



DEPARTMENT
OF SOCIAL WORK

CSUEB MSW Student Handbook & Practicum Manual



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Added information related to Advanced Standing program; Added information for shift to Fall 2025 Advanced Generalist Program; Retired CYF and CMH; Updated Mission Statement; Updated Transfer Policies to accurately reflect university policies and department practices; Standardized "Traditional", "Extended", and "Advanced Standing" language throughout

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MSW Program Student Handbook

Welcome!

We welcome you to the CSUEB MSW Program. We are so glad to have you join our community and profession! Our *MSW Student Handbook & Practicum Manual* provides basic information about our graduate program as well as detailed policies regarding the Practicum. While this handbook outlines general policies and resources, specific details are subject to change. In addition to reviewing this document, students are encouraged to read the [University Catalog Information for the Department of Social Work](#).

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

CSUEB enrolls over 13,000 students. Reflecting Bay Area demographic trends of the last 30 years, we embrace a diverse student body. CSUEB serves high percentages of upper-division, transfer and returning students including a large number of first generation college students.

Accredited by the [Council on Social Work Education](#) (CSWE), the MSW program began in 2003, as a vision of Dr. Terry Jones and Dr. Dianne Rush Woods in response to Bay Area MSW workforce needs. The diverse student body provides a rich educational environment to increase student understanding of underlying causes and effects of oppression. These social justice issues often obscure helping efforts if they are not appropriately recognized and addressed in practice settings; they ~~impede~~ social policy development and program implementation. Overcoming such barriers is a core intention of the CSUEB MSW program.

Mission, Vision, & Values

The **mission** of the Master of Social Work (MSW) program is to graduate culturally responsive urban social workers to serve as advanced practitioners and leaders. MSW graduates competently address individual, family, group, organization, and community needs caused by inequalities of class and identity, including race, ethnicity, gender, age, disability, sexual orientation, immigration status, religion, caste, and other forms of social injustice. Advocacy and social change from a strengths-based, person-in-environment perspective to address these injustices form the core of the MSW program.

Our Department's *vision* is to create a cadre of diverse leaders who will be catalysts for social change and transform oppressive systems in partnership with the communities they serve.

The MSW program's *values* are based on the [National Association of Social Worker's \(NASW\) Code of Ethics](#), last updated in 2021. The core NASW values are:

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

Council on Social Work Education (CSWE) Competencies

Our program supports students in meeting the [nine Council on Social Work Education \(CSWE\) competencies](#). For consistency with past University policy, we developed Program Learning Outcomes (PLOs) that are linked to the CSWE competencies as well as our University Institutional Learning Outcomes (ILOs). However, as University policy has changed, we are now in the process of replacing the PLOs with the CSWE competencies in the [University Catalog](#).

CSWE Competency	Associated Program Learning Outcomes (PLOs)	Associated Institutional Learning Outcomes (ILOs)
Competency 1: Demonstrate Ethical and Professional Behavior	Values and Ethics Professional Use of Self	Sustainability Specialized Discipline
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Advocacy Communication	Communication Sustainability Specialized Discipline
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Diversity	Diversity Specialized Discipline
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Critical Thinking	Thinking and Reasoning Collaboration Specialized Discipline
Competency 5: Engage in Policy Practice	Critical Thinking Communication	Thinking and Reasoning Collaboration Specialized Discipline
Competency 6: Engage with Individuals, Families, Groups,	Applying Theory Communication	Communication Collaboration

Organizations, and Communities		Specialized Discipline
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Applying Theory Communication	Communication Collaboration Specialized Discipline
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Applying Theory Communication	Communication Collaboration Specialized Discipline
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Critical Thinking	Thinking and Reasoning Specialized Discipline

Board of Behavioral Sciences Pre-Licensure Coursework

Our MSW program meets all pre-licensure coursework requirements for the California Board of Behavioral Sciences. [This course map shows how our curriculum meets the coursework requirements.](#) The process for obtaining a clinical social work license occurs after graduation from the program. Most graduates of our program who wish to earn a license need at least two years after graduation to complete all of their post-MSW clinical hours and other requirements. You can learn more about the process on the [Board of Behavioral Sciences website](#).

Curriculum

Our curriculum provides students with the knowledge, skills and abilities to achieve the previously defined MSW mission, goals and objectives. Generalist courses are taken in the first year of study, which build the foundation for advanced specialization in CYF or CMH during the second year. Each concentration has a lifespan perspective, traversing birth to old age.

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

Declaring a Concentration

Prior to Fall 2025, students declare their desired concentration (CYF or CMH) upon application to the program. They may only change their concentration upon approval from the Department Chair. This must be done before the end of the foundation year courses and acceptance of an advanced year practicum internship, so that the student is registered for the concentration practice sequence. The program shifted to an Advanced Generalist model effective Fall 2025; no concentrations exist for students entering after this time.

Curriculum Structure and Course Sequence

The course sequences are shown below for 1) Students in the Traditional MSW Program; 2) Students in the Extended MSW Program; and 3) Students in the Advanced Standing MSW Program. You can download PDF versions of the course sequences from the [Program and Degree Information page](#) on the department website.

Specific schedules for each semester are posted in the student self-service system, [MyCSUEB](#). The following notes apply for all course sequences:

Only 4 elective units are required over the entire program, but students may take more

- Students are eligible to enroll in electives after completing the first semester.
- Not every elective is offered each semester.
- Taking more than 18 units in a semester requires special permission from the College Dean's Office which must be initiated by contacting the Social Work Front Office Manager.

Electives include:

- SW 697 Issues in Social Work (1-4 units, course topic is variable)
- SW 631 Advanced Psychosocial Assessment and Diagnosis (4 units)
- SW 632 Family Violence Across the Lifespan (4 units)
- SW 633 Assessment and Treatment of Substance Abuse (4 units)
- SW 634 Legal Issues in Social Work Practice (4 units)

Traditional MSW Program Course Sequence - Effective Fall 2025

Notations inside parentheses refer to common names for these courses.
All courses are 4 units unless otherwise noted; 60 units are required for the degree.

FOUNDATION YEAR	
FALL SEMESTER – 1 st YEAR (16 units)	SPRING SEMESTER – 1 st YEAR (16 units)
SW 600 (HBSE, often pronounced “hip-see”) Human Behavior and the Social Environment	SW 603 Introduction to Social Welfare Research (Research)
SW 601 Race, Gender & Inequality (RGI)	SW 602 Introduction to Social Welfare Policy (Policy)
SW 611 Generalist Practice I (GPI)	SW 612 Generalist Practice II (GP II)
SW 695a Practicum I (1 st year practicum)	SW 695b Practicum II (1 st year practicum)
ADVANCED YEAR	
FALL SEMESTER – 2 nd YEAR (12-16 units)	SPRING SEMESTER – 2 nd YEAR (12-16 units)
SW 621 Advanced Generalist Practice I	SW 622 Advanced Generalist Practice II
SW 689 Community-Based Research (yearlong)	SW 693 Integrative Project (yearlong, capstone)
Elective *	Elective *
SW 695c Practicum III (2 nd year practicum)	SW 695d Practicum IV (2 nd year practicum)

Traditional MSW Program Course Sequence - Fall 2024 or Earlier

Notations inside parentheses refer to common names for these courses.
All courses are 4 units unless otherwise noted; 60 units are required for the degree.

FOUNDATION YEAR	
FALL SEMESTER – 1 st YEAR (16 units)	SPRING SEMESTER – 1 st YEAR (16 units)
SW 600 (HBSE, often pronounced “hip-see”) Human Behavior and the Social Environment	SW 603 Introduction to Social Welfare Research (Research)
SW 601 Race, Gender & Inequality (RGI)	SW 602 Introduction to Social Welfare Policy (Policy)
SW 611 Generalist Practice I (GPI)	SW 612 Generalist Practice II (GP II)
SW 695a Practicum I (1 st year practicum)	SW 695b Practicum II (1 st year practicum)
ADVANCED YEAR	
FALL SEMESTER – 2 nd YEAR (12-16 units)	SPRING SEMESTER – 2 nd YEAR (12-16 units)
SW 621a-CYF , 622a-CMH Advanced Practice I	SW 621b-CYF, 622b-CMH Advanced Practice II
SW 689 Community-Based Research (yearlong)	SW 693 Integrative Project (yearlong, capstone)
Elective *	Elective *
SW 695c Practicum III (2 nd year practicum)	SW 695d Practicum IV (2 nd year practicum)

Extended MSW Program Course Sequence - Effective Fall 2025

Notations inside parentheses refer to common names for these courses.
All courses are 4 units unless otherwise noted; 60 units are required for the degree.

EXTENDED MSW YEAR ONE	
FALL SEMESTER—1st year (8 units)	SPRING SEMESTER—1st year (8 units)
SW 600 Human Behavior and the Social Environment (HBSE, often pronounced “hip-see”)	SW 602 Introduction to Social Welfare Policy (Policy)
SW 601 Race, Gender, and Inequality (RGI)	SW 611 Generalist Practice I (GPI)

SUMMER SEMESTER BEGINNING YEAR TWO
<ul style="list-style-type: none"> • SW 697*: REGISTER FOR 1 SELF-SUPPORT PRACTICUM UNIT (NO SEMINAR) • PRACTICUM ORIENTATION
Summer Elective (may be offered, but not guaranteed)

EXTENDED MSW YEAR TWO FOUNDATION INTERNSHIP	
FALL SEMESTER—2ND year (8-12 units)	SPRING SEMESTER—2ND year (8-12 units)
SW 612 Generalist Practice II (GP II)	SW 603 Introduction to Social Welfare Research (Research)
SW 695a Practicum I (Foundation practicum)	SW 695b Practicum II (Foundation practicum)
Elective*	Elective*

SUMMER SEMESTER BEGINNING YEAR THREE
<ul style="list-style-type: none"> • SW 697*: REGISTER FOR 1 SELF-SUPPORT PRACTICUM UNIT (NO SEMINAR) • SUMMER WORKSHOP DAY

EXTENDED MSW YEAR THREE ADVANCED INTERNSHIP	
FALL SEMESTER—3RD year (12 units)	SPRING SEMESTER—3RD year (12 units)
SW 621 Advanced Generalist Practice I	SW 622 Advanced Generalist Practice II
SW 689 Community-Based Research (yearlong)	SW 693 Integrative Project (yearlong, capstone)
SW 695c Practicum III (Advanced practicum)	SW 695d Practicum IV (Advanced practicum)



DEFENDING
EDUCATION

Extended MSW Program Course Sequence - Fall 2024

Notations inside parentheses refer to common names for these courses.
All courses are 4 units unless otherwise noted; 60 units are required for the degree.

EXTENDED MSW YEAR ONE	
FALL SEMESTER—1 st year (8 units)	SPRING SEMESTER—1 st year (8 units)
SW 600 Human Behavior and the Social Environment (HBSE, often pronounced “hip-see”)	SW 602 Introduction to Social Welfare Policy (Policy)
SW 601 Race, Gender, and Inequality (RGI)	SW 611 Generalist Practice I (GPI)

SUMMER SEMESTER BEGINNING YEAR TWO
<ul style="list-style-type: none"> • SW 697*: REGISTER FOR 1 SELF-SUPPORT PRACTICUM UNIT (NO SEMINAR) • PRACTICUM ORIENTATION
Summer Elective (may be offered, but not guaranteed)

EXTENDED MSW YEAR TWO FOUNDATION INTERNSHIP	
FALL SEMESTER—2 ND year (8-12 units)	SPRING SEMESTER—2 ND year (8-12 units)
SW 612 Generalist Practice II (GP II)	SW 603 Introduction to Social Welfare Research (Research)
SW 695a Practicum I (Foundation practicum)	SW 695b Practicum II (Foundation practicum)
Elective*	Elective*

SUMMER SEMESTER BEGINNING YEAR THREE
<ul style="list-style-type: none"> • SW 697*: REGISTER FOR 1 SELF-SUPPORT PRACTICUM UNIT (NO SEMINAR) • SUMMER WORKSHOP DAY

EXTENDED MSW YEAR THREE ADVANCED INTERNSHIP	
FALL SEMESTER—3RD year (12 units)	SPRING SEMESTER—3RD year (12 units)
SW 622a Advanced Practice I	SW 622b Advanced Practice II
SW 689 Community-Based Research (yearlong)	SW 693 Integrative Project (yearlong, capstone)
SW 695c Practicum III (Advanced practicum)	SW 695d Practicum IV (Advanced practicum)



Extended MSW Program Course Sequence - Fall 2023

Notations inside parentheses refer to common names for these courses.
All courses are 4 units unless otherwise noted; 60 units are required for the degree.

EXTENDED MSW YEAR ONE	
FALL SEMESTER—1st year (8 units)	SPRING SEMESTER—1st year (8 units)
SW 600 Human Behavior and the Social Environment (HBSE, often pronounced “hip-see”)	SW 602 Introduction to Social Welfare Policy (Policy)
SW 601 Race, Gender, and Inequality (RGI)	SW 603 Introduction to Social Welfare Research (Research)

SUMMER SEMESTER BEGINNING YEAR TWO
<ul style="list-style-type: none"> • SW 697*: REGISTER FOR 1 SELF-SUPPORT PRACTICUM UNIT (NO SEMINAR) • PRACTICUM ORIENTATION

EXTENDED MSW YEAR TWO FOUNDATION INTERNSHIP	
FALL SEMESTER—2ND year (8-12 units)	SPRING SEMESTER—2ND year (8-12 units)
SW 611 Generalist Practice I (GPI)	SW 612 Generalist Practice II (GP II)
SW 695a Practicum I (Foundation practicum)	SW 695b Practicum II (Foundation practicum)
Elective*	Elective*

SUMMER SEMESTER BEGINNING YEAR THREE
<ul style="list-style-type: none"> • SW697*: REGISTER FOR 1 SELF-SUPPORT PRACTICUM UNIT (NO SEMINAR) • SUMMER WORKSHOP DAY

EXTENDED MSW YEAR THREE ADVANCED INTERNSHIP	
FALL SEMESTER—3RD year (12 units)	SPRING SEMESTER—3RD year (12 units)
SW 622a Advanced Practice I	SW 622b Advanced Practice II
SW 689 Community-Based Research (yearlong)	SW 693 Integrative Project (yearlong, capstone)
SW 695c Practicum III (Advanced practicum)	SW 695d Practicum IV (Advanced practicum)



Advanced Standing MSW Program Course Sequence - Fall 2026

Notations inside parentheses refer to common names for these courses.
All courses are 4 units unless otherwise noted; 60 units are required for the degree.

SUMMER BEFORE ADVANCED YEAR	
SUMMER SEMESTER (4 unit)	
SW 614 Social Work Theory & Practice Refresher	
SW 615 Social Work Research & Policy Refresher	
ADVANCED YEAR	
FALL SEMESTER – 2 nd YEAR (12-16 units)	SPRING SEMESTER – 2 nd YEAR (12-16 units)
SW 621 Advanced Generalist Practice I	SW 622 Advanced Generalist Practice II
SW 689 Community-Based Research (yearlong)	SW 693 Integrative Project (yearlong, capstone)
Elective *	Elective *
SW 695c Practicum III (2 nd year practicum)	SW 695d Practicum IV (2 nd year practicum)

Advanced Standing MSW Program Course Sequence - Fall 2025

Notations inside parentheses refer to common names for these courses.
All courses are 4 units unless otherwise noted; 60 units are required for the degree.

SUMMER BEFORE ADVANCED YEAR	
SUMMER SEMESTER (4 unit)	
SW 614 Social Work Theory & Practice Refresher	
SW 615 Social Work Research & Policy Refresher	
ADVANCED YEAR	
FALL SEMESTER – 2 nd YEAR (12-16 units)	SPRING SEMESTER – 2 nd YEAR (12-16 units)
SW 621a/SW 622a Advanced Practice I (CYF or CMH)	SW 621b/SW 622b Advanced Practice II (CYF or CMH)
SW 689 Community-Based Research (yearlong)	SW 693 Integrative Project (yearlong, capstone)
Elective *	Elective *
SW 695c Practicum III (2 nd year practicum)	SW 695d Practicum IV (2 nd year practicum)

Course Descriptions

Foundation Year

600 Human Behavior and the Social Environment: Introduces theoretical perspectives of human development and behavior across the life span, examining the influence of social, political, historical, and cultural variables. Covers physiological, psychological, cognitive, and social dimensions from birth through end-of-life.

601 Race, Gender & Inequality: Exploration of the impact of race, racism, gender, sexism, homophobia, ableism, and inequality in social work practice. Effective problem-solving when confronted with institutional barriers and interpersonal conflicts in agency and community-based social work practice with diverse populations.

602 Introduction to Social Welfare Policy: Surveys major themes in social welfare policy and examines the associated values, theoretical assumptions, political and budgetary considerations, and structures. Emphasizes the application of social justice-oriented theoretical frameworks for understanding the role and impact of policy.

603 Introduction to Social Welfare Research: The role of research in social work, the logic of research, the stages of underlying research process, various types of research designs, techniques of data collection and analysis, and strategies for evaluating service delivery in all areas of practice.

611 Generalist Practice I: Competencies for generalist social work practice in micro and mezzo settings. Students will develop skills in intervention strategies including constructing professional relationships, assessing client situations, planning and implementing change, and evaluating outcomes.

612 Generalist Practice II: This is the second foundation course in generalist practice. The course orients students to the major areas of small group, community, and organizational practice with particular emphasis on work with disenfranchised and oppressed populations.

695a Practicum I: Students in Practicum courses are assigned to community-based placements applying the knowledge, skills, and values learned within program courses. Practicum education is guided by an individualized learning contract developed by the student and the practicum instructor.

695b Practicum II: Students in Practicum courses are assigned to community-based placements applying the knowledge, skills, and values learned within program courses. Practicum education is guided by an individualized learning contract developed by the student and the practicum instructor.

Advanced Year

621 Advanced Generalist Practice I: Individuals and Families: This course is a required course for MSW students in their advanced standing year. Students will develop advanced social work practice skills in engagement, assessment, and intervention in order to provide culturally responsive social work practice to individuals and families.

621a Advanced Practice I: Children, Youth, and Families: Individuals and Families: This is the first of two advanced practice courses required of students in the Children, Youth, and Families concentration. It imparts knowledge and skills for providing culturally responsive services to individuals and families, particularly minority and underserved populations in urban environments.

621b Advanced Practice II: Children, Youth, and Families: Groups, Organizations, and Communities: This is the second required course with a focus on Children, Youth, and Families. The foci are mezzo and macro practices. Special attention will be paid to working with underserved urban and disenfranchised groups with an emphasis on public policy.

622 Advanced Generalist Practice II: Groups, Organizations, and Communities This course is a required course for MSW students in their advanced standing year. Students will develop advanced social work practice skills in engagement, assessment, and intervention in order to provide culturally responsive social work practice to groups, organizations, and communities.

622a Advanced Practice I: Community Mental Health: Individuals and Families: This is the first of two advanced practice courses required of students in the community mental health concentration. It imparts knowledge and skills for providing culturally responsive services to individuals and families, particularly minority and underserved populations in urban environments.

622b Advanced Practice II: Community Mental Health: Groups, Organizations, and Communities: This is the second advanced practice course required of students in the community mental health concentration. It imparts knowledge and skills for providing culturally responsive services to groups, organizations, and communities, particularly minority and underserved populations in urban environments.

689 Community-Based Research: The purpose of this course is to prepare students to implement and evaluate a community-based research, evaluation or advocacy project. Topics include program evaluation and planning, data analysis, and ethical issues in community-based research.

693 Integrative Project: The integrative project provides students an opportunity to implement a significant community-based research, evaluation, or advocacy project relevant to social work practice. In doing so, students are expected to demonstrate mastery of all MSW Program Learning Outcomes.

691 University Thesis: Completion of a formal research paper for submission to the university in the specified format. Supervision by a faculty committee, chaired by a regular member of the department. Oral defense required.

699 Departmental Thesis: Developing and writing a research paper for submission to the department, which specifies its format. Supervision by a departmental faculty member. Oral defense is required.

695c Practicum III: The advanced practicum and practicum placement are designed to prepare students for entry into specialized, and concentrated (Children Youth and Families or Community Mental Health) areas of practice, among diverse settings and populations.

695d Practicum IV: The advanced practicum and practicum placement are designed to prepare students for entry into specialized, and concentrated (Children Youth and Families or Community Mental Health) areas of practice, among diverse settings and populations.

Advanced Standing

614 Social Work Theory & Practice Refresher: This course is a refresher for students with BSWs from CSWE accredited social work programs providing instruction in social work-relevant theoretical perspectives on human development and behavior across the lifespan, working with marginalized populations, and demonstrating foundational social work skills with individuals, families, groups, organizations, and communities.

615 Social Work Research & Policy Refresher: This course serves as a refresher for students with BSWs from CSWE accredited social work programs providing instruction in social work-relevant theoretical perspectives on social welfare policy, issues affecting marginalized populations, and research practices within the field of social work.

Electives

631 Advanced Psychosocial Assessment and Diagnosis: Advanced study in psychosocial assessment and diagnosis of children, adolescents, and adults. Examination of person-in-environment and DSM-V diagnosis.

632 Family Violence Across the Lifespan: This course provides students with an overview of family violence. It surveys the historical and social background of family violence, its social and psychological consequences for individuals, families and communities, as well as its prevention and intervention.

633 Assessment and Treatment of Substance Abuse: Assessment and treatment of substance abuse issues in social work practice. Topics include prevalence of substance abuse, dual diagnosis, family systems, and evidence-based practices.

634 Legal Issues in Social Work Practice: In-depth exploration of complex legal issues in social work practice such as confidentiality, minor consent law, abortion, parental rights, access and consent to treatment, mental health commitment procedures, rights of dependent adults, rights of children, marriage, and divorce.

697 Issues in Social Work (1-4): Readings, discussion, and research on contemporary and/or significant issues in social work. May be repeated for credit when content varies, for a maximum of 8 units.

The Children, Youth, and Families Concentration (retired Spring 2026)

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

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

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

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

In practicum practice and seminar (SW 695c & SW 695d), students gain concentration-specific CYF experience in public and private social welfare agencies, including schools, community-based agencies and juvenile justice agencies where they handle challenging experiences under the supervision of the practicum instructor. CYF students also take two advanced practice courses (SW 621a & SW 621b) in which they deepen their knowledge and skills for CYF practice at the micro, mezzo, and macro levels. Students must take one relevant elective, but may take additional electives if desired. Through the year-long capstone experience (taken as SW 689: Community-Based Research in Social Work in the fall and SW 693: Integrative Seminar in the spring), students demonstrate their mastery of the core MSW program objectives: critical thinking, values and ethics, diversity, advocacy, theory to practice, communication, and professional use of self.

The Community Mental Health Concentration (retired Spring 2027)

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

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

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

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

In addition to meeting all department of social work educational objectives, CMH students also learn the mental health curricular competencies set by the California Social Work Education Center.

In practicum practice and seminar (SW 695c & SW 695d), students gain concentration-specific CMH experience providing behavioral health services in public and private organizations, including hospitals, out-patient clinics, community-based agencies, schools, and criminal justice programs where they handle challenging experiences under the supervision of the practicum instructor. CMH students also take two advanced practice courses (SW 622a & SW 622b) in which they deepen their knowledge and skills for CMH practice at the micro, mezzo, and macro levels. Students must take one relevant elective, but may take additional electives if desired. Through the year-long capstone experience (taken as SW 689: Community-Based Research in Social Work in the fall and SW 693: Integrative Seminar in the spring), students demonstrate their mastery of the core MSW program objectives: critical thinking, values and ethics, diversity, advocacy, theory to practice, communication, and professional use of self.

Academic Policies

Advising

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

Academic advisors:

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

Students should:

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

Special Stipend Program Advising

Students who participate in [stipend training programs](#) work closely with the coordinators of those programs, who provide additional advising to help students meet their professional goals and the grant objectives. The stipend program coordinator support is in addition to that offered by the academic advising.

Practicum Advising

Students are assigned a Faculty Practicum Liaison (FPL) who serves as advisors for all practicum matters. Specific practicum policies are found in the Practicum Manual.

Academic Performance

The Social Work Department follows University and Department policies as set forth in the [University Catalog](#) and the document you are reading right now (the *MSW Student Handbook and Practicum Manual*).

Evaluation of Academic Performance

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

Grading Policies

The grading policy of the University provides that a letter grade (A, B, C, D or F) shall be the basic grading system, except for those courses in which it is mandatory or permissible for credit/no credit grades be used. Please refer to the [University Catalog](#) for more information about grading symbols used and other academic policies for graduate students.

Students have access to their course grades within three weeks after each term at [MyCSUEB](#). Students may also view their cumulative GPA online. Students can [request an official transcript here](#).

A few important grading policies should be noted:

- In the MSW program, a grade of at least a "C" must be obtained to pass a course (a "C-" is not passing)
- Failure to pass a course typically means that a student will have to be in school longer than the expected 2 year completion period. Core courses (non-electives) are only offered in sequence one semester per year. A failed course means the student may have to return the following year to fulfill the course requirement.
- Incomplete grades are strongly discouraged because each course builds upon another in the related sequence
- No more than 8 semester units of incomplete grades can be accumulated

- The CREDIT/NO CREDIT system of grading applies to practicum and the practicum seminar. A student must be enrolled in a practicum seminar class in order to receive a grade of CREDIT or NO CREDIT. These courses require a B level of proficiency to merit award of the CR grade.
- A passing score for practicum will be based on at least an 80% score of all work submitted per semester. This includes a satisfactory score from the agency practicum instructor (FI).
- Students who receive a NO CREDIT will not be permitted to register for the next practicum course, without consultation with practicum faculty, and will be subject to review from the Student Performance Committee. A NO CREDIT in practicum is grounds for disqualification from the program.
- Students who receive an INCOMPLETE in practicum will not be permitted to register for the next practicum course until the previous INCOMPLETE is changed to a CREDIT.
- A grade of NO CREDIT in practicum work means that a student will not be allowed to continue in the program. Students may apply for re-admission the next academic year. Students who receive a grade of NO CREDIT will be disqualified from the program.

Grade Appeals

If a student believes that an inappropriate grade has been assigned and the matter cannot be resolved informally with 1st) the instructor, 2nd) the department chair and/or 3rd) the college dean/associate dean, the student then can follow the [formal university process for grade appeal](#).

Grade Changes

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

Academic Standing and Academic Probation

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

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

Addressing Academic Performance Problems

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

Addressing Practicum Performance

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

Student Performance Committee

The Student Performance Committee is a standing committee of the Social Work Department. The committee includes a tenure track or full-time faculty member appointed as committee chair, the practicum director, and faculty relevant to the particular student of concern. While the faculty works as a joint body, in assessing student readiness and appropriateness for the profession, the committee, has the following responsibilities:

- Serves as the department Grade Appeals Committee.
- Includes a sub-committee that acts as the department Grievance Committee.
- Includes a sub-committee that acts as the department Academic Review Committee.
- May be involved with reviews and decisions regarding all students who are requesting a leave from the program, both at the time of request and at the point of potential reentry into the program.

- Reviews and makes recommendations to the department Chair regarding declassification or retention of students in all situations regarding student violations of the NASW Code of Ethics and any other professional and/or ethical standards that are not resolved using established procedures indicated below.
- Conforms to the procedures and timelines contained in the current University and College Policies and Procedures on student rights and appeal procedures.
- Reviews all student complaints, issues and concerns that are not resolved using informal or the established procedures indicated above.

If the student requires intervention beyond the department's Student Performance Committee, the student is referred to the University-Wide Fairness Committee. Through the Fairness Committee, [the student may file a formal grievance](#).

Academic Declassification

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

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

Fitness for the Profession Standards

As a professional education program, in addition to meeting all academic requirements for the degree, students must demonstrate fitness for the profession. If any student at any time is unable to meet the standards below with or without accommodations, the student will discuss

with the Social Work Faculty their professional and educational goals, strengths, and any barriers to meeting the standards. Social Work faculty will work with the student to identify strategies and referrals that may support the student in meeting the standards, including Accessibility Services, Tutoring, Basic Needs Supports, and other resources. The MSW program at California State University East Bay actively promotes inclusion of social work students from underrepresented communities, including students with disabilities. We fully comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, associated California laws and regulations, and CSU policy in ensuring equal access to educational programs and services, including practicum experiences. We will support students with disabilities in meeting the standards listed below with accommodations approved by CSUEB's Accessibility Services.

With or without accommodations, all students must demonstrate that they can:

1. Maintain professional rapport and relationships with clients, colleagues, and classmates.
2. Maintain professional ethics by adhering to the NASW Code of Ethics, including demonstrating integrity in relation to:
 - a. Ethical practice
 - b. Confidentiality
 - c. Respect
 - d. Honesty of communication
 - e. Documenting time accurately
 - f. Following through on obligation and contracts
3. Communicate effectively, purposefully, and appropriately.
4. Differentiate between personal and professional attitudes, values and beliefs.
5. Evaluate, modify, and explain practice decisions.
6. Accept direction and assume responsibility for one's own learning.
7. Evaluate their own professional goals, strengths, and limitations.
8. Apply concepts, information and skills appropriately for use in effective problem-solving, intervention and other social work practices.
9. Take appropriate risks in order to learn and grow professionally.
10. Assess their own impact on others.
11. Demonstrate respect for diverse communities, beliefs, and practices.
12. Take responsibility for decisions.
13. Consider viewpoints different from one's own.

Whenever in the professional judgment of a Social Work (MSW/BSW) faculty member, a student is not demonstrating one or more of these areas, this will be discussed with the student and a record kept of that discussion. If the student has not addressed the documented deficiencies within a reasonable amount of time that may vary based on the severity of the concerns (e.g. issues related to safety or any breach of confidentiality will be immediately escalated), the faculty member will notify the student's Academic Advisor. The Practicum Education Director will be notified also if the issue concerns performance at an internship. After reviewing the situation, any of the aforementioned faculty members may request the Student Performance Committee to review the case via the [Student Performance Memo](#). The findings and recommendations of

the Student Performance Review Committee will then be submitted in writing) to the Social Work Chair and Academic Advisor with a copy to the student. If the student believes that the faculty or committee acted in an arbitrary or capricious fashion they can submit a statement of concern to the Student Performance Committee.

Advancement to Candidacy

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

1. A “Classified Graduate” student in good standing.
2. Have completed at least 12 semester units of 600-level coursework with a minimum 3.0 GPA.
3. Have designed a formal program of study approved by your graduate advisor
4. Have fulfilled the University Writing Skills Requirement
5. Have completed other department prerequisites for advancement; and are recommended for Advancement to Candidacy by your advisor who has reviewed the student record and affirmed that the student has met academic and professional conduct standards (subject to approval by your department’s graduate coordinator) .

Advancement to candidacy requires that a designated form be submitted to the registrar’s office. This form is submitted by our Department’s Graduate Coordinator. Students can check on the status of their progress towards the degree by reviewing the Degree Audit Report (DAR) in [MyCSUEB](#) and meeting with their [academic advisor](#).

Capstone Experience

CSUEB requires graduate students to complete a capstone experience. Most students in the MSW program complete this through the year-long research/advocacy project, a two-course sequence of SW 689: *Community-Based Research* & SW697: *Integrative Seminar*. We offer an information session about the year-long project late in the spring semester of the first year of the program. For a preview of what to expect, check out the [2020 MSW Student Capstone Gallery](#).

Students may choose to complete a University or Department Thesis to fulfill the capstone requirement. A thesis is the written product of a comprehensive study of a critical issue in social work practice. Students are expected to identify the issue, state the major assumptions, explain the significance of the study, detail sources for and methods of obtaining data, provide analysis of the data, and offer conclusions. The thesis should demonstrate original critical and independent thinking, appropriate organization and format, and thorough documentation.

Students who select this option typically have a very strong research interest and work well independently. Students who are considering completing a thesis should consult with the department chair early in the spring semester of the first year to get support in thinking about pros and cons of doing a thesis versus the year-long project, finding a thesis committee chair, choosing between a departmental or [university thesis](#), and developing a timeline for the thesis, including securing [Institutional Review Board](#) approval (if applicable to the proposed project) during the summer between first and second year.

Additional Degree Requirements

The University also has graduate education requirements related to residency (the number of units completed at CSUEB), writing skills, and the time-frame of completion of the degree.

Residency

“Residency” refers to the number of units a graduate student must complete in the CSUEB MSW program. This is dictated by University policy. Students may only transfer in 42 semester units—all the rest must be completed at CSUEB. For more details see the section on Transfer Credits.

University Writing Skills Requirement (UWSR)

The UWSR requirement has been suspended through the end of the 20-21 Academic Year due to the pandemic. Students entering the program in Fall 2019 or Fall 2020 will not be required to complete the UWSR. For the latest information on the UWSR, please see [Graduate Policies](#) or call the Testing Office at (510) 885-3662.

Five-Year Rule

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

Transfer Credits

A maximum of 18 semester units can be transferred from another accredited MSW program to the CSUEB MSW program. This is a University Policy. These should be discussed and determined in consultation with the Graduate Coordinator before the student starts the CSUEB coursework, with a plan made in writing. Credits must still meet the “C” grade minimum for each graded course in the MSW program at CSUEB and must meet the University’s 5-year degree completion rule. Credits earned in practice or practicum classes may be considered for transfer credit if the competencies addressed in the transfer courses are substantially similar to those offered at CSUEB.

Credit for Work or Life Experience

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

BSW/BASW Credit and Advanced Standing

The CSUEB MSW Program is proud to provide an advanced standing program for students with BSW or BASW degrees from CSWE accredited programs. Students with a Bachelors of Social Work from a Council on Social Work accredited BASW/BSW program should apply for the Advanced Standing program to complete their masters degree in one calendar year (summer term plus two semesters).

To view which BASW/BSW programs are currently accredited, please visit the [Directory of Accredited Programs](#) on the Council on Social Work Education website and select “bachelors” in the program level. Search for the name of your school and look to see that the Accreditation Status status says “Accredited.” If you believe you have completed a BASW/BSW from a program that was formerly accredited, you can find that school [on this list](#).

Only students who have completed a BASW/BSW from programs on these lists will be considered for this program. All others will be considered only for our regular MSW programs and should complete that application. Should you complete the Advanced Standing program application in error, we will encourage you to apply to our regular MSW program in a future term.

For Students with a BSW Who Are Not Participating in the Advanced Standing Program

Our BSW/BASW Student Course Planning Committee, made up of the Department Chair, Practicum Director, and another full-time faculty member examines transcripts, course descriptions, and sometimes course syllabi to ensure that the MSW course content will not be repetitive for students with a BSW/BASW who choose to attend the traditional or extended MSW programs. The BSW/BASW Student Course Planning Committee will develop a plan for completing alternate graduate level courses that substitute the graduate coursework.

The MSW Program will not waive practice or practicum education courses for students with a BSW/BASW who choose to attend the traditional or extended MSW programs, but will waive foundation year courses in the areas of human behavior and the social environment, social work policy, and research. Foundation year courses eligible for waiver include any of the following courses): SW 600 Human Behavior and the Social Environment, SW 602 Introduction to Social Welfare Policy, and SW 603 Introduction to Social Welfare Research. To ensure quality of practice experiences in keeping with the Program’s mission (urban, diverse, and at graduate level), Generalist Practice; Race, Gender, and Inequality; and Practicum courses may NOT be considered in this waiver plan.

The onus of which courses to waive is the responsibility of the Committee and not of the student. The student is informed of this plan via email with a copy placed in the student’s Department file. A student who is waived from one or more courses must take additional courses, usually electives or other graduate level courses in a related practicum to be approved by the Committee to fulfill the 60 semester units required for graduation with the MSW degree. The review and planning steps, which generally take place in late spring to early summer, are as follows:

1. Step 1: Once an applicant with a BSW/BASW degree has accepted a seat in the MSW Program, the Committee confers to review and identify courses that might be repetitive or similar.
2. Step 2: The student submits all transcripts and requested documentation of courses being considered for waiver. This includes online information about the BSW/BASW program to make sure it is a CSWE accredited program, course descriptions, and often the syllabi from the BSW/BASW program.
3. Step 3: The Committee determines which courses to waive in order to avoid redundancy. They consider all areas of coursework, including human behavior and social environment, policy, and research.

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

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

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

Alphabetical List of Frequently Asked Items

Canvas

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

Contact Information

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

Communications

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

Accessibility Services (for students with disabilities)

Students with disabilities who require accommodations for a visible or invisible disability should contact [Accessibility Services](#) located in LI2400 (510-885-3868) and speak with a counselor regarding their circumstances. Accessibility Services can support students with such needs as: adaptive classroom furniture, assistive technology, alternative testing, disability management counseling, early registration, sign language interpretation, captioning services, mobility orientation, note taking, tape recording, parking fee waivers, disabled parking, and necessary referrals. Accessibility Services email is as@csueastbay.edu.

Financial Aid & Scholarships

For information on help with paying for graduate school visit [Financial Aid](#) and [Graduate Studies](#).

The MSW program also participates in stipend programs for the Title IV-E Child Welfare Program, Public Behavioral Health, and others. Specifics about these stipends can be found on the [Department website](#). You might also want to check our Canvas Social Work Majors Group for a list of social work scholarships.

Leave Policies

Please refer to the [official university policies and procedures on leaves of absence](#) in addition to the departmental information below.

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

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

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

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

Non-Discrimination Policies

The MSW program adheres to University non-discrimination policies that prohibit discrimination on the basis of race, color, national origin, age, marital status, religion, sex, gender, sexual orientation, disability, and/or HIV/AIDS status. Please see the Title IX webpage at: <https://www.csueastbay.edu/riskmanagement/title-ix/index.html>.

Non-Grade-Related Student Complaints

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

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

Parking

Please go to the [campus parking](#) webpage for information. Note that parking passes, other than daily passes, are now arranged online.

Personal Records and Confidentiality

Strict confidentiality of student records is maintained at all times. The Department follows the University policies set forth in the [Privacy Rights of Students in Education Records](#).

Registration

CSUEB students register for classes prior to each semester via [MyCSUEB](#). Complete instructions can also be found on the [Registrar's webpage](#) and in emailed registration invitations. To register, one must be admitted into the University. Registration for practicum sections usually requires a permission number that is distributed by the Practicum Liaison.

For thesis or independent study courses, students must complete and submit to the Social Work office a "Special Registration Petition" for each semester enrolling in one of these courses. This must be done no later than the last day of the Add period. Students are responsible for checking on the progress of this procedure.

Students are responsible for making sure that they are registered for all classes. If they are not properly registered and are required to submit a late add form (found on the [student forms page](#)) to get into the class, the Department Chair has the right to deny the late add request. If this happens, students may be asked to take a one-year leave of absence as classes are taken as a cohort and often offered only once a year. Thus, it is in their best interest to verify enrollment status in each class. Registration is complete only when all registration requests have been properly recorded and all fees, deposits and charges paid.

Sexual Harassment and Title IX

The MSW program supports the [University Sexual Harassment Policy](#). Students are required to complete a [sexual misconduct prevention training](#) and will be prompted to do this via MyCSUEB. The contact numbers for reporting sexual misconduct and discrimination complaints can be found in the University's [Nondiscrimination Policy](#). These policies apply as well to practicum-related experiences. Sexual harassment complaints related to practicum experiences should be brought to the attention of the Practicum Director. Complaints related to faculty, staff and students should be directed to the Department Chair. The Department's full policy is in the Practicum Manual appendices.

Title IX and CSU policy prohibit discrimination, harassment and retaliation (DHR), including Sex Discrimination, Sexual Harassment or Sexual Violence. CSUEB encourages anyone experiencing such behavior to report their concerns immediately. CSUEB has both confidential and non-confidential resources and reporting options available to you. Non-confidential resources include faculty and staff, who are required to report all incidents and thus cannot promise confidentiality. Faculty and staff must provide the campus Title IX coordinator and or the DHR Administrator with relevant details such as the names of those involved in an incident. For confidential services, contact the Confidential Advocate at 510-885-3700 or go to the Student Health and Counseling Center. For 24-hour crisis services call the BAWAR hotline at 510-845-7273. [Visit the Title IX/DHR website](#) for more information about policies and resources or reporting options.

Student Academic Rights and Responsibilities

The MSW Program adheres to the University [Academic Rights and Responsibilities](#). In addition, the following policies and procedures are in effect within the Department and pertain to all students:

- The right to protection with due process of the law against prejudiced or capricious academic evaluations, improper disclosure of the student's views, beliefs and political associations, and limitations upon freedom of expression.
- The right of students to organize in their own interests as students.
- The right to have representation and participation on standing committees of the Department.
- The right of students, individually or in association with other individuals, to engage freely in off campus activities, exercising their rights as citizens of the community, state and nation.
- The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications shall not claim to represent the Department or the University unless authorization has been obtained.
- The right of students and recognized student organizations to use Department meeting facilities, provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.
- The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice.
- The right to petition through proper channels for changes in curriculum, practicum, faculty advisor, and grades, and to petition through channels in cases of grievance.

- The rights of students who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program to receive appropriate recognition for their contribution to the process.
- The right of equal opportunity to enjoy these rights without regard to sex, race, color, sexual preference, physical ability, national origin, religious creed or political beliefs.

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

Student Conduct

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

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

The Department also abides by the [University Standards for Student Conduct](#).

Student Organizations

The Department encourages student participation primarily through the Social Work Graduate Student Association (SWGA) and the caucuses: Latinx Social Workers, Black Social Workers, Queer SWGA, Community Mental Health Social Workers, Asian Pacific Islander Social Workers, Middle Eastern Student Association, Parents Club, and Title IV-E Club. All graduate students automatically have membership in SWGA, which elects its own leadership and selects a faculty member as its advisor. SWGA and many of the caucuses are registered through the University's [Associated Students](#) and are recognized as viable student organizations with the accompanying benefits and responsibilities. They have access to use of the University's meeting rooms and financial support.

Student Professional Liability Insurance

The Department requires students to purchase student professional liability insurance coverage through the National Association of Social Workers (NASW) prior to starting practicum. Applications are available online through [NASW](#), in the social work office and are available at orientations. Students may not be placed in practicum without proof of student professional liability insurance coverage. Students attending the full time program must provide proof in the fall of their student professional liability insurance.

Withdrawing from the MSW Program/University

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

Writing and Plagiarism/Academic Dishonesty

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

Academic Dishonesty includes, but is not limited to:

- Cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy your work, submitting work done by others, completing assignments for others, altering work after grading and subsequently submitting it for re-grading, submitting the same work for two or more classes without the permission of all instructors involved, or retaining materials that you have been instructed to return to your instructor;
- Plagiarism, which includes taking the words or substance of another and either copying or paraphrasing the work without giving credit to the source through footnotes, quotation marks, or reference citations;
- Providing materials to another with knowledge they will be improperly used;
- Possessing another's work without permission;
- Selling, purchasing, or trading materials for class assignments (includes purchasing term papers via the World Wide Web);
- Altering the work of another;
- Knowingly furnishing false or incomplete academic information;
- Altering documents that make up part of the student record;
- Forging signatures or falsifying information on any official academic document. If there is evidence of dishonesty:
- Involving cheating, you should be privately informed, if possible; the materials should be confiscated; you should be allowed to finish the exam; and your instructor should note the names of adjacent individuals;
- Involving plagiarism, your instructor should assemble documentation and notify you promptly in private.

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

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

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

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

Important Phone Numbers and Student Resources

Information on student and campus services can be searched and found on the University webpage. Below is a list of frequently desired websites and numbers. We recommend checking the website of the office you need to access for information on hours of availability and the best ways to reach staff.

East Bay Cares is a directory of services on campus and is a good place to start when you are looking for assistance with a variety of issues.	
Accessibility Services (Disability Services)	510 885-3868
Associated Students	510 885-4843

Bookstore	510 885-3507
Academic Advising & Career Education	510 885-2754
Continuing Education	510 885-3605
Student Health and Counseling Services	510 885-3690
Enrollment Services	510 885-4059
Financial Aid CSUEB Get Help Form for Enrollment & Financial Aid Issues	510 885-2784
Student Housing & Residence Life	510 885-7444
Information Technology Solutions	510 885-HELP (4357)
Library	510 885-3765
MSW Department Chair	510 885-2155 (Email is best: sarah.taylor@csueastbay.edu)
MSW Program Hayward Practicum Office	510 885-2146
MSW Program Hayward Campus Office	510 885-4916 510 885-7580 Fax
Pioneers for HOPE	510-885-HOPE (4673)
University Police Department	510 885-3791
Student Center for Academic Achievement (SCAA)	510 885-3674
Enrollment Management & Student Affairs	510 885-3657
Student Conduct, Rights, and Responsibilities	510 885-3763
Testing Office	510 885-3661
Title IX (Discrimination gender, sexual orientation)	510 885-4918
Title IV-E Stipend Program Office	510 885-2079

Practicum Manual

Practicum Education Overview

Role of Practicum

The practicum sequence plays an integral role in the total MSW curriculum. The experience offers an opportunity for students to integrate and apply social work knowledge, practice and intervention skills in a community agency setting under the supervision of a qualified practicum instructor. A variety of agencies within the region serve as practicum placements, reflecting the diversity of social work employment. The selected agencies and practicum instructors play a major role in the personal and professional development of the student, providing a range of learning opportunities including direct practice situations, indirect or macro practice situations, orientation to the role of the professional social worker in agencies, and exposure to the dynamic and ever-changing service needs within the agency and the larger community.

Practicum prepares students for effective practice in diverse, multiracial and multicultural communities and provides new and challenging learning opportunities for the student. The program engages students in supervised direct service activities at micro, mezzo and macro levels; provides practice experiences in application of foundation theory and skills and produces a professionally reflective, self-evaluating, knowledgeable and developing social worker. Students are prepared for entry into a specialized area of practice, with the ability to utilize a range of intervention techniques in diverse practice settings, with a variety of cultural and ethnic populations.

Foundation (First) Year Overview

Practicum education begins at the start of the first year of the program which is considered the "Foundation" year. The foundation placement emphasizes the social workers' role in addressing social problems, using effective interviewing skills, understanding the role of self in the helping relationship, performing biopsychosocial assessments, developing intervention plans, evaluating one's practice, and understanding the systemic context of one's practice in relation to addressing social problems.

MSW students must demonstrate the ability to establish and maintain effective working relationships with individuals from diverse backgrounds and from populations at-risk. As generalist practitioners, students must demonstrate their knowledge and skills at three levels of practice: micro, mezzo, and macro.

The micro level focuses on the individual alone or as part of a family or small group. At the micro level, students are introduced to the biopsychosocial assessment and learn what type of information is relevant to social work practice and the interviewing techniques needed to obtain it. This involves learning to engage clients, establishing rapport and appropriate boundaries with them, coupled with clarification of social work roles. The mezzo level includes practice with families and small groups and involves activities such as facilitation, communication, mediation, negotiation and education. Students build on the knowledge acquired with individuals and learn to manage practice with a larger group of individuals or systems according to their needs. Macro level practice is directed toward facilitating changes in the larger society or in social institutions based on the knowledge that the students have acquired through their earlier practicum experiences. Examples of macro practice include advocacy, political action, community organization, and administration of broad-based social service organizations. Students completing this course will be able to apply the knowledge and skills obtained in the classroom and the practicum placement in the work setting.

Advanced Year Overview

In the advanced year of practicum, students' professional competence is facilitated through the development of the knowledge and skills needed for culturally competent urban social work practice and advocacy.

Students select from two specific areas of concentrations: Children, Youth, and Families or Community Mental Health. Advanced year practicum builds on the skills developed in the foundation year and moves students to more refined practice skills with an emphasis on increased autonomy and competence. This fosters a higher level of social work practice skills facilitated by learning opportunities affording students greater depth, breadth, and specificity across micro, mezzo, and macro practice areas and with more complex client systems.

The advanced year practicum promotes essential skills related to professional competence including self-responsibility, self-observation, self-correcting practice, and leadership skills. It is expected that the advanced learning agreement will describe activities focused on the development of professional competence, such as use of practice skills at the micro, mezzo and macro levels; maintaining self-awareness within a variety of practice situations; greater understanding of one's strengths and the process of one's own learning; and utilizing values and ethics of the profession. The specialized focus of the advanced year practicum, combined with the knowledge and skills obtained in the foundation year, provide students with an opportunity to obtain greater professional competence and independence in delivering a variety of services.

Learning Agreement

The Learning Agreement sets the guidelines by which the practicum instructor and student will work towards the seven core objectives of the practicum program and acquire the knowledge necessary to become competent social work practitioners. The learning agreement is a practicum assignment aligned with the areas of competency and demonstrative behaviors adopted from the Council on Social Work Education (CSWE), 2022 Educational Policy and Accreditation Standards (EPAS, 2022). It is based on the premise that each student has their own individual work experiences and educational background and that these in conjunction with the opportunities offered by the practicum instructor and agency will generate a set of goals and objectives which will enable the student to optimize their practicum placement experience. While it is the student's responsibility to complete the written document, the content should represent mutually agreed upon objectives between the Practicum Instructor and the student. Students and Practicum Instructors are responsible for signing the learning agreements on the dates specified in the Master Practicum Calendar. The learning agreement provides a structure for the placement experience and delineates expectations. Title IV-E students have an addendum to their learning agreement (Appendices C.1, C.2) that specifically addresses the EPAS' core competencies of the stipend program.

Each student has two practicum placements in two different agencies during the course of study. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can be utilized as a practicum placement site for only one of the two periods of practicum.

Foundation Year Practicum Placement

Students admitted to the MSW program complete an Application for Practicum Placement after accepting admission to the program. In this application, they are asked to select their top five choices in a variety of social service areas such as aging, corrections, child welfare, mental health, disabilities and so on. Students are required to complete an interview with a faculty member from the practicum department staff. The students' practicum application, resume, areas of interest, strengths and areas of growth are identified. The practicum faculty liaison will advise the student through the placement selection process with the goal of a placement that will match the students' needs and provide a challenging experience that will solidify their foundation year.

Practicum experiences build upon one another to create self-directed and competent practitioners. The foundation year of practicum emphasizes the development of foundation social work practice skills including relationship development, interviewing and beginning psychosocial assessment, diagnosis and intervention skills.

Advanced Year Practicum Placement

During the advanced year, the student is expected to develop increased insight and depth of understanding of agency and/or client systems and social work practice skills in relation to their chosen concentration area (CYF or CMH). During the spring semester of the foundation year, students attend the Practicum Placement Fair and have an opportunity to meet and interview with various agencies throughout the area. Students with extensive direct practice (10+ years) experience may petition to select a placement site that offers a more intensive macro experience where they will further their skills in administrative activities, including organizational development, program planning and program evaluation.

The practicum experience is tailored to the individual student's needs in an ongoing assessment process between the student, practicum instructor and liaison. During the first weeks of placement, the student and practicum instructor develop a learning agreement. This document outlines the student's learning goals and strategies to meet these goals and an evaluation plan to confirm goal accomplishment. The learning agreement includes activities and experiences relating to the CSWE Competencies.

Objectives of Practicum

Our practicum program is designed to support students in [meeting the nine CSWE Competencies described in the Student Handbook](#).

Description of Roles and Responsibilities

Participating community agencies, students and the University are engaged in a mutual partnership in the provision of practicum experiences. Within the framework of this partnership, each participant has specific responsibilities and obligations. The coordination of each participant and the adherence to responsibilities are crucial to the successful operation of the entire program.

Responsibilities of the University

1. Provide clear expectations and procedures for the implementation of the practicum program.
2. Provide an orientation to the University and the Department of Social Work's policies, procedures and philosophy.
3. Maintain ongoing, formal communication and linkages with community agencies participating as practicum sites.
4. Provide a faculty practicum liaison to each agency that will serve as the major link between the practicum instructor, student, and the Social Work department.
5. Provide orientation and training to practicum instructors around issues of practicum instruction, supervision, learning agreements and other relevant issues.
6. Provide ongoing support and assistance to the practicum instructors to enhance the provision of an educational-focused practicum experience.

Responsibilities of the Practicum Director

1. Assume overall responsibility for the development and administration of the practicum program including the direct supervision of practicum liaison faculty.

2. Review, evaluate, and approve agencies interested in participating with the Social Work department as a practicum agency.
3. Designate agencies in which students will be placed for practicum experiences at the graduate level.
4. Develop policies and procedures to guide the practicum sequence in an educationally sound manner and share with participating agencies these policies, procedures and guidelines.
5. Select and recommend students for placement in agencies based upon the educational needs and learning objectives of the students and the experiences the agency has to offer. Students will complete a confirmation interview with the prospective practicum instructor prior to finalization of the placement.
6. Conduct orientation and training sessions for all practicum instructors.
7. Provide relevant training materials to all practicum instructors, including selected articles and materials, course outlines, reading lists and bibliographies.
8. Assist faculty practicum liaisons and practicum instructors in resolving placement issues including the creation of remediation plans when necessary.
9. Approve initial practicum placements, changes in practicum placements and declassification of practicum placements.

Responsibilities of the Faculty Practicum Liaison

1. Serve as the direct link between students and the agency and practicum instructor. This person will make a minimum of two visits to the agency.
2. Provide ongoing consultation and collaboration to enhance the effectiveness of the practicum experience and its integration with classroom learning.
3. Review the individual learning agreement developed by each student.
4. Teach the Practicum Seminar (SW 695 A-D) with a group of assigned students, focusing on the goals, objectives and course content areas of the seminar.
5. Ensure that satisfactory progress in practicum is being made by the student and provide consultation or other assistance as necessary.
6. Complete a written evaluation of assigned placement settings at the end of the placement period, making recommendations as to continued use of the setting.
7. Attend regularly scheduled faculty practicum liaison and department meetings and be involved in development and review of the practicum curriculum.
8. In consultation with the practicum instructor, assign the course grade for practicum based upon the written practicum evaluation and student participation in the practicum seminar.
9. Arrange practicum placements for assigned students in consultation with the practicum director.

Responsibilities of the Agency

1. Accept and cooperate with the University and department of Social Works' policies and guidelines.
2. Accept an evidence commitment to the educational objectives inherent in the practicum curriculum.
3. Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively.
4. Designate qualified practicum instructors. Instructors must have an MSW and a minimum of two years post-master's experience.

5. Modify the schedules of any employee selected to be a practicum instructor to ensure that adequate time is available for teaching and student supervision activities, including meetings and/or training sessions at the University.
6. Provide any needed assistance to the practicum instructor in developing appropriate learning experiences within the agency.
7. Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students.
8. Inform the Social Work department of any change in administration at the agency that impacts the practicum program.

Responsibilities of the Agency in Risk Management

1. Respond immediately to a student's concern about safety; no safety issue can be seen as insignificant.
2. Inform students of safety and security programs/regulations of the agency.
3. Inform students of agency policies regarding risk management topics such as sexual harassment, discrimination, and universal precautions.
4. Prohibit students from working alone in the agency.
5. Inform students if an assigned client has a history of violence.
6. Discuss safety issues with students prior to home visits.
7. If a student is injured, ensure that they seek immediate medical attention and complete an Accident/Incident Report form and report the incident to the practicum director within 24 hours.
8. Ensure that students transport clients in agency vehicles only.
9. Inform the faculty practicum liaison of any risk management event.

Responsibilities of the Practicum Instructor

The Practicum Instructor is identified by the agency and has primary, direct and indirect responsibility for addressing the initial and ongoing educational needs of the students. They must possess an MSW and have at least two years post-master's experience. Any agency request to designate a practicum instructor that does not possess an MSW and have at least two years post-master's experience must be approved by the practicum director prior to the commencement of the student's internship. Practicum Instructors are to:

1. Provide an educationally-focused practicum experience in accordance with the policies and procedures of the Social Work department i.e., including utilization of learning agreements and supervision requirements in the Practicum Instructor Checklist.
2. Provide an agency orientation to the student at the beginning of the placement period. Together, check-off items on the Student Orientation Checklist.
3. Develop a learning agreement in conjunction with the student during the first four weeks of the placement period.
4. Evaluate students, utilizing progress reports/evaluations, for foundation and advanced students based on the timetable listed below:
 - a. Fall Semester 1st Progress Report- Due Finals Week
 - b. Spring Semester Final Progress Report- Due Finals Week
5. Meet with the faculty practicum liaison during the placement period to assess student progress and coordinate learning experiences.
6. Provide a minimum of one hour per week individual supervision for each student placed in the agency and be available for ongoing consultation and/or supervision as needed.

7. Be available in the agency during the practicum hours when the student is present or identify a designee.
8. Maintain communication with assigned faculty practicum liaison regarding student performance, potential difficulties or areas of concern, or changes in the agency that impact the practicum experience.
9. Utilize appropriate authorizations or formats for taping and recording of client activities: Client Authorization for Taping for Educational Purposes form, Educational-based Recording format.
10. Attend practicum instructor orientations and other practicum-related activities throughout the year.
11. Honor formal requests for ADA accommodations as required by federal law (see section on [Disability Accommodations](#)).

Responsibilities of the Task Supervisor

Some agencies assign other human service providers or administrators to be an intern's task supervisor. In these cases, interns still must meet with MSW practicum instructors at least one hour a week for full-time internship supervision, integration of classroom theory and learning with practice experience. It is imperative that the MSW and task supervisor coordinate and delineate all aspects and responsibilities of the students' practicum experience. Task supervision may be with specific time-limited tasks or on a daily basis—directing day-to-day activities, teaching and guiding them in their assignments and giving them feedback on their performance. Task supervisors are expected to:

1. Participate in planning the internship.
2. Review and adhere to guidelines set forth in the students' learning agreements.
3. Provide primary, direct supervision of the intern's daily activities which include:
 - a. Assigning cases and projects congruent with the student's educational goals
 - b. Orienting students to the agency and their assignments
 - c. Giving on-the-spot positive and constructive feedback to students regarding their performance
 - d. Focusing on the student's skill development
 - e. Keeping notes of supervisory contact
4. Consult with the MSW practicum instructor related to the intern's skill areas needing extra attention, in addition to any changes that may be necessary to the learning agreement.
5. Prepare or help in the preparation of the midyear and final evaluations of the student's performance, including feedback to the faculty practicum liaison.
6. Become familiar with the Practicum Manual.
7. Meet with the MSW practicum instructor and the faculty practicum liaison at least once during the student's internship to address progress being made and
8. Notify, in a timely manner, practicum instructors and faculty practicum liaisons when problems arise.

Responsibilities of the Student

1. Accept and abide by policies and guidelines established by the agency. This includes areas such as hours of operation, documentation requirements, participation in required agency meetings, agency policies on confidentiality and protection of agency, staff and client rights.

2. Accept and abide by policies and guidelines established by the Social Work department for the educational-based practicum experience.
3. Accept and abide by the [National Association of Social Work Code of Ethics](#) at all times.
4. Participate actively in the educational experience of practicum by developing the learning agreement in conjunction with the practicum instructor; preparing for and participating in weekly supervision conferences; participating in practicum seminar meetings, and participating in the evaluation conferences with the practicum instructor and faculty practicum liaison.
5. Function in a responsible manner consistent with social work standards, values and ethics in interactions with clients, colleagues and the community.
6. Provide for continuity of services and treatment during University holiday periods, keeping to the obligations and values inherent in professional social work practice. Students should discuss the scheduling of client visits and practicum days during University break periods with the practicum instructor to ensure continuity of care and appropriate services to clients.
7. Students shall conduct themselves in a professional manner. This includes adhering to: dress codes, documentation requirements, agency policy requirements and the willingness to assume the role of a student learner (see Fitness for the Profession Standards section below).
8. If a student suffers an accident or injury, they are to seek medical help, complete an accident/injury report form and notify the practicum instructor and practicum supervisor within 24 hours.
9. If a student has a disability requiring an accommodation, they should work with [Accessibility Services](#) to identify the type of accommodations needed to support their internship.

Evaluation of Fitness for the Profession Standards

(REVISED 6/2024)

The MSW degree is not awarded solely on the basis of credits earned, but requires evidence of competence, both in academic performance and in meeting the MSW Program standards of fitness for the profession. The Social Work program has adopted the following standards as a necessary (but not altogether inclusive) basis for assessing fitness for the profession.

As a professional education program, in addition to meeting all academic requirements for the degree, students must demonstrate fitness for the profession. If any student at any time is unable to meet the standards below with or without accommodations, the student will discuss with the Social Work Faculty their professional and educational goals, strengths, and any barriers to meeting the standards. Social Work faculty will work with the student to identify strategies and referrals that may support the student in meeting the standards, including [Accessibility Services](#), [Tutoring](#), [Basic Needs Supports](#), and other resources. The Social Work (MSW/BSW) program at California State University, East Bay actively promotes inclusion of social work students from underrepresented communities, including students with disabilities. We fully comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, associated California laws and regulations, and CSU policy in ensuring equal access to educational programs and services, including practicum experiences. We will support students

with disabilities in meeting the standards listed below with accommodations approved by CSUEB's Accessibility Services.

With or without accommodations, all students must demonstrate that they can:

1. Maintain professional rapport and relationships with clients, colleagues, and classmates.
2. Maintain professional ethics by adhering to the NASW Code of Ethics, including demonstrating integrity in relation to:
 - a. Ethical practice
 - b. Confidentiality
 - c. Respect
 - d. Honesty of communication
 - e. Document time accurately
 - f. Follow through on obligation and contracts
3. Communicate effectively, purposefully, and appropriately.
4. Differentiate between personal and professional attitudes, values and beliefs.
5. Evaluate, modify, and explain practice decisions.
6. Accept direction and assume responsibility for one's own learning.
7. Evaluate their own professional goals, strengths, and limitations.
8. Apply concepts, information and skills appropriately for use in effective problem-solving, intervention and other social work practices.
9. Take appropriate risks in order to learn and grow professionally.
10. Assess their own impact on others.
11. Demonstrate respect for diverse communities, beliefs, and practices.
12. Take responsibility for decisions.
13. Consider viewpoints different from one's own.

Whenever in the professional judgment of a Social Work (MSW/BSW) faculty member a student is not demonstrating one or more of these areas, this will be discussed with the student and a record kept of that discussion. If the student has not addressed the documented deficiencies within a reasonable amount of time that may vary based on the severity of the concerns (e.g. issues related to safety or any breach of confidentiality will be immediately escalated), the faculty member will notify the student's Academic Advisor. The Practicum Director will be notified also if the issue concerns performance at an internship. After reviewing the situation, any of the aforementioned faculty members may request the Student Performance Committee to review the case via the [Student Performance Memo](#). The findings and recommendations of the Student Performance Review Committee will then be submitted in writing to the Social Work Chair and Academic Advisor with a copy to the student. If the student believes that the faculty or committee acted in an arbitrary or capricious fashion they can submit a statement of concern to the Student Performance Committee.

I attest to having read the above information on the CSUEB Social Work Department's Fitness for the Profession Standards and am aware that I am held to comply with these standards for the profession throughout all of my interactions and activities in the program, including, but not

limited to practicum, in person and online classes, email and phone communications, co-curricular events, and meetings with faculty, staff, and fellow students. I am aware that an accommodation may be made available to me through Accessibility Services located on the CSUEB campus to help me reach or maintain these standards. I understand that if I am unable to meet these standards after being provided with feedback, support, and any approved accommodations, the department chair, upon review of the recommendation from the Student Performance Committee, will initiate declassification procedures in accordance with [CSUEB's policies and procedures for academic alert and disqualification](#). I understand I may be dismissed from the Social Work program, even if I am meeting the academic requirements for the program. The timeline for disciplinary actions up to and including declassification will vary based on the severity of the issues involved.

Student Name (Print): _____

Student Signature: _____

Date: _____

Practicum Basic Policies and Procedures

Eligibility for Enrollment in Practicum

1. Before a student can begin practicum, they must furnish proof of Student Professional Liability insurance. Students will be given instructions on how to purchase the insurance from the National Association of Social Workers (NASW).
2. Title IV-E students are required to submit to a background check administered by CSUEB's Department of Public Safety via a live scan before they can be placed in the practicum. Results will be forwarded to the department.
3. Some agencies may require certain proof of clearances prior to placement, e.g., medical clearance, TB clearance, proof of measles vaccination, proof of completion of certain training activities, criminal background check, etc. Students placed in agencies requiring these clearances are responsible for completing the necessary activities or forms and submitting them to the agency. Failure to submit the necessary clearances will result in the student not being placed in the agency and therefore ineligible for practicum. Some agencies may require random drug screening(s) at any time during the year. Students must be willing to participate in these additional screens/evaluations and give permission for the results to be provided to the University when requested. If a student fails these screens they may become terminated from their placement and will need to meet with the faculty practicum liaison and practicum director to review the student's ability to continue in practicum. Student performance and conduct will be based on the fitness for the profession criteria. Students not meeting criteria may be terminated from the program.

4. Foundation Year students complete a minimum requirement of 16 hours per week in practicum toward a program required minimum of 480 hours over both semesters. Advanced Year students complete a minimum requirement of 20 -24 hours per week in practicum totaling 300 hours per semester meeting the required program minimum of 600. Some agencies may require the student to be in practicum more hours but these extra hours cannot be counted toward the minimum required for the next semester. Hours cannot be accumulated and carried over. Students when accepting a placement at an agency, agree to the terms and conditions outlined by the agency including background checks and work schedules. Modified schedules will need to be approved by the practicum director.
5. Students must be enrolled in a practicum seminar class while in a practicum placement.
6. Students must have access to public or private transportation to and from their practicum site.
7. Title IV-E students must have use of a car and carry the required licenses and insurances. Students may not transport clients in their personal cars.
8. Students must possess sufficient emotional maturity to succeed in the practicum's learning environment and maintain a professional manner consistent with their level of professional education. Deficiencies in any of these areas may result in the delay of practicum placement or recommendation for disqualification from the MSW program. Once disqualified from practicum, the student is ineligible to continue in the program.

Sequencing in Practicum

1. Students must remain in their practicum placement for the entire practicum period and attend a practicum seminar each semester. Students cannot attend the practicum seminar if they are not actively placed at an approved practicum site. If a student discontinues practicum prior to the end of the practicum period, they will become ineligible to attend the practicum seminar and may be terminated from the program.
2. Students do not have an option of receiving a grade of NO CREDIT in lieu of practicum. Any student not actively participating in the practicum experience will be terminated from the MSW program. If a student withdraws from practicum without permission from the practicum director, they will be terminated from the program.
3. Students who withdraw from practicum in the middle of a practicum period must be certified by the practicum faculty that they are in good standing and were making satisfactory progress at the time of their approved withdrawal. All withdrawals must be done in writing. The special circumstances necessitating the discontinuance of practicum will be discussed with the practicum instructor, faculty practicum liaison and practicum director. If these special circumstances are judged as meeting the requirements for accommodation then appropriate arrangements can be made for the restart of practicum activities. The practicum director will determine the specifics and timing of the student's re-entering the practicum sequence.
4. Prior to the student's re-entry into the practicum sequence, a meeting will be held with the student and practicum director to re-establish readiness to enter practicum, review coursework and audit requirements, and make final arrangements for the practicum placement.

5. Any student who finds that they must defer their enrollment in practicum due to extenuating circumstances, e.g. illness, personal emergency, etc. must discuss this issue with the practicum director and receive written approval for this request. The course schedule of the student must also be adjusted to reflect the taking of appropriate concurrent courses when re-enrolled in practicum.
6. The ongoing completion of practicum hours will be monitored throughout the academic year. All students will keep track of their hours monthly on a Record of Practicum Hours form (Appendices D and D.1). Students may not “bank” hours and complete practicum prior to the end of the practicum period. Students that fail to meet the minimum hour requirement will not receive credit for the practicum seminar and must meet with the faculty practicum liaison to develop a plan to complete hours. Failure to develop a satisfactory plan may result in declassification from practicum.
7. Students are expected to adhere to the Practicum Calendar (posted on the [practicum information page](#)) for all practicum activities, including beginning and ending dates of practicum and identified academic recesses and break periods. University holidays are indicated on the practicum calendar: (Fall Recess, Winter Break (two-week winter break), Martin Luther King Day, Cesar Chavez Day, Spring Break, Independence Day, Memorial Day, Labor Day, and Veteran’s Day). Students are not required to be in practicum on University holidays unless a client emergency requires their participation.
8. Students may start their practicum placement before the start of the academic year if required and agreed upon when their placement was approved. Students are not allowed to work directly with clients until the start of the academic year.
9. Students are expected to maintain continuity of service to their clients during University break periods (winter break--two weeks, and spring break--one week). Students are instructed to discuss their cases with their practicum instructor to assure that client continuity and a professional level of social work service will be provided during any student absences over University break periods.
10. If a student misses hours/days in practicum due to illness or other special circumstances, the missed hours must be made up. A plan for making up missed hours must be completed and shared with the practicum instructor within one week of the missed days.
11. If a practicum day falls upon an agency-observed holiday that is not observed by the University, the student must make up the missed hours.
12. No practicum credit will be given for any student's work or undergraduate educational experience prior to admission to the MSW program.
13. Students sign the Application for Practicum Placement form that they will accept the practicum placement(s) assigned to them.
14. Some agencies may be able to offer practicum students extended experiences as paid staff following the practicum placement period. These situations are handled directly between the agency and student. The University has no involvement or responsibility for the student, and hours worked under these circumstances may not be counted for subsequent practicum hours. The student professional liability insurance coverage does not remain in effect in these situations.

15. Students are expected to remain in the same placement for the entire academic year period. If a situation develops where a change is necessary or advisable then the student, practicum instructor, faculty practicum liaison, and practicum director will be collaboratively involved in problem resolution.

Practice Requirements

Practicum Hours Requirements

All students complete 1,080 hours of practicum during the course of the MSW program. These hours must be completed in two different social services agencies. Advanced Standing students complete 600 hours as they enter the program as Advanced Year students and have completed at least 400 hours of practicum during their BSW.

Year	Hours/Week	Hours/Semester	Total
Foundation Year <i>First year students in the Traditional program or second year students in the Extended program</i>	16	240	480
Advanced Year <i>Second year students in the Traditional program, third year students in the Extended program, and Advanced Standing students</i>	20-24	300	600
Program Total = 1080			

Practicum hours are scheduled during normal agency hours of operation (8 AM-5 PM) Monday through Friday. Occasionally, there are approved agencies that operate during early evening hours. The appropriate supervision and master's level work must be available for an evening hour placement to be considered and approved.

The practicum agency will identify the hours of the week that are most appropriate for students to participate in learning experiences. Academic year placements normally take place on two or more days of the week on which on-campus classes are not scheduled.

On rare occasions, a practicum agency may arrange for practicum hours to be distributed over three or more days. This individualized arrangement will be mutually agreed upon by the practicum instructor and student and approved by the practicum director. In all cases, practicum hours must be scheduled a minimum of four hours at a time.

Attendance

The student is expected to comply with the days and hours assigned by the agency and the agency's personnel policies and practices as well as the CSUEB MSW Programs' approved hours and days. Practicum Instructors having a concern about attendance should notify the Faculty Practicum Liaison immediately utilizing the Early Concern Notification form.

Any necessary anticipated absences must be negotiated with the practicum instructor as early as possible. In the case of an unanticipated absence (illness or emergency), the student shall notify the practicum instructor immediately of the circumstances. Failure to notify the practicum instructor could result in discontinuance of the student in the practicum placement and a NO CREDIT grade. Scheduling of make-up hours should be completed as quickly as possible after the absence.

Case Assignments

Students need as broad a range of case assignments as possible related to ethnicity, race and culture, age, gender and sexual orientation. Following the foundation year guidelines students need micro, mezzo, and macro practice experiences with individuals, families, groups, organizations and communities. Advanced year students follow the guidelines established for the community mental health (recovery, anti-stigma model) and the children, youth, and family curriculum. All Practicum Instructors can access copies of the appropriate foundation and/or concentration year practicum syllabi on the [Practicum Information Page](#).

Days in Practicum Placement

Foundation year students in the Traditional program must be in practicum placement a minimum of 16 hours per week Tuesdays, Thursdays, or Fridays. Advanced year Traditional or Advanced Standing students must be in practicum placement a minimum of 20 hours per week on Wednesday, Thursday, and Friday. For all students, practicum days cannot be changed without the approval of the Faculty Practicum Liaison. Extended MSW students may be in practicum for 12-20 hours per week, depending on the practicum plan they have selected in consultation with their Practicum Advisor. All students must complete the minimum hour requirement of 1,080 hours required by CSWE.

Mandated Reporting

Students are expected to become familiar with the legal mandates and professional responsibility for reporting Child Abuse and Neglect, Elder Abuse and Neglect, and legal mandates when an individual may threaten harm to himself or to others. Meeting such legal mandates is a professional responsibility and failure to take action may result in questionable professional conduct that may affect the final grade in practicum.

Student Professional Liability Insurance Requirements

The Social Work department requires students to purchase student professional liability insurance coverage through the National Association of Social Workers (NASW) prior to starting practicum. Applications are available online through NASW, in the social work office and are available at orientations. Students may not be placed in practicum without proof of student professional liability insurance coverage.

Standard of Care Expected by Students

Social work students are not held to the standard of care of fully qualified professionals, but rather that of a reasonable student. However, they will be expected to be competent for their position and have greater skills than lay people. They will also be expected to know their own limits and when it is appropriate to refer the case to, or seek assistance from more qualified staff. Students are expected to:

1. Adhere to the NASW Code of Ethics, the Welfare and Institution Codes that regulate agency programs and practice, and to demonstrate Fitness for the Profession (see [Fitness for the Profession Standards](#) listed above).
2. Adhere to policies and requirements established by the MSW Program.
3. Recognize and practice strict confidentiality in using information gained during work in agency placement; to participate in agency or MSW Program committees or meetings that deal with personal and professional matters, i.e., as student representative in Admissions, Practicum Education, or Stipend Committees, agency staff meetings, case consultations or interagency collaborative work.
4. Adhere to procedural guidelines in the MSW Program and Agency: submitting documentation, presenting requests and information in written form following professional guidelines, being responsible for deadlines, and being respectful of organizational and hierarchical delegation of functional responsibilities.
5. Attend required orientation activities, practicum seminars, placement activities, conferences, and interviews. Lateness and absence require approval from the Faculty Practicum Liaison, who will provide a substitute assignment or necessary information.
6. Negotiate with the Practicum Instructor a Learning Agreement beginning the first semester of practicum experience.
7. Participate in the assessment processes of faculty practicum liaisons and practicum placement agencies as directed by the Practicum Director and Chair of the Social Work Department.

Safety

Students cannot be insulated from the risks in providing services to people, institutions, and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. During the practicum education orientation in the fall, students are made aware of basic safety measures. Such measures should be reinforced and expanded upon in the student practicum placements in order to ensure the safety of students. Practicum Instructors are asked to ensure that each student is provided information early in placement (first two weeks) on the basic safety and emergency procedures of the agency. These procedures should be carefully discussed with the student and reviewed periodically.

Practicum agencies should discuss:

1. Building and office security (including that the student may not be alone in the building).
2. Emergency procedures, including when and how to summon security or police assistance.
3. Staff responsibilities and procedures for management of violent, or potentially violent clients, including reviewing with the students what to do if a client becomes agitated in the interview, how to structure the office environment to maximize safety, use of panic buttons, etc.
4. Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided.
5. Procedures for reporting sexual harassment.
6. The Practicum Instructor and practicum placement agency should ensure that each student is provided with copies of the above policies and, as a part of the student orientation, should provide training on safety issues and procedures most relevant to the agency setting and clients served.
7. The student's Practicum Instructor should know where the student is during practicum hours and should discuss with her/him procedures for office check-in when the student is out in the community. The Practicum Instructor should anticipate with the student any activities that may require special planning with regard to the safety of both clients and students.
8. The Practicum Instructor should be sure that the student knows how to summon help if it is needed, both in the office and in the community. Professional backup must be available to students working out of the office as well as to those working in the office.
9. The Practicum Instructor should thoroughly prepare students for home visits, and particularly consider and/or emphasize the following:
 - a. Selection of clients and home environments that are not presumed to be dangerous to the student;
 - b. Provision of a safe means of transportation, whether by agency vehicle, the student's vehicle, or public transportation;
 - c. Discussion of neighborhood, including any potentially dangerous areas, times to be there, etc.;
 - d. Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
 - e. Clarification of the purpose of the home visit, and the development of a clear plan;
 - f. Discussion of what to do should the client or anyone else present a threat to the student; and
 - g. Provision of appropriate support and backup to the student. This might range from accompaniment by another worker or police officer to the availability of a telephone.

Strike Policy

The Social Work department's policy regarding student practicum placements and strikes/work actions is based on principles of educational integrity and focuses on how educational expectations, goals and objectives can be met and maintained. The interest of the student's educational experience rather than the merits of any given strike or work action is of primary consideration. It is the Social Work department's belief that a strike-bound agency is not able to provide a climate conducive to a sound educational experience.

In all cases, it is the responsibility of the Social Work department to meet with students who are confronted with a potential or actual strike situation in order to assist the student in developing a clear understanding of the relevant issues in regard to the strike and an understanding of the implications of the strike for the student's practicum education experience. Issues around responsibilities to clients during strike situations will also be discussed in practicum seminars or in special departmental meetings with students.

Travel and Travel Expenses

1. Students are expected to provide transportation access to and from their practicum placement site. Because of the wide geographic areas served by our practicum placement agencies, it is expected that students will have transportation available to them for practicum-related activities.
2. The University does not assume responsibility for student travel expenses.
3. The University does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of practicum activities.
4. Students may NOT transport clients in their personal vehicles. Agency vehicles must be used. Any transporting of patients must be signed off by the practicum director prior to transport.
5. Some agencies requiring major travel activities reimburse for mileage accumulated during the placement hours. No agencies will reimburse students for their travel to and from work, nor is this time counted as part of the internship hours.

Unprofessional Behavior

Failure to adhere to the NASW Code of Ethics and/or engagement in irresponsible behavior will be documented by the practicum instructor who will then advise the student of the nature of the breach. The faculty practicum liaison will be advised of the breach and a meeting of the student, practicum instructor and faculty practicum liaison may be arranged to determine the disposition of the case.

Practicum Seminar

The practicum seminar provides a forum for the integration of classroom and practicum learning, including the integration of social work values and ethics. The seminar provides an opportunity for students to examine and understand their professional roles, assists them in understanding the dynamics of personal change, and helps them in the examination and integration of personal and professional values.

Attendance, Participation, and Performance in Seminar

Students meet weekly in their practicum seminar. Attendance and participation are mandatory. Attendance requirements for all courses are outlined in the course syllabi.

Evaluation of Student Performance in Practicum

Evaluating Practicum

Written evaluations for evaluating practicum are completed by the practicum instructor, using the University's CREDIT/NO CREDIT grading system. All students will complete two evaluations per year. Depending on which practicum placement option chosen, students receive a minimum of two evaluations each year. The Fall Progress report must be submitted at the end of the fall semester and the Final progress report at the end of the spring semester. Deadlines for each evaluation/progress report are listed on the Master Practicum Calendar. It is necessary that the practicum instructor observe these dates to ensure that the student is not penalized with an INCOMPLETE for practicum.

The student participates in the evaluation process, setting goals and noting areas in need of improvement. Practicum performance expectations are organized to align with the Council on Social Work Education competencies and behavioral dimensions detailed in the Educational Policy and Accreditation Standards.

- Demonstrate Ethical and Professional Behavior
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Engage in Practice-Informed Research and Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each competency area has a set of expected demonstrable behaviors outlined in the learning agreement used to structure the practicum experience and to evaluate the student's performance. The students must demonstrate adequate performance assessed over 4 behavioral dimensions to include: Knowledge, Values, Skills and Cognitive & Affective Strategies, in order to receive a satisfactory rating from the practicum instructor.

The evaluation of student performance and development in the practicum is a continuous process and involves mutual participation and contributions by the student, the practicum instructor and the faculty practicum liaison. It is the primary responsibility of the practicum instructor to determine to what degree the student has met the criteria established for performance in practicum, based in part on the learning agreement. The practicum instructor rates the student's practicum as satisfactory or unsatisfactory. Final responsibility for the recording of a CREDIT vs. NO CREDIT grade lies with the faculty practicum liaison. As stated earlier, a NO CREDIT grade in practicum results in a referral to the Student Performance Committee.

Faculty practicum liaisons visit the student's practicum site twice a year, although more frequent visits may at times be warranted. In addition to regular visits to practicum agencies, faculty practicum liaisons, practicum instructors and students use specific evaluation techniques and instruments to monitor student learning and practicum instruction effectiveness. The process of evaluating student performance in the practicum is a continuing one that is pursued consciously and actively throughout the program. The school's position is, as in other courses, that the student must take responsibility for learning, progress and self-assessment. The student's self-appraisal is consistent with a philosophy that encourages self-determination, self-awareness, and motivation to work towards achieving the highest level of development possible for the individual. Therefore, each student is required by the practicum instructor to actively engage in the evaluation process. Ongoing evaluation occurs via individual conferences between the student and practicum instructor.

The formal evaluations are shared orally and in writing with the student and school. While the content of each evaluation is distinct, each assists the practicum instructor and student in identifying learning needs and assessing progress toward the overall objectives. All evaluations are expected to be mutual undertakings in which both parties participate; however, the practicum instructor is ultimately responsible for the evaluation of the student's performance. The evaluation process is an integral part of the teaching-learning experience and helps to determine the extent of the student's progress in relation to the student's educational expectations and plans. The practicum instructor and the student discuss the evaluation in a specially scheduled evaluation conference.

The practicum instructor is responsible for clarifying the purpose and the structure of the evaluation in advance. Both parties individually prepare for the conference by reviewing their teaching-learning experiences to date, the learning agreement, the evaluation instrument, educational-recordings, conferences, notes and any other relevant materials.

Practicum instructors, students and faculty practicum liaisons must sign the written evaluations. Students and practicum instructors are encouraged to keep a copy of the evaluation for their records. The original copy is submitted to the faculty practicum liaison and filed in the student's practicum portfolio.

Expectations for student performance are based upon the continuity and sequence of the two years of practicum. Therefore, the evaluation process is progressive in nature, with each year building on the experiences of the preceding year. The rate of this progression will vary depending upon the particular individual, but each student should achieve the minimum expectations for each semester and should show sustained growth throughout the year.

Evaluations are considered part of the planning process. Initially, the student works with the practicum instructor to plan learning activities. This plan is formalized in the learning agreement. The learning agreement is a flexible document that can be modified throughout the year by the practicum instructor and the student. Major changes should be cleared with the faculty practicum liaison. The learning agreement provides a structure for the placement experience, and it is the means through which expectations are delineated. It is the focus of both the student's and the practicum instructor's attention during the first weeks of placement. It is the student's responsibility to complete the written document, while the content should represent mutually agreed upon objectives. Students are responsible for submitting the learning agreement on the dates specified in the Master Practicum Calendar.

Like the evaluations, the learning agreements are to be signed by the student, the practicum instructor and the faculty practicum liaison. Students assigned to the Title IV-E program use learning agreements and receive evaluations specifically designed to prepare them for work in public child welfare settings.

A student may not advance to the advanced year of practicum instruction until they have successfully completed the first year of practicum instruction. Successful completion of both years of practicum instruction is required for the MSW degree.

Grading Policies for Practicum

1. The CREDIT/NO CREDIT system of grading applies to practicum and the practicum seminar. A student must be enrolled in a practicum seminar class in order to receive a grade of CREDIT or NO CREDIT.
2. A passing score for practicum will be based on at least an 85% score of all work submitted per semester. This includes a satisfactory score from the agency practicum instructor. All paperwork must be submitted on time. Students who do not submit all practicum paperwork and assignments are subject to earning a NO CREDIT/NC or INCOMPLETE/INC for the course based upon circumstances.
3. Students who receive a NO CREDIT will not be permitted to register for the next practicum course and will be subject to review by the Student Performance Committee.
4. Students who receive an INCOMPLETE may not be permitted to register for the next practicum course until the previous INCOMPLETE is changed to a CREDIT. If a grade of INCOMPLETE is given in a practicum course, the remaining course requirements identified by the instructor and student must be completed within the time allotted by university policy or the timeframe documented in the grading system. The completion date for course requirements will be indicated on the INCOMPLETE grade form prepared by the instructor and approved by the practicum director.
5. If a student receives a grade of INCOMPLETE in practicum, the hours completed during the semester in which the INCOMPLETE grade was given will count toward the total completed practicum hours upon meeting all course requirements and a change in an INCOMPLETE grade to a grade of CREDIT.
6. An INCOMPLETE grade may be given to allow a student who shows potential and needs additional time to demonstrate a full grasp of the required skill level. In order to receive credit, the student must demonstrate the appropriate level of skill. This may require the completion of additional hours beyond the standard hour practicum period and may involve a new agency setting and practicum instructor as well as a new faculty practicum liaison assignment. In this case, the new faculty practicum liaison and practicum instructor will be informed about the circumstances of the agency reassignment as well as the performance areas needing attention.
7. A grade of NO CREDIT in practicum means that a student will not be allowed to continue in the program, as successful completion of practicum is a requirement for continuation in the MSW program.

Disability Accommodations

Accessibility Services

Students with disabilities may receive accommodations by registering with Accessibility Services. Students with temporary or permanent documented disabilities are provided classroom accommodations, standardized test accommodations and other assistance. Please [visit this website](#) to learn about and apply for accommodations.

Disability Considerations for all Internships

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act are designed to encourage the full participation of persons with disabilities in society, including higher education. Both require many entities—including internship programs—to provide certain accommodations to persons with disabilities so that they may enjoy the same benefits, experiences, and opportunities as those without disabilities.

These statutes prohibit discrimination against a disabled but “otherwise qualified” person applying to internship programs. It is important to recognize that internship programs must judge applicants on the basis of their ability to complete the training program rather than on their status as disabled persons. In other words, applicants with disabilities must be able to perform the “essential functions” or meet the “essential eligibility requirements” of the program once they have been provided with any needed accommodation or modification. Each internship site must determine the “essential functions” or “essential eligibility requirements” of its own training program. Pre-admission inquiries as to whether a person is disabled are not permitted, but an internship program may seek as much information as is needed to make a determination that an individual can perform the “essential functions” or meet its “essential eligibility requirements.” An internship site suggests some overlap regarding coverage under the ADA and Section 504 of the Rehabilitation Act. The University has the ultimate responsibility for the student’s academic progress, but the internship site generally assumes the duty for supporting the provision of all necessary accommodations, and monitors the environment to ensure that no discrimination occurs against internship trainees with disabilities.

Site Selection

The selection of an internship site is a key factor in providing an optimal environment for academic and professional development. It is important to choose an internship site that maximizes the strengths of each person with a disability and one that can accommodate individual learning and working styles. Students must identify the most critical factor(s) in determining an optimal placement. For example, one student with a traumatic brain injury selected a small internship setting that had a basic daily routine.

Requests for Disability Accommodations

Prior to acceptance by an internship site, applicants with disabilities are not required to declare, nor may institutions inquire about the presence of a disability. The applicant is not required to inform the Practicum Director, faculty practicum liaisons, or practicum instructors about their disability at any time before, during, or after the application process. Should the applicant need an accommodation during an interview (a sign language interpreter, for example) they should make this accommodation request well in advance of the meeting.

If a student knows that they will require accommodations at the internship site, it is best that the student submit a request as early as possible to the appropriate person early in the process. Internship programs must make reasonable accommodations or adjustments for qualified individuals with known disabilities. An institution is not liable for failing to make accommodations or adjustments for a student's disability if the individual does not disclose the disability and request assistance. It is imperative that, at this stage of the educational process, students become effective self-advocates, responsible for planning all aspects of their education, and ensuring that the proper administrators and staff know of any special needs.

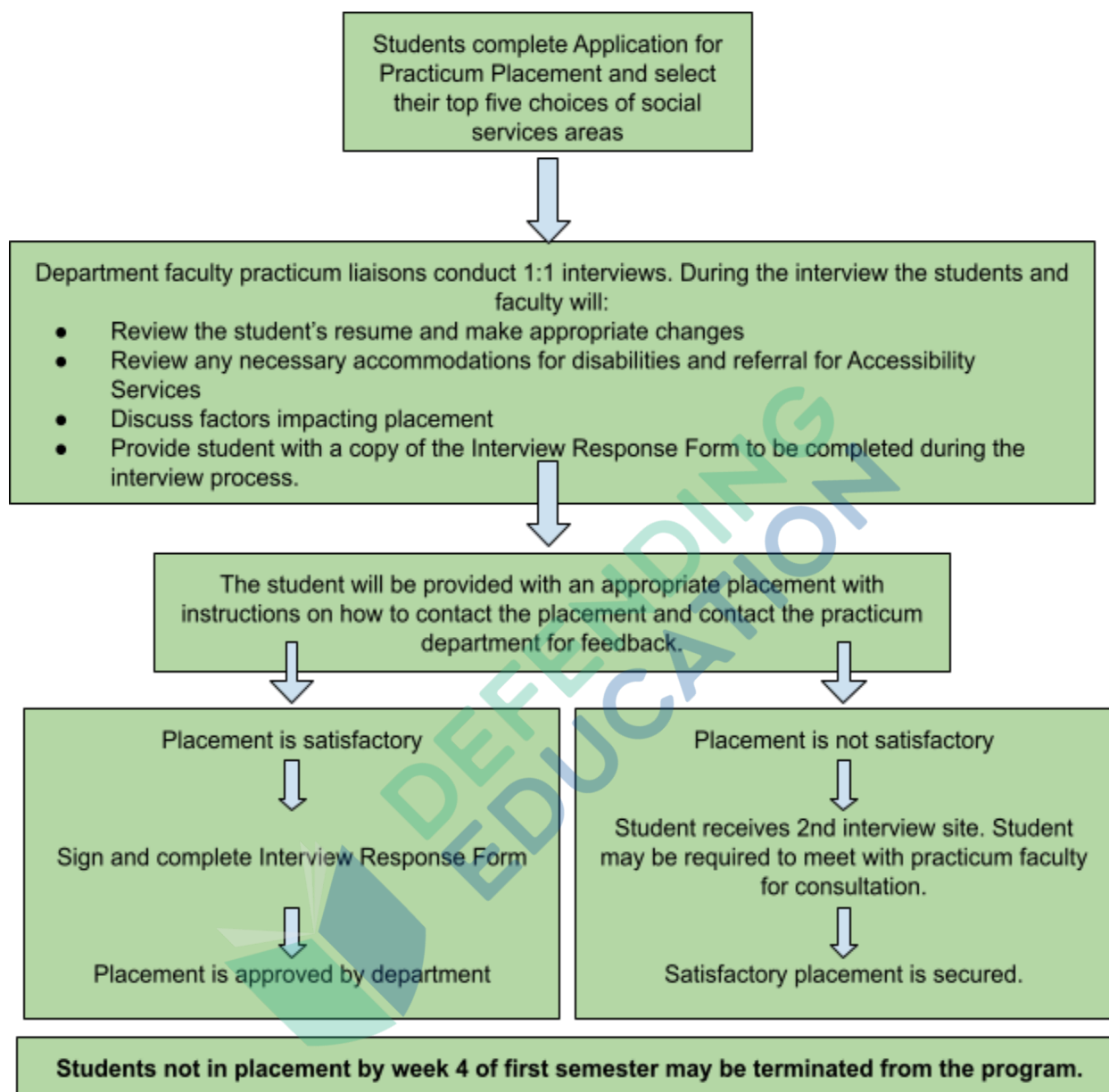
The process of providing reasonable accommodations should proceed in an individualized, rational and systematic fashion. If a qualified intern with a disability identifies the need for an accommodation, the training site should make a fair attempt to provide an accommodation that will give the individual an opportunity to be equally effective in performing the position's essential functions and to enjoy benefits and privileges equal to those enjoyed by other individuals.

Practicum Placement Procedures

Students Entering Foundation (First) Year Practicum

1. When accepting the offer of admission, students complete an Application for Practicum Placement form in which they are asked to select their top five choices in a variety of social service areas, such as aging, corrections, child welfare, mental health, disabilities, and so on.
2. The departments' Faculty Practicum Liaisons meet with all students individually to review their application and identify their interests and areas of growth and development needed. Faculty Practicum Liaisons choose a practicum placement site they feel is a good match based on the student's area of interest and experience.
3. Students are given the name and contact person of (3) agencies and are instructed to arrange and complete all of the placement interviews.
4. The interviewer completes a Student/Agency Interview form once an offer for placement has been made by the agency and accepted by the student. The student is responsible for seeing that this form is returned to their faculty practicum liaison. Feedback is elicited from both the student and the prospective practicum instructor with each indicating acceptable and non-acceptable matches.
5. If the placement is agreeable with the student and agency, the confirmation box is checked and the information completed on the Student/Agency Interview form. One copy is returned to the practicum department and one copy is retained by the Agency.
6. Students are required to notify the practicum department of the interview results and have the confirmation paperwork returned to the Social Work Department.

Foundation (1st) Year Flowchart

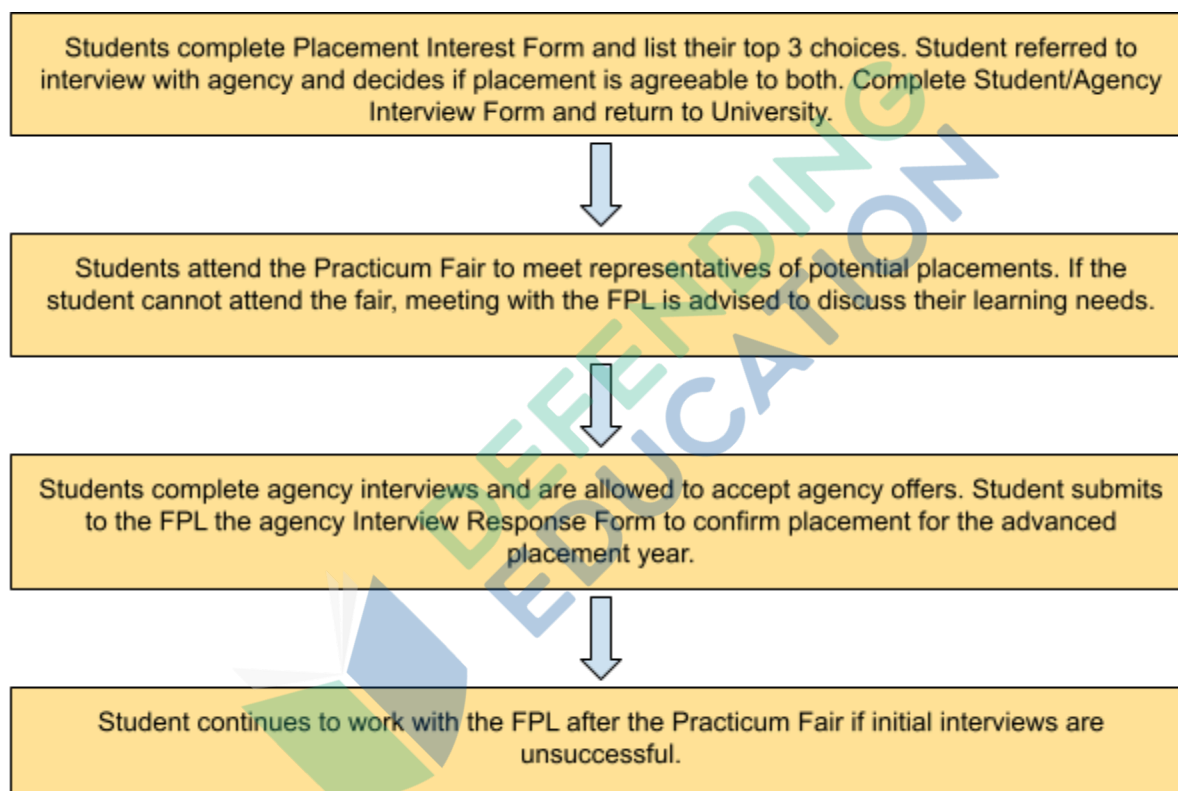


Students Entering Advanced (Second) Year Practicum

- Students are encouraged to attend the Social Work department's Practicum Fair to meet agency representatives of potential placements. If a student is unable to attend the practicum fair, a meeting with the faculty practicum liaison is encouraged.
- Students complete a 2nd Year Placement Interest form and list their (3) top agency placement choices. If contact was made with an agency at the Practicum Fair, students may contact the agency directly. All other referrals for interviews must go through their faculty practicum liaison.

- Students are given the name and contact person of (3) agencies and are instructed to arrange and complete all of the placement interviews. The interviewer completes a Student/Agency Interview form. The student is responsible for seeing that this form is returned to their faculty practicum liaison. Feedback is elicited from both the student and the prospective practicum instructor with each indicating acceptable and non-acceptable matches.
- Final selection of their placement is made by the practicum director or practicum director's designee and the student is informed of the placement assignment. Students are required to notify practicum instructors with whom they interviewed to inform them that they have been placed in another agency.

Advanced Year Flowchart



Students complete Placement Interest form and list their top 3 choices. Student referred to an interview with the agency and decides if placement is agreeable to both. Complete Student/Agency Interview form and return to University. The Practicum Director makes the final determination of placement.

Students At-Risk for Failure of Practicum Courses

The evaluation of a student whose performance and aptitude have been judged unsatisfactory should be, insofar as possible, the result of a mutual evaluation by the student, practicum instructor and faculty practicum liaison. It should occur early to avoid unnecessary delay in the student's schedule for completion of the student's studies.

Practicum instructors are required to use the Early Concern Notification Form to alert faculty practicum liaisons and document early identification of students who may need additional support or who are at risk of obtaining an unsatisfactory rating.

It must be recognized that some students will demonstrate problems in the practicum that simply could not have been detected in the classroom, or at least were not sufficiently problematic to warrant the student's discontinuance from the program. The practicum instructor and/or the student may initiate a review.

Whenever there is a question about a student's progress, for whatever reason, the practicum instructor should:

1. Document the lack of progress
2. Immediately share the concerns with the student; and
3. Contact the designated faculty practicum liaison and/or the practicum director for consultation as soon as possible.

Whenever there is a question about a student's progress for whatever reason, the student should:

1. Ask for clarification in writing
2. Share any concerns regarding the quality and quantity of supervision with the practicum instructor and be explicit about learning needs; and
3. Contact the designated faculty practicum liaison and/or the practicum director for consultation as soon as possible.

The Review Process

Any behaviors that may cause the practicum instructor or student to question their achievement of professional development should result in a review of the situation in its total context. The student demonstrating a practicum performance problem must be viewed as the educational responsibility of all concerned parties.

1. The practicum instructor has the primary responsibility for documenting and evaluating achievement, or lack thereof, of the course objectives. However, review of the situation by the practicum instructor, faculty practicum liaison and student occurs at the request of either the practicum instructor or the student when a problematic situation arises.
2. The outcome of the review will ordinarily be a written educational plan as outlined in the learning agreement with specific requirements for what the student needs to do in order to continue in the practicum placement and successfully complete the practicum instruction course. More specifically, the outcomes of this review may be:

- a. The student remains in the practicum placement with clearly specified goals, tasks and measurable objectives agreed upon by all parties. This may require additional evaluation in the form of progress reports or additional site visits to review the student's performance. The student will be required to complete additional hours in order to demonstrate sufficient mastery over the assigned tasks.
 - b. The student leaves the practicum placement, but an alternative practicum placement is arranged whereby the student continues in the practicum instruction course with a possible extension of the required time (only allowable if it is determined that there is a poor fit and that the student has met or exceeded the standard for MSW students at their level in the CSUEB program).
 - c. The student is asked to withdraw from the practicum instruction course with the recommendation of withdrawal from the MSW program.
3. The student who is identified as at-risk for failure must be notified of this in writing either on the Progress Report or by letter at any time.
 4. The practicum instructor may initiate declassification of the placement when a student's performance is unsatisfactory according to the objectives of the practicum instruction course as specified in the student evaluation form and/or where a student fails to meet the primary service obligations of the agency.
 5. The practicum director must be notified when a student is identified as at-risk when failure or removal from placement is being considered.
 6. The practicum director is available to all parties for consultation and may request a formal review of the situation.

Practicum Declassification

Declassification from practicum means that the student may be dropped from the program. A student who has received a grade of NO CREDIT may reapply to the MSW program after one year and will be expected to demonstrate progress in those issue areas that were factors in the assignment of the NO CREDIT grade.

Students have the option of appealing their grade according to the policies and procedures outlined in [University policy](#). If students have other personal issues that are impacting their ability to successfully meet the requirements of the MSW program that become evident in the early weeks of the practicum placement, they may request an educational leave from the program in writing, which would include a withdrawal from all classes in which they are enrolled at the time.

A student may be declassified from practicum in any situation where there is:

- Imminent danger of harm to clients, other students or other professionals in the agency, i.e. practicum placement; student is engaging in practice activities that could result in harm to the client, other students and/or other professionals;
- A violation of the NASW Code of Ethics, i.e. areas outlined in the NASW Code including the social worker's conduct and comportment as a social worker; the social worker's ethical responsibility to clients, colleagues, the agency setting, the social work profession and society;
- Disregard or violation of agency's policies and/or procedures;

- A breach of confidentiality, i.e. violation of patient privacy, patient rights, client confidentiality policies and violation of confidentiality policies regarding agency information or agency staff/personnel;
- Unexplained absences, i.e. failure to notify practicum instructor in the case of absence or extended absence with no notification or prior approval by practicum instructor and/or faculty practicum liaison; or
- Other significant professional issues or ethical concerns, i.e. dual relationships with clients, lying, or false representation. The student will be removed from the practicum placement immediately. At this point the student will be referred to the Student Performance Committee. During this meeting, the practicum director, faculty practicum liaison, the student's graduate advisor, the student, and the practicum instructor or supporting documentation by the practicum instructor will be reviewed. Recommendations for subsequent actions will be made to the department chair for possible outcomes that can include referral to the Student Performance Committee and possible dismissal from the program.

There are occasions where issues about student performance in the practicum agency arise which necessitate immediate intervention, thereby eliminating some of the identified procedures for handling these issues. A practicum instructor may request that a student not continue in the agency before the entire procedure for handling a performance issue has been implemented. In these instances, the faculty practicum liaison and practicum director will make a determination of the appropriate action steps to resolve the situation.

Procedures for Implementing Declassification from the MSW Program

The procedure for implementing the declassification process for academic and/or nonacademic reasons includes advising the student in writing of their status, a decision made by the Student Performance Committee of the Master of Social Work program, and an opportunity for the student to appeal. Specific steps in the declassification procedure include:

1. Any member of the faculty, the practicum instructor, the practicum director, or a fellow student may initiate review by communicating their concerns to the chair of the MSW program.
2. The chair will review the concern and notify the student.
3. The student's faculty advisor will then confer with the student to inform the student of concerns regarding performance; obtain the student's perspective; clarify any information, and determine if the student might wish to withdraw from the program. A student must submit a written request to withdraw if they choose to do so.
4. The faculty advisor prepares a written report that is presented to the student and the chair of the MSW program.
5. The MSW chair, with faculty consultation, refers the matter to the chair of the Student Performance Committee. The chair of the Student Performance Committee talks to any persons with relevant information including, but not limited to, the student, the student's academic advisor, faculty members, practicum instructor, practicum director or other students, bringing the matter to the attention of the program.
6. The Student Performance Committee then makes a decision regarding declassification or remedial action.
7. The Social Work Department Chair implements the committee's decision by contacting the Director of Graduate Studies and the University Student Conduct Administrator, who make the final determination.

Academic and Non-Academic Reasons for Declassification

The MSW Program is structured in a manner to provide support for students so that declassification is unlikely to occur. However, when prevention efforts have not been successful, students may be declassified from the program. Reasons for which a student may be declassified from the MSW Program are:

- Having a grade point average that is less than 3.0 for more than one semester;
- Receiving a failure or NO CREDIT in the practicum;
- Exhibiting behavior in class or practicum that is assessed by the faculty to indicate an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory social work practice;
- Behaving unethically in a situation where the student knew or should have known that the behavior was unethical;
- Exhibiting some difficulty in accepting supervision in practicum, thereby undermining the student's learning and also placing clients' well-being in jeopardy;
- Exhibiting unresolved emotional problems that make it difficult for the student to develop and maintain effective working relationships with clients;
- Exhibiting limited capability to develop a viable helping relationship with clients due to extreme shyness, inappropriate prejudices or negative predispositions towards clients; behavioral disorders that disrupt the ability to connect with clients in a managed way; and
- Demonstrated lack of motivation to complete the requirements for practicum and/or the program.

Grievance Procedures

Procedures for addressing serious problems in practicum performance have been developed and made available to all practicum instructors and students. These procedures deal with those problems that are more severe than would be expected in the usual course of practicum learning. The intent of these procedures is to:

1. Maintain standards in performance;
2. Provide students with clear, detailed feedback regarding identified problems and performance expectations; and
3. Provide students with due process.

The procedures consist of four levels of problem resolution. The first level usually involves only the student and practicum instructor; the second involves the student's practicum instructor and faculty practicum liaison; the third involves the practicum director; and the fourth the Student Performance Committee of the MSW program. These steps are sequential. The first level utilizes informal and/or formal discussion between the student and the practicum instructor, identifying problems and outlining ways to address and remediate them. The second level utilizes time-limited contracts, which define the issues, the measures to be taken, and outlines the possible consequences. The third level involves the practicum director when further mediation and options are necessary. The fourth involves the Student Performance Committee when the first three levels are not sufficient in resolving the problem. The recommendations of the committee are forwarded to the director of the Program who makes the final decision.

Procedures to Follow in Addressing Significant Problems in Practicum Instruction

The MSW Program is committed to helping the student learn and achieve. To this end it is believed that potential obstacles to the development of professional practice should be identified as early as possible in order to best assist the student in overcoming them. Obstacles may include: severe learning blocks, failure to carry out assigned tasks and responsibilities, inappropriate behavior in the agency, serious failure to meet client needs, and failure to demonstrate practice skills expected at various levels of progress in the practicum education course. This is not an exhaustive list, but broad categories of significant problems. When there are any obstacles identified by the practicum instructor, the practicum instructor should promptly communicate them to the student.

It is assumed that the procedures outlined below will only be initiated when there are serious and significant problems that have not been amenable to a mutually satisfactory resolution through informal and formal instruction and discussion between the student and the practicum instructor.

Level I - Student and Practicum Instructor Conference

1. Obstacles to student's learning and adequate performance are identified by the practicum instructor and/or the student and verbally discussed.
2. Problem areas and remedial steps to be taken by the student and the practicum instructor are agreed to, outlined, and written down in memorandum form (one copy for the student, one copy for the practicum instructor) by the practicum instructor. A time frame for resolution and completion is established in writing.
3. Student and the practicum instructor may consult with the faculty practicum liaison; either party has the right to invite the faculty practicum liaison to participate in this process.

Possible Outcomes of Level I:

1. Agreement is reached, and the problems are addressed and resolved.
2. Agreement is reached, and the problems are not resolved, but sufficient progress is made towards resolution to warrant an extension of the time frame for resolution.
3. Agreement is reached, and the problems are not resolved: proceed to Level II; or
4. Agreement is not reached: proceed to Level II.

Level II - Student, Practicum Instructor and Faculty Practicum Liaison Conference

1. Both the student and/or the practicum instructor communicate the problem to the faculty practicum liaison.

2. The agency and/or practicum instructor should complete and submit an Early Concern Notification Form outlining their concerns to the faculty practicum liaison. A copy of the Early Concern Notification form or a report of academic concern is given to the student by the faculty practicum liaison, the practicum instructor, or both (a copy also goes to the practicum director and MSW program coordinator).
3. The faculty practicum liaison, as they deem necessary, reads and reviews the student's process recordings, which include the practicum instructor's feedback, and reviews other available evidence of the student's work, agency recordings, and feedback from preceptors.
4. A three-way conference is held among the student, practicum instructor and faculty practicum liaison to review identified problems, efforts at remediation, and obstacles to resolution.
5. Following the conference, a formal interim contract is written by the practicum instructor, student, and faculty practicum liaison which clearly:
 - a. Identifies the problems areas
 - b. Spells out steps to remediation for both the student and the practicum instructor
 - c. Outlines a process for evaluation, including meetings with faculty practicum liaison, and special recordings
 - d. Specifies a time frame (usually 2-3 weeks) for remediation; and
 - e. Outlines possible outcomes.
6. Signed copies of the contract are given to the faculty practicum liaison, student, and practicum instructor. Signatures signify agreement by all three parties to the content and conditions contained in this contract. A signed copy of the contract is sent to the practicum director.
7. A second three-way conference is held between student, practicum instructor and faculty practicum liaison with an evaluation of the student's progress during the two/three-week period outlined in the interim contract.

Possible Outcomes of Level II:

1. Agreement is reached on conditions of the interim contract. Student and practicum instructor follow through with remediation plan resulting in satisfactory completion of the contract within the specific time frame.
2. Agreement is reached on content of the contract. Student follows through with remediation plan, but does not satisfactorily complete terms of the contract. However, student does demonstrate sufficient progress towards resolution to warrant an extension of the time frame for the contract. Extensions are made as addenda to the contract, again specifying problems and performance requirements within a designated time frame for completion of the contract, which can be no later than the beginning of the next semester.
3. Agreement is reached on content of contract. The student follows through with remediation plan, but does not satisfactorily meet the conditions of the contract within the specified time frame. Student is terminated from practicum placement with a NO CREDIT (NC) grade for the practicum course. At this point the student may elect to proceed to Level III.

4. Agreement is not reached on the content of the contract. Depending on the time this occurs in the semester, and on the judgment of the faculty practicum liaison, the student is either: a) reassigned to another practicum agency to complete the practicum course, which may include being given a grade of INCOMPLETE (INC) in practicum; or b) given a grade of NO CREDIT (NC) and terminated from practicum placement. At this point the student may elect to consult the practicum director at Level III.

Level III - Student, Practicum Instructor, Faculty Practicum Liaison, Practicum Director Conference

1. Parties involved notify the practicum director that there is a problem.
2. A copy of the Early Concern Notification form or a report of academic concern is given to practicum director.
3. The practicum director will meet and evaluate the situation with the parties involved and provide options and decisions on a case-by-case basis guided by the School, University, and professional standards.

Level IV - Appeals to the Student Performance Committee

Students have the right to appeal grades or declassification decisions that they believe have been awarded unfairly, arbitrarily, or capriciously. The MSW Program has an obligation to provide procedures for accepting such appeals and for making decisions on them. The initiation in good faith of an appeal should cast no reflection on the standing of either the student or faculty involved. Please refer to the MSW Student Handbook for grade and non-grade related appeal procedures.

Emergency Situations

In some instances where the practicum instructor feels that the student's handling of a specific situation poses immediate physical, emotional or psychological danger to client, coworkers, self or others, the prior procedures are waived, and the student is removed from the practicum agency immediately. It is always the right of the agency to terminate a student's placement. It is expected that such a decision will be implemented ONLY in extreme cases after consultation with the faculty practicum liaison and the practicum director. After a thorough investigation of the situation and of the student's performance by the practicum director, the student may be reassigned to another practicum placement or be given a grade of NO CREDIT (NC) for practicum. The NASW Code of Ethics will be adhered to at all times. The student may file an appeal with the Academic and Professional Standards Committee. This appeal must be filed within four (4) weeks of the award of the grade.

Problems Identified by the Student in the Placement

The foregoing procedures focus on marginal student performance. Sometimes problems arise which may not be related to student performance, but to circumstances in the agency or issues relating to the practicum instructor. These problems need to be addressed and resolved as quickly as possible. In these situations, the student has the following responsibilities:

Procedures to Assess the Learning Environment

1. The faculty practicum liaison must be informed immediately if an issue develops that potentially affects a student's continued placement.
2. A faculty practicum liaison/student/practicum instructor conference must be held to resolve the Issue.
3. If the issue is not resolved, a student must submit a written request to the faculty practicum liaison stating the reason for the request and the steps taken to attempt to resolve the Issue.
4. The faculty practicum liaison forwards the request to the practicum director with a recommendation; and
5. After review by, and consultation with the faculty practicum liaison, the practicum director approves or denies the request for termination. The practicum director will communicate the decision to the faculty practicum liaison, the student and the agency and:
6. Develop a new placement for student if request is approved; or
7. Follow through on problem resolution with liaison, student, and practicum instructor if the request is denied.

Change in Placement or Re-Placement

Occasionally a practicum placement assignment may not be appropriate due to differences in learning styles or expectations, or to personal conflicts or other unanticipated circumstances that interfere with effective learning. One such circumstance may include an unexpected lack of availability of a qualified practicum instructor due to illness, parental leave, or job changes. In these situations, the expectation is that the agency will identify a new fully qualified practicum instructor. In rare circumstances, department faculty may volunteer for the role of assigned practicum instructor temporarily to help ensure continuity of placement until a qualified agency-based instructor can be identified.

In other situations where the placement is no longer effective or appropriate, the faculty practicum liaison then serves as a mediator, attempting to resolve these differences and to work out an educational plan that meets mutual needs. However, if the issues cannot be reconciled, the liaison may, with or without the concurrence of the practicum instructor and/or the student, recommend a change in placement.

In such a situation, the faculty practicum liaison assumes responsibility for selecting and facilitating the most suitable replacement. A student interview with the new practicum instructor and agency is required, and information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new placement to make up for earlier time and teaching missed. The student, faculty practicum liaison and the new practicum instructor negotiates the arrangements.

The student is expected to complete the termination process in the initial placement, which includes administrative requirements of the agency as well as termination contacts with assigned clients. The original practicum instructor is also expected to submit a summary of the student's practicum experience to date, which is shared with the student and becomes part of the student's record.

In rare situations, an agency may unilaterally request that a student be terminated from the placement. If this is due to concern about the student's suitability for that particular setting, then the liaison must be involved in order to review the situation and provide the student with due process and to develop further plans. If the request is due to some severe or drastic failure on the part of the student, it may be necessary to assign the student a grade of NO CREDIT (NC) for the practicum. The timing during the academic year is a crucial factor in implementing replacements. The earlier this decision is made, the easier it will be for the faculty practicum liaison to locate suitable alternatives and for the student to make up missed time and assignments. It is usually not possible to arrange re-placements once the fall semester has been completed. If at such a point in time it is not possible for the student to continue in the placement and there is not a suitable re-placement immediately available, re-placement will be postponed until the following term. At such time the student will then be required to enroll in the appropriate corresponding practice and practicum courses.

Use of Employment Agency as a Practicum Site

Students who are employed in social service/social work agencies may request that their agency be evaluated for suitability as a practicum placement site by completing an Employer Placement form for their practicum placement. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can only be utilized as a practicum placement site for one year if approved by the practicum director.

The agency must be able to meet established criteria to assure the educational focus of practicum, to provide new and challenging experiences to the student, and to maximize learning opportunities. In order to meet the requirements of an educationally based practicum experience, the agency must meet all of the following criteria:

1. The agency must be able to provide experiences for the student during practicum hours that are significantly different from normal work activities and duties previously assigned.
2. There must be a qualified practicum instructor available who is different from the line supervisor of the student. The practicum instructor must possess an MSW from an accredited School of Social Work and have at least two years of post-master's experience. The practicum instructor must be available in the agency during the hours in which the student is in practicum placement at the agency.
3. The agency must assure the availability of release time for the practicum instructor to attend the practicum instructor orientation series and to provide necessary practicum instruction and supervision.
4. The assignments proposed for practicum must be educationally focused and meet the University's criteria.
5. It is required that the assigned hours of practicum are completed in a different program area or unit of the agency, allowing for an actual physical separation of employment and practicum activities.
6. Specific hours and/or blocks of time shall be designated as practicum hours.
7. Eight-hour blocks are preferred and provide the best educational experience.
8. The student must have experiences with a different client population, program area or service area during the practicum hours.
9. The practicum placement activities must coincide with the student's concentration area (Children, Youth, and Families or Community Mental Health).

10. There shall be individualized and educationally focused case selection and assignments for practicum activities.
11. A written agency agreement for furnishing practicum form will be prepared, outlining the criteria for the practicum experience for the individual student and will be signed by student, practicum instructor, line supervisor and agency representative and approved by the practicum director.
12. Agency support of the plan at all appropriate levels will be evidenced by the signed proposal and agency agreement for furnishing practicum.
13. The agency must agree not to alter the practicum assignments designated in the agency agreement for furnishing practicum without consultation with, and approval by the practicum director.

Students who wish to request that their agency of employment be evaluated for use as a practicum placement site must submit an employer placements form along with a written proposal which describes the clear differentiation between employment activities and practicum activities and must be signed by the student, prospective agency practicum instructor, current supervisor, and a representative of the agency administration.

After review and provisional approval by the practicum director, a meeting will be scheduled with all of the involved individuals, including the student, the student's direct practicum instructor, a representative from agency administration, and the practicum director. At this meeting, the proposal will be reviewed and given final approval. All participants will sign the approved plan and each will maintain a copy.

Students should have an alternative plan developed for the completion of practicum hours in the event that the proposal is not acceptable and/or does not meet the Social Work department's educational requirements.

Selection of Practicum Agencies and Instructors

Selecting Practicum Agencies

The selection of an agency or program to be affiliated with Cal State East Bay's Social Work Department via its practicum education program is a joint process involving the agency and the school. It is based upon a mutual commitment each institution makes to social work education. This commitment and willingness to engage in the teaching process leads to a partnership that allows practicum education to take place in the community.

To determine the suitability of an agency for practicum placement in the department of Social Work, an Agency Fact Sheet is completed and returned to the practicum director who assesses the agency's interest in, and potential for, a long-term commitment to social work practice education. Preference is given to agencies that are focused on supervising social work students as well as having a wide range of opportunities for a variety of student learning experiences. The school looks for agencies and programs that offer services to individuals, families, groups and communities, and a commitment to serving diverse client populations. Agencies are expected to provide students with cross-cultural practice experiences, as well as experience with poor clients and oppressed populations. Agencies are expected to subscribe to the educational objectives of the Social Work department, and to treat the students as learners while, at the same time, providing them with the resources necessary to complete their assignments. Agencies selected for practicum include those with private, nonprofit and public sources of funding.

Agencies selected for foundation year placements are those that can offer an opportunity for students to employ intervention skills within all system levels. Agencies are also expected to be willing and able to provide the close supervision, support and guidance needed by most foundation year students. The advanced year placement settings must offer the students opportunities for increased independence and responsibility within the context of providing services to one of the concentration populations.

The criteria used in evaluating agencies to determine their suitability for use as practicum settings includes the following:

1. The ability to provide students with exposure to diverse client populations with particular emphasis on cultural, ethnic and racial diversity, as well as working with poor and oppressed groups.
2. The ability to provide a comprehensive range of learning experiences for students.
3. The ability to provide students with adequate and appropriate workspace, computer, support staff, and an adequate number of clients.
4. The availability of a qualified practicum instructor who is an employee of the agency—as opposed to a consultant who is only there a limited number of hours during the month—and who is available during the hours in which the student is in practicum.
5. A commitment to the achievement of the educational objectives of an educationally based practicum learning experience.
6. A philosophy and standards acceptable and respected in the practice community and by the University.
7. Adequate practice opportunities in order to accommodate the student intern's area of concentration.
8. Adequate staffing so that the agency can perform and maintain its service delivery goals without inappropriate reliance on students.
9. Policies, procedures and practices that demonstrate non-discrimination towards clients, staff and students.
10. A working and learning environment free from discrimination and sexual harassment of students, clients and employees.
11. Philosophy and practices consistent with the NASW Code of Ethics.
12. Adequate resources essential to a successful practicum-teaching environment.
13. A willingness to sign a California State University, East Bay's Agency Agreement for Furnishing Practicum Experience.

Selecting Practicum Instructors

To ensure that placement sites and practicum instructors meet accreditation standards, interested agencies and potential practicum instructors provide information describing the agency's services. The potential practicum instructor also provides information describing their work experience and academic training.

The MSW Program requires the following qualifications when selecting practicum instructors:

1. The instructor must possess an MSW from an accredited university.
2. The instructor has at least two years of post-master's direct and indirect practice experience.
3. The instructor must commit to be available to supervise the student intern for the complete academic year.
4. The instructor should have the necessary knowledge and practice competence related to advanced generalist practice from an ecological systems perspective.
5. The advanced (2nd) year instructor must demonstrate expertise in the student's chosen concentration, i.e., Children, Youth, and Families or Community Mental Health.
6. The instructor should be willing and available to participate in practicum education department activities such as fall semester orientation for practicum instructors and training sessions for new practicum instructors.
7. The instructor needs to be available within the agency during the hours in which the student intern(s) will be in practicum.
8. The instructor must possess the willingness and ability to adjust their workload to allow for weekly supervision of the student intern(s).
9. Whenever possible, it is highly desirable that practicum instructors have prior experience supervising graduate-level social work interns.

Practicum Liaisons evaluate Practicum Instructors on the above qualifications based on site visit observations and student feedback and share this information with the Practicum Director, who makes the final determination about whether to continue to use specific placements and Practicum Instructors.

Practicum Forms

Please access forms for practicum on the [Social Work Department website](#) and/or ask your Practicum Liaison for assistance.