who qualify, noting that the appropriate accommodations for each student will be approved based on the documented disability.

Craven Hall 4300

(760) 750-4905 (TDD 750-4909)

www.csusm.edu/dss/

Graduate Research

Cal State San Marcos recognizes student research as an integral part of student learning. CSUSM is continually exploring new ways to provide opportunities to students and faculty to expand research opportunities, and to provide resources for presenting, distributing, and disseminating student research.

Craven Hall 5210

(760) 750-4029

<https://www.csusm.edu/gsr/index.html>

M. Gordon Clark Field House

The M. Gordon Clarke Field House (affectionately known as “The Clarke”) is dedicated to promoting holistic wellness and enriching the CSUSM experience by providing inclusive recreational services, facilities, and opportunities.

(760) 750-7400

https://csusmcougars.com/sports/2010/10/19/GEN_1019105219.aspx

News and Calendars

<https://news.csusm.edu/>

<http://www.csusm.edu/calendar/>

Off-Campus Housing

Student Life & Leadership offers a limited number of off-campus housing services to Cal State San Marcos students, faculty, and staff. You can place an ad or search their web site for a variety of living arrangements, including roommate finders, apartment listings, and rooms in private residences.

www.csusm.och101.com

Parking and Commuter Services

Parking permits are required to park at CSUSM at all times. There is no grace period. New and continuing students must purchase semester parking permits online or at the Public Safety Building, located at the corner of LaMoree and Campus View Drive, by the SPRINTER station. The SPRINTER commuter train stops on campus at the corner of Barham Drive and La Moree as it travels to/from Escondido and Oceanside.

The BREEZE bus stops on campus at Craven Circle, and at the SPRINTER commuter train station (on the same time schedule as the SPRINTER). A limited number of discounted passes are available through Parking and Commuter Services.

Public Safety Building 63

(760) 750-7500

www.csusm.edu/parking

Recycling and Sustainability

It is our ultimate vision and strategic mission to someday achieve zero waste on campus. To reach this goal, we continuously seek to identify opportunities and implement innovative programs that will increase waste diversion, while also keeping the focus on waste reduction. The proper approach to zero waste should be reduce, reuse, and then recycle!

<https://www.csusm.edu/sustainability/index.html>

Student Affairs

The mission of the Division of Student Affairs is to promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community.

Craven Hall 3600

(760) 750-4056

<https://www.csusm.edu/sa/>

Student Health and Counseling Services

Student Health and Counseling Services provides basic primary health care, health education, and psychological counseling to enrolled Cal State San Marcos students. Extended Learning students can purchase medical health services for approximately

\$100 per semester and behavioral health services for approximately \$100 per semester (6 counseling sessions included in this fee). The Student Health and Counseling Services staff includes medical, psychological, and administrative professionals who are trained to assist students who have medical, mental, and/or health related problems. Visits with a doctor, nurse practitioner, health educator, nurse, or psychologist are available with an appointment. Visits may include routine preventive health screenings, such as PAP exams and physicals, or treatment for colds, respiratory infections, and other general health issues. A psychiatrist is available for low-cost visits.

Also available are laboratory, radiology, and immunization services. Students have access to pharmacy services for low-cost prescription and over the counter medications. Students may seek visits with a health educator at the HOPE & Wellness Center for nutritional, family planning discussion, weight management, or STD counseling. Free anonymous HIV testing is available through North County Health Services once a month in the clinic.

(760) 750-4915 Appointments

(760) 750-4924 TDD

(760) 750-3181 Fax

www.csusm.edu/shcs

shcs@csusm.edu

Student Newspaper (Cougar Chronicle)

The Cougar Chronicle is the independent student newspaper at Cal State San Marcos.

<http://csusmchronicle.com/>

Student Life and Campus Centers

Student Life is a unit within the division of [Student Affairs](#) working together to promote a successful and involved student experience comprised of the following areas: [Associated Students Inc.](#), [Black Student Center](#), [Campus Recreation](#), [Cross-Cultural Center](#), [Latinx Center](#), [LGBTQA+ Pride Center](#), [Student Leadership & Involvement Center](#), [Women & Gender Equity Center](#) and [Veterans and Military-Connected Services](#). With these ten departments, there is endless opportunity for students to foster dialogue in social justice, cultural identity, inclusivity and expression, develop student leadership, promote wellness and more! We strive to provide students the ability to pursue co-curricular opportunities outside the academic setting and enrich their Cougar Experience.

(760) 750-7451

studentlife@csusm.edu

USU 2200

<https://www.csusm.edu/studentlife/index.html>

Social Work Student Organizations

Social work students are encouraged to form their own student organization [See The Social Work Coalition at <https://csusm.presence.io/organization/social-work-coalition-2>], either through the Student Life and Leadership (SLL) Division (see above), or informally. Participating in SLL organizations requires that students have a social work faculty

advisor. Informal organizations may be established at student discretion. Students are encouraged to form organizations that meet or address specific issues related to social work based on their assessment of community needs.

Student Writing Center

The Writing Center offers students from all disciplines an opportunity to get feedback on their writing from trained peer consultants. Consultants work with students at any stage of the writing process, offering strategies, advice, and resources to help students improve their writing skills. One of the central goals of the Writing Center is to help create better writers, not just better writing. The Writing Center does this by focusing on the writing process, not just the paper at hand. In addition to one-on-one tutoring sessions, the Writing Center also offers on-line tutoring services, small group sessions, and writing and grammar workshops.

Kellogg Library, 1103

(760) 750-4168

www.csusm.edu/writingcenter

University Student Union (USU)

Opened in April 2014, and built on a foundation of community, the University Student Union is the heartbeat of the CSUSM student experience, committed to diversity, innovation and learning. The USU serves as the center of campus life by providing welcoming and innovative spaces that can be used for eating, meeting, activities, gaming or just relaxing.

<http://www.csusm.edu/usu/>

Library and Technology Services

Library Services

The 200,000 square foot Kellogg Library has over 300 computers, nearly 30 group study rooms, thousands of journals, and a quarter million books. Kellogg Library is the primary learning resource outside the classroom. You can enter the Library by either the main entrance on the 3rd level or at the 2nd level. To reach the 1st floor classrooms, use the stairwell or elevator in the Starbucks Tower.

Web Access

<http://library.csusm.edu>

The web site provides access to the library catalog and over 100 research databases. It also provides information on the library's services, hours, and people. You may make requests directly online for things such as InterLibrary Loan materials or research appointments.

(760) 750-4330

*Library hours will be posted in advance on the Library web site:

<https://biblio.csusm.edu/library-hours>

Photo ID Card

Student identification cards are issued by the Media Library in the Kellogg Library building. The identification cards, which include the student's photo and ID number, are required to check out library and IITS materials, to receive health services, write checks on campus, gain access to secure areas, and for identification purposes if requested by a University representative acting in an official capacity. A computer-based photo ID system is used to take individual photographs and print the cards. To obtain a Cougar ID card, students must be prepared to present a valid picture ID and payment of \$5.00. Photo IDs can be obtained in the Media Library during their open hours, which can be found on the library's web site.

(760) 750-4370

<https://www.csusm.edu/iits/campusid/index.html>

IITS (Student Technology Support Services)

Instructional & Information Technology Services (IITS) is responsible for the management and support of technology throughout campus, including the hardware and software that defines our technology infrastructure. Our technological infrastructure includes the most current wiring, power, and back-up power available.

Kellogg Library 2013

(760) 750-6505

<https://www.csusm.edu/iits/iitsforyou/students.html>

Free software for students: <https://www.csusm.edu/iits/iitsforyou/software/index.html>

Canvas

<https://csusm.instructure.com/>

Student FAQ:

<https://www.csusm.edu/iits/services/ats/idesign/canvas/canvasstudentfaq/index.html>

Instructional Computing Laboratories

The University has both instructional computer labs and open access labs. All computing labs are accessible to students, staff, and faculty when the University is in session, the buildings are open, and the labs are not being used for instruction or scheduled events. Both Macintosh and PC computers are available in the labs, with software consistent with requirements for classes. Assisted access programs are also available in each lab. Most instructional labs, with a few exceptions, are available to students when the room is not scheduled for classes or special events. Use of the labs is restricted to CSUSM students, faculty, and staff.

(760) 750-6505

<https://www.csusm.edu/iits/trp/labs/index.html>

MyCSUSM

Your student center is located in MyCSUSM (<https://my.csusm.edu>), where you can perform several tasks relevant to your academic experience at CSU San Marcos!

Students will be able to:

- Search for and enroll in classes;
- View your grades and academic history;

Apply for graduation;
View, accept, and decline financial aid offers;
View and pay charges;
View personal information;
Change your address;
View Holds information; and,
View “to do” items.

For information on how to use the features mentioned above, peruse the self-service [quick reference guides](#).

For assistance with registration, visit Cougar Central in Craven Hall room 3900 or call the registration helpline at (760) 750-4824 during business hours. You may also send an email from your CSUSM email account to registrar@csusm.edu.

Safety

Campus Police

The University Police Department, a full-service police department, is located in the University Services Building at 441 La Moree Road. The main telephone number is (760) 750-4567. The University Police operate 24 hours a day, 7 days a week, 365 days a year with statewide jurisdiction. Its primary responsibilities include crime prevention, law enforcement, criminal investigation, traffic enforcement, and disaster preparedness. If you are a victim of a crime, or witness a suspicious activity, report the incident immediately to the University Police. Since calls to 911 from cellular phones are received by the California Highway Patrol, we recommend that you program (760) 750-4567 into your cell phone for on campus emergencies.

(760) 750-4567

www.csusm.edu/police

If you are a current CSUSM faculty, staff, student, or administrator, you are automatically registered in the CSUSM Emergency Notification System utilizing your CURRENT contact information within the University's PeopleSoft system. Please confirm that your contact information is correct and up to date within PeopleSoft to make sure you will receive emergency notification(s) when necessary.

https://www.csusm.edu/em/notification_system/em_notif_system.html

Social Work Professional Resources

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States.

<https://www.cswe.org/>

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 145,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

<https://www.socialworkers.org/>

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

NASW California Chapter:

<https://www.naswca.org/>

APPENDIX A: CSUSM MSW Generalist Indicators and Advanced Generalist Specialized Practice Indicators (2022 EPAS)

Competency	Generalist Practice Indicators (GPI)	Specialized Practice Indicators (SPI) for Advanced Generalist Practice
1. Demonstrate Ethical and Professional Behavior	1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; 2) demonstrate professional behavior; appearance; and oral, written, and electronic communication; 3) use technology ethically and appropriately to facilitate practice outcomes; and 4) use supervision and consultation to guide professional judgment and behavior.	1) Seek critical feedback from multiple sources and demonstrate openness and self-reflection to facilitate autonomous practice. 2) Effectively manage professional boundary issues arising in the course of work, particularly ambiguities presented by highly involved and potentially emotionally triggering aspects of the work. 3) Develop and sustain effective relationships with interdisciplinary team members, including doctors, nurses, law enforcement, teachers, substance abuse treatment staff and others, that reflect clear understanding of their role as a social work professional.
2. Advance Human Rights and Social, Racial, Economic, & Environmental Justice	5) advocate for human rights at the individual, family, group, organizational, and community system levels; and 6) engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	4) Recognize the effects of stigma, oppression, discrimination, and historical trauma on client and client systems to advance social justice. 5) Demonstrate effective leadership, informed by context and setting, to empower individuals, organizations, and communities.
3. Engage in Anti-Racism, Diversity, Equity, & Inclusion (ADEI) in Practice	7) demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and 8) demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	6) Use practice methods that acknowledge and respect the reciprocal relationship between diverse individuals and the various systems with which they interact (including, but not limited to: family, community, child welfare, school/educational, criminal justice, behavioral health, and health systems). 7) Effectively respond to dimensions of diversity and difference in practice.
4. Engage in Practice-informed Research and Research-informed Practice	9) apply research findings to inform and improve practice, policy, and programs; and 10) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	8) Clearly communicate research findings and implications, as well as their applications to social work practice. 9) Demonstrate the integration of research evidence with practitioner expertise and client/constituent context.

5. Engage in Policy Practice	11) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and 12) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	10) Advocate with and inform stakeholders, administrators, and policy makers to influence policies that impact client services. 11) Use evidence-based practice and practice-based evidence to promote policies that advance social and economic justice. 12) Build coalitions and collaborative relationships that improve and enhance services.
6. Engage with Individuals, Families, Groups, Organizations, & Communities	13) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and 14) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	13) Apply knowledge of strengths, risk factors, vulnerabilities, and resiliencies of clients and/or larger systems to advanced generalist practice. 14) Demonstrate an applied understanding of intrapersonal, relational, and systemic factors when engaging individuals, families, groups, organizations, and communities. 15) Apply effective and appropriate communication, coordination and advocacy with other providers and interdisciplinary teams to address mutually agreed upon goals.
7. Assess Individuals, Families, Groups, Organizations, & Communities	15) apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and 16) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	16) Engage in flexible and ongoing assessment that is responsive to the unique needs, strengths, and limitations of clients and constituencies. 17) Utilize assessment data from all relevant parties and include appropriate screening and assessment tools as part of a comprehensive assessment.
8. Intervene with Individuals, Families, Groups, Organizations, & Communities	17) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and 18) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	18) Implement collaborative, client-centered, culturally appropriate, and evidence-supported interventions. 19) Engage in strengths-based interventions at all levels that are guided by the principles of recovery, wellness, and resilience.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	19) select and use culturally responsive methods for evaluation of outcomes; and 20) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	20) Utilize a structured process to evaluate practice and promote change. 21) Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based treatment models as they inform practice and apply them to the needs of individuals, families, and communities.