

# MSW Program Student Handbook



Humboldt State University **Department of Social Work**

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# Letter of Welcome

We are excited that you have joined us and look forward to your participation and contributions as partners in a meaningful educational experience. The MSW program is committed to foster your talents and dedication for compassionate, self-reflective, and ethical practice. The MSW program prepares you for advanced generalist social work practice with a specific focus on social work practice within rural and Indigenous communities. In addition, our MSW program is fully accredited by the Council on Social Work Education (CSWE).

This handbook provides information about the Master of Social Work program at Humboldt State University. You will find information related to the purpose, objectives, policies, and other related information. You are responsible to read through that handbook and familiarize yourself with the program, your rights and responsibilities. These policies are designed to ensure a solid and well developed program and your successful navigation through it.

The MSW Program administrative and faculty offices are located on the 4th and 5th floors of the Behavioral and Social Sciences (BSS) Building on the HSU campus. For more information, contact Sasheen Raymond at [ssr19@humboldt.edu](mailto:ssr19@humboldt.edu) or (707) 826-4443.

Information can be found from many sources. The bulletin boards next to the MSW and BSW administrative office are used for posting information about financial aid, courses, special lectures and workshops, student meetings, program announcements and other pertinent news. We also use e-mail exclusively to communicate updates and other important information. Per Academic Senate Policy, you are required to ensure that the university has your accurate email address and that you check your email. Please make sure that you update your Humboldt email preferences if you use an outside account. We have an MSW listserv which we use as another tool for communication and you will be enrolled in this listserv. The MSW program's website (<http://www2.humboldt.edu/socialwork/programs/masters-degree-social-work>) is also continually updated and this is where forms and other paperwork related to the program can be found. The Graduate studies website (<http://www2.humboldt.edu/gradprograms/current-students>) and the online General HSU Handbook for Master's Students provide additional information as well. When necessary, the Graduate Studies office is located in Siemens Hall 217, or they can be reached at (707) 826-3949.

We look forward to working with you to create an MSW program that provides an exciting and academically rigorous learning environment that supports honest self-reflection on our own practice and a collective approach to enhancing our capacity to be of service to individuals, families, groups, communities and organizations. We hope we can join together to create a learning community that reflect our commitment to social and economic justice and provides a place where each of us can demonstrate our full potential.

# The Humboldt State University MSW Program

The MSW curriculum provides courses that help students gain a theoretical understanding of the dynamic relationship of people and their environments and the meaning and possibilities for change within a historical and cultural context. Students develop a framework for practice guided by personal and professional values and ethics. Culturally humility, compassion, partnership, empowerment, non-expert relational paradigms, critical reflection and social action for justice are the concepts that form the foundation for learning and developing social work practice at Humboldt State University. The program prepares students for advanced generalist practice which emphasizes multi-system, multi-level approaches in which practitioners and clients work in collaboration to enhance the functioning and resilience within systems through building on existing strengths.

The curriculum exposes students to the diversity of cultures and the biological, psychological, familial, social, historical, economic, spiritual and political factors that influence distinct and common paths of development among individuals, groups and societies with particular attention to diversity within rural and Indigenous communities.

The MSW Program values the different ways students learn through their experiences and relationships with faculty, peers, clients, supervisors and others to gain knowledge and find meaning in their professional development. These experiences serve to facilitate students' understanding of ways to connect with clients that enable mutual learning.

The MSW experience at Humboldt State University is formative, as well as educative. The student enters with capacities, strengths, experiences and a way of being, and is joined by the faculty in a process of fostering continuing development as a social worker. We recognize that the intellectual/cognitive challenges are only a part of the process of social work education. This enterprise involves the whole person and has psychological, emotional, social and spiritual meaning. Students are encouraged to pursue opportunities to enhance and utilize their whole person in their development as a social worker. This may include opportunities for psychological, emotional, social and spiritual growth

# Purpose, Vision, Values & Culture

## Purpose

The purpose of the Department of Social Work at Humboldt State University is to:

- Provide high quality educational programs that promote excellence in the social work profession.
- Engage with tribal, academic, and professional communities to improve the wellbeing of individuals, families, groups, organizations, and communities, and enhance the physical and natural environments within which people live, with particular emphasis on rural Northwestern California.
- Offer students and community members opportunities to develop skills, leadership capacity, knowledge, practices, and methodologies for fostering change; bringing about social justice, environmental justice, and economic justice; and addressing and healing the ongoing effects of colonization.

## Vision

The Department faculty, staff and students are viewed and utilized as highly skilled, innovative, creative, competent, and collaborative social work partners. Our reputation, activities, and partnerships attract students and other constituents from local, state, tribal, national, and international contexts. The Department actively contributes to making social work a liberatory profession and the world a more just place.

## Values

- Accessibility
- Excellence
- Academic Rigor
- Criticality
- Professional Development
- Compassion

## Culture

We strive to create a department culture for students, staff, and faculty that is characterized by:

- Transparency - In decision making, distribution of resources, staffing, special projects, administration, etc.
- Mindfulness - Thoughtful, centered speech and action.
- Inclusiveness - Embracing differences in background, experience, expertise, ideas, and perspectives.
- Supportive Workplace Climate - Mutual respectfulness, support, appreciation, and acknowledgment of each person's contributions, including humor and playfulness.
- Culture of Inquiry - Suspension of judgment, listening to learn.
- Congruence - Clear, direct, respectful communication; consistency between talk and action, including caring, respectful, mutually supportive behavior.
- Sustainability - Prioritizing long-term sustainability over short-term benefit; collective good over personal agendas.

# MSW Program Goals

The goals of the MSW Program are to:

- 1.) Prepare students for professional social work practice responsive to the challenges and resources present in rural areas in general and indigenous communities in particular.
- 2.) Present local historical and contemporary social issues within a global perspective.

# MSW Program Competencies & Behaviors

## Foundation Year MSW Program Competencies and Behaviors

**Competency 1: Demonstrate ethical and professional behavior, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.*

<b>1.1</b>	Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research
<b>1.2</b>	Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations
<b>1.3</b>	Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication
<b>1.4</b>	Use technology ethically and appropriately to facilitate practice outcomes
<b>1.5</b>	Use supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage diversity and difference in practice, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.*

2.1	Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts
2.2	Present as learners who engage people as experts of their own experiences and practice cultural humility
2.3	Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people

**Competency 3: Advance human rights and social, economic, and environmental justice, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.*

3.1	Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels
3.2	Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice

**Competency 4: Engage in practice-informed research and research-informed practice, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.*



4.1	Use practice experience and theory to inform scientific inquiry and research including Indigenous research methods
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	Use and translate research evidence to inform and improve practice, policy, programs, and services

**Competency 5: Engage in policy practice, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.*

5.1	Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services
5.2	Assess how social, environmental, and economic policies affect wellbeing, service delivery, and access to social services
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice

**Competency 6: Engage with individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.*

6.1	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multi-logical perspectives, and other relevant theoretical frameworks to engage with people and place
6.2	Use empathy, critical reflection, and interpersonal skills to engage with people and place

**Competency 7: Assess individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.*

7.1	Collaborate with constituencies to collect, organize, interpret, and critically reflect on information
7.2	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multi-logical perspectives, and other relevant theoretical frameworks in the analysis of assessment data
7.3	Develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers
7.4	Select intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities

**Competency 8: Intervene with individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.*

8.1	Implement interventions to achieve practice goals and enhance capacities of people and communities
8.2	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multi-logical perspectives, and other relevant theoretical frameworks in interventions
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4	Support people and communities to negotiate, mediate, and advocate with institutions
8.5	Facilitate effective transitions and endings that advance mutually agreed upon goals

**Competency 9: Evaluate Practice with individuals, families, communities, groups, and organizations, particularly with respect to work with Indigenous and rural communities.**

*Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.*

9.1	Select and use methods for evaluation of outcomes in collaboration with people and communities
9.2	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multi-logical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes
9.3	Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	Apply evaluation findings to improve practice effectiveness across ecosystemic contexts

## Advanced Year MSW Program Competencies and Behaviors

**Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to critique ethical principles with in complex environments. Model conscious use of self, exercise leadership roles, model integration and internalization of professional standards, and take initiatives in developing necessary alliances to advocate effectively for change*

1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research consistent with advanced generalist practice..
1.2	Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice.
1.3	Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication consistent with advanced generalist practice

1.4	Use technology ethically and appropriately to facilitate practice outcomes consistent with advanced generalist practice.
1.5	Use supervision and consultation to guide professional judgment and behavior consistent with advanced generalist practice.

**Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to take on leadership roles that generate and support structures that empower people and mitigate forces that oppress, marginalize, alienate or create or enhance privilege and power. They promote collaboration and demonstrate the importance of difference.*

2.1	Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts consistent with advanced generalist practice.
2.2	Present as learners who engage people as experts of their own experiences and practice cultural humility consistent with advanced generalist practice
2.3	Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people consistent with advanced generalist practice.

**Competency 3: Advance human rights and social, economic, and environmental justice, particularly with respect to work with Indigenous and rural communities.**

*Advanced generalist students learn to take leadership roles in practice across a broad range of multidisciplinary systems to construct, modify, and evaluate strategies that promote social, economic, environmental justice and human rights.*

3.1	Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels consistent with advanced generalist practice
3.2	Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice consistent with advanced generalist practice.

**Competency 4: Engage in practice-informed research and research-informed practice, particularly with respect to work with Indigenous and rural communities.**

*Advanced generalist students learn to work collaboratively with communities and across disciplines to design implement and interpret social work research.*

4.1	Use practice experience and theory to inform scientific inquiry and research including Indigenous research methods consistent with advanced generalist practice.
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings consistent with advanced generalist practice.
4.3	Use and translate research evidence to inform and improve practice, policy, programs, and services consistent with advanced generalist practice.

**Competency 5: Engage in policy practice, particularly with respect to work with Indigenous and rural communities.**

*Advanced generalist students learn to provide leadership in developing opportunities to conduct nuanced analysis, formulate collaboratively, and advocate with colleagues, clients, and agencies for policy change.*

5.1	Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services consistent with advanced generalist practice.
5.2	Assess how social, environmental, and economic policies affect well-being, service delivery, and access to social services consistent with advanced generalist practice.
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice consistent with advanced generalist practice.

**Competency 6: Engage with individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities.**

*Advanced generalist students learn to initiate actions to partner with clients from an empowerment perspective using interpersonal skills that challenge contexts and have rich knowledge of how experiences and histories shape various systems (i.e., individuals, families, groups, organizations, communities). Increased skills at community-based work, advanced knowledge of policies, legal and political systems in order to build stronger advocacy skills are taught to strengthen students' commitment for coalition building and community organizing.*

6.1	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place consistent with advanced generalist practice.
6.2	Use empathy, critical reflection, and interpersonal skills to engage with people and place consistent with advanced generalist practice.

**Competency 7: Assess individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities.**

*Advanced generalist students learn to differentially, collaboratively, and autonomously, apply appropriate culturally relevant assessment frameworks to form multi-systemic assessment and develop intervention strategies across client systems that reflect strength based culturally relevant empowered oriented ad globally aware approaches.*

7.1	Collaborate with constituencies to collect, organize, interpret, and critically reflect on information consistent with advanced generalist practice.
7.2	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data consistent with advanced generalist practice.
7.3	Develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers consistent with advanced generalist practice
7.4	Select intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities consistent with advanced generalist practice.

**Competency 8: Intervene with individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities.**

*Advanced generalist students learn to be skilled to handle more complex situations in practice across fields of practice; mental health, child welfare, wellness and sustainability across multiple systems of care to benefit individuals, families and communities impacted by a combination of these social issues*

8.1	Implement interventions to achieve practice goals and enhance capacities of people and communities consistent with advanced generalist practice.
8.2	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions consistent with advanced

8.3	Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes consistent with advanced generalist practice.
8.4	Support people and communities to negotiate, mediate, and advocate with institutions consistent with advanced generalist practice.
8.5	Facilitate effective transitions and endings that advance mutually agreed upon goals consistent with advanced generalist practice.

**Competency 9: Evaluate Practice with individuals, families, communities, groups, and organizations, particularly with respect to work with Indigenous and rural communities.**

*Advanced generalist students learn to evaluate more complex situations in practice across fields of practice; mental health, child welfare, wellness and sustainability across multiple systems of care to benefit individuals, families and communities impacted by a combination of these social issues*

9.1	Select and use methods for evaluation of outcomes in collaboration with people and communities consistent with advanced generalist practice.
9.2	Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes consistent with advanced generalist practice.
9.3	Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes consistent with advanced generalist practice.
9.4	Apply evaluation findings to improve practice effectiveness across ecosystemic contexts consistent with advanced generalist practice.

## MSW Degree Requirements

The following material is general information regarding the requirements for the degree of Masters of Social Work. There may be changes to these general requirements. Students are responsible to complete the required course of study and maintain a 3.0 or higher grade point average in order to be a candidate for graduation.

Students who do not maintain a 3.0 GPA may be put on probationary status and will work with their advisor to develop a plan to raise their GPA so that they will be eligible for graduation.

Students are also expected to receive a grade of B- or better in all required courses. Failure to achieve a grade of B- in any required course will result in the student needing to retake the course. In many cases this may delay a student's progress toward graduation.

Students who do not successfully maintain a 3.0 GPA or receive below a B- in any course may be placed on probation and/or disqualified from the program for failure to make adequate progress in the program.

The course of study for the MSW degree includes the following:

## **1. Academic Courses**

Students in the Humboldt State University MSW program must complete at least 60 units of specified course requirements in the full time and part time curriculum. Advanced Standing students complete a minimum of 36 units.

## **2. Field Work**

Full time and part time students must successfully complete 12 units of fieldwork as part of the 60 units in the full time and part time program. Students must fulfill a minimum of 480 hours of fieldwork in both the foundation and advanced years for a total of 960 hours. Advanced standing students must successfully complete 6 units of advanced fieldwork as part of the 36 units needed for graduation and a minimum of 480 hours in their supervised setting. The Field Director will place students in approved settings under the supervision of an experienced, master's level social worker. All settings will have a current contract agreement with Humboldt State University and the Social Work Department in order to be a student placement. No prior life or work experience is accepted in lieu of the required field education's foundation and advanced year placements.

## **Policies Related to MSW Degree Requirements**

### **Waiver of Duplicative Coursework**

The program has a waiver policy for courses when any student believes such courses will duplicate content. Only courses in the foundation year can be challenged by a student who is seeking waiver of required courses.

### **Policy for Waiver of Duplicate Coursework**

1) Any student may request to challenge the following courses based on mastery of material from coursework completed in the last five years: SW 530 - Social Policy and Services, SW 550 - Human Development, Diversity and Relations, SW 570 - Dynamics of Groups, Agencies, Organizations, or SW 582 - Research I: Philosophy and Methods.

2) Only students with a baccalaureate degree in social work from a CSWE-accredited program within the past five years and who do not qualify for advanced standing or who do not choose to apply to advanced standing may request to challenge the additional following courses: SW 540 - Generalist Social Work Practice, SW 541 - GSWP with Native American & Rural Communities, and SW 543 - GSWP Macro Practice.

No prior coursework may be used to waive or challenge the SW 555 courses for the Foundation Internship and Seminar. Only students in advanced standing program can receive credit for the Foundation Internship and Seminar courses.

No prior coursework may be used to challenge to waive an advanced year course.

The social work program does not grant social work course credit for life experience or previous work experience.



## **Procedures to Request Waiver of Duplicative Coursework**

To challenge a course, a student must request a waiver in writing. The request for waiver should include a letter to the MSW Director outlining how the course requirements have been met, inclusive of a rural and Indigenous curriculum emphasis. A copy of the course syllabus and any other material should be included with the request for a waiver. Only coursework in which a student received a grade of B or better will be considered. The student may obtain a copy of the current syllabus to aid in their assessment of the fit between their previous course work and the HSU MSW course. The request for waiver must be filed within the first two weeks of the semester. However students are encouraged to file this request BEFORE the semester so that if the waiver is granted there is time to file an appeal or take an alternative course (waiver of a course still requires a student to complete the same total number of credits).

Upon receiving the request for waiver the MSW Director will consult with the primary faculty member teaching in that content area. If there is a question about the waiver the faculty person and the MSW Director will meet with the student to determine if the student's knowledge and skills are commensurate with the Foundation course. If it is determined by the faculty person and the MSW Director that the student's request will be granted, plans will be made by the MSW Director for the student to select and enroll in another course, generally a social work independent study, in order to complete the number of units required in the MSW program for graduation.

If the request of a waiver is denied a student may appeal and request a written examination within the first two weeks of the course. The exam may be multiple choice, short answer, or essay or some combination. If the student can pass the examination with a grade of 85/100 or better, the student's request will be granted.

## **Transferable Credit for Graduate Coursework**

Students will occasionally come in with graduate coursework that they wish to transfer in. The difference between waiver of a course and transfer is that in a waiver the student is acknowledged to have the knowledge, but not the credit. In a transfer the student has both the knowledge and receives academic credit. There are two types of transfer credit, credits from CSWE accredited MSW programs and credits from other accredited graduate programs. Because of the accreditation standards, the transfer of CSWE accredited program courses is much easier. The program does not grant social work course credit for life experience or previous work experience.

## **CSWE-Accredited or International MSW Program Coursework**

For students transferring from other CSWE-accredited MSW programs or international MSW programs, who have completed their foundation year, courses from the foundation year will be

transferred to assure students are not repeating content. In general most coursework will transfer easily. Students will generally be required to take SW 581 and SW541 during the summer advanced standing session. If students can demonstrate that they have coursework that is comparable to SW 581 and 541 it is possible to waive these courses as well. All transfer courses accepted must be at the graduate level with a grade of B or better.

Students will be responsible for providing official transcripts, course syllabi, and a letter from their advisor at the home institution attesting to the equivalency of course work and good academic standing. International students may be required to utilize the Council on Social Work Education International Social Work Degree Recognition and Evaluation Service (<http://www.cswe.org/CSWE/career/evalservice>) to aid in the evaluation of transfer of credit.

For students accepted from an accredited MSW program or international MSW programs who have not completed the foundation year, the decision to waive courses will be evaluated by the MSW Director on a course-by-course basis prior to admission if the applicant is attempting enter at a time other than the fall. If the student is a regular admit to the full time program in the foundation year and has appropriate CSWE accredited course work they will follow the same procedures outlined below.

## **General Graduate Level Coursework**

Course Work may be considered for transfer credit if it is at graduate level, has not been counted toward any previous awarded degree, and has been completed no more than five years prior to admission to the MSW program. A maximum of two (2) graduate courses may be transferred. Only courses in the foundation year will be considered for substitution.

## Procedures on Transfer Credit

The procedures for any student to seek credit for previous coursework will require:

1. Students must, in writing, specify the course or courses that credit is sought.
2. Students will receive the current syllabus from the HSU MSW faculty person responsible for that area of study or from the Director of the MSW Program in order to compare content.
3. Students must provide the course syllabus, transcript, and documentation from the instructor or program that the course would fulfill valid credit toward the master's degree from that program.
4. The course cannot have been counted toward the granting of another master's degree.
5. The course must be completed with a grade of "B" or higher.
6. If the student is from a CSWE-accredited MSW program, he or she must provide written documentation from that program that he or she is in good standing.
7. Only coursework in the foundation year is eligible for transfer.
8. Upon review by the faculty person responsible for that content area and the MSW Director, approval may be granted if sufficient content is consistent with the mission, goals and objectives of the HSU MSW Program.
9. If a student is not approved for transfer of credit, the student may request an examination. If the student passes the examination with a grade of —B" or higher, the student will be granted credit.

# MSW Course of Study

The MSW Program at Humboldt State University offers a two-year, full-time campus program; a one-year, advanced standing campus program; a three and a half year, part-time, distributed learning (online) program; and a two year, part-time, advanced standing distributed learning program.

## Campus MSW Programs

The two-year, full-time on-campus program curriculum plan includes a foundation year of 30 semester units and an advanced year of 30 semester units. Content areas are integrated and develop greater specificity, breadth and depth over the two years. Students are expected to enter with preparation in the liberal arts as the curriculum is grounded and developed from a liberal arts foundation.

Students who have a bachelor's degree in social work from a CSWE accredited institution and a 3.5 GPA may apply for the one-year Advanced Standing program. If accepted for admission, foundation year courses are waived. Advanced standing students are required to take two "bridge" courses prior to completing the concentration year. The bridge courses are taken online in the summer immediately preceding the start of the concentration year.

## 2 Year Foundation MSW Program - Campus

In addition to coursework, students are also required to attend a one-time department orientation before the start of their foundation year courses. This orientation is typically held in August, the Friday before the start of the first week of classes.

### Curriculum Plan: MSW 2-Year Full Time Program (60 units)

FALL 1 Semester Units: 15 w/ IV-E: 16.5	SPRING 1 Semester Units: 15 w/ IV-E: 16.5	FALL 2 Semester Units: 15 w/ IV-E: 16.5	SPRING 2 Semester Units: 15 w/ IV-E: 16.5
SW 540: Generalist SW Practice	SW 530: Social Policy & Services	SW 640: AGP – Child & Family Welfare	SW 643: AGP - Community & Org's
SW 541: GSWP I - NA & Rural Communities	SW 543: GSWP II - Macro Practice	SW 641: AGP - Int. Clinical Practice	SW 648: AGP – Adv Clinical Practice
SW 550: Human Dev, Diversity & Relations	SW 570: Groups, Agencies, Orgs	SW 649: AGP – Wellness & Sustainability	SW 651: AGP – Indigenous Peoples
SW 555: Foundation Internship (240 hours)	SW 555: Foundation Internship (240 hours)	SW 655: Adv Internship (240 hours)	SW 655: Adv Internship (240 hours)
SW 582: Research I – Philosophy & Methods	SW 583: Research II - Qualitative & Indigenous Research Methods	SW 682: Master's Project Development	SW 683: Master's Project Implementation
*SW 559: Foundation CW Training Seminar	*SW 559: Foundation CW Training Seminar	*SW 659: Adv CW Training Seminar	*SW 659: Adv CW Training Seminar

*\*Students who receive either the CalSWEC Child Welfare Training Project Stipend must take an additional 1.5 unit mandatory seminar each semester they are in internship placements.*

**PROGRAM TOTAL: 60 Units | \*with Title IV-E: 66 Units**

## 1 Year Advanced Standing MSW Program - Campus

In addition to the course work below, students are also required to attend a one-time department orientation before the start of their program. This orientation is typically held in June, before the start of the first week of summer bridge classes.

### Curriculum Plan: Advanced Standing MSW Program (36 units)

Summer Bridge (June-July)	FALL Semester Units: 15 w/ IV-E: 16.5	SPRING Semester Units: 15 w/ IV-E: 16.5
SW 541: NA & Rural Communities	SW 640: AGP – Child & Family Welfare	SW 643: AGP - Community & Org's
SW 581: SW Research for Adv Stnd	SW 641: AGP - Int. Clinical Practice	SW 648: AGP – Adv Clinical Practice
	SW 649: AGP – Wellness & Sustainability	SW 651: AGP – Indigenous Peoples
	SW 655: Adv Internship (240 hours)	SW 655: Adv Internship (240 hours)
	SW 682: Master's Project Development	SW 683: Master's Project Implementation
	*SW 659: Adv CW Training Seminar	*SW 659: Adv CW Training Seminar

*\*Students who receive either the CalSWEC Child Welfare Training Project Stipend must take an additional 1.5 unit mandatory seminar each semester they are in internship placements.=*

**PROGRAM TOTAL: 36 Units | \*with Title IV-E: 39 Units**

## Distributed Learning (DL) MSW Programs

The Distributed Learning (DL) Program in the Department of Social Work at Humboldt State University provides an opportunity for students who would not otherwise have access to higher education. We recognize that many individuals in rural communities are already invested in serving their local organizations or tribal programs, and the decision to relocate in order to obtain a degree would potentially create a hardship for the community being served. Our programs build on multiple contexts of learning to develop effective and ethical social workers. Distributed Learning provides access to education so that people can strengthen their own communities without needing to leave their area, jobs, and families; not simply online education. It is education that is interactive, locally based, networked, student-centered, and also online. It is education designed around knowledge about effective and transformative adult learning.

Our DL (also referred to as online) programs follow the same curriculum content as our campus-based programs. In addition, our online MSW program provides students with a community seminar that is designed to support student success. While the majority of course content for DL students is fully online, all students come to campus for a mandatory orientation at the beginning of their program and then once a year to participate in our “January Intensive”. This intensive is typically held over the Martin Luther King, Jr. weekend in January, just prior to courses beginning each Spring semester. We offer both Foundation and Advanced Standing DL MSW programs.

### **3.5 Year Part Time DL MSW Program**

Students in the online program complete the same course of study as full-time students, but do it over 3.5 years (10 consecutive semesters), including summer courses. The online MSW program also includes a 1.5 unit Distributed Learning Community seminar each semester, designed to develop a cooperative online community and foster relationship building within each cohort. Classes are a combination of asynchronous online courses and synchronous live web sessions.

In addition to the course work below, students are required to attend weekly synchronous (live) class sessions one evening a week (typically Thursday). Students are also required to attend a four-day campus based residency requirement each January, as a condition of maintaining their enrollment in the program. This annual event is typically held from Thursday-Sunday on the weekend of the Martin Luther King Jr. Holiday, before the start of Spring classes each January. Failure to meet these requirements may result in termination from the program.

In extreme cases of a documented catastrophic event, the student may petition to the department to be excused of this requirement in advance. These waivers are rare, and in most cases it is suggested that students either take an Educational Leave or reply to the program (for new admits). If you need to request a waiver from this event, contact the Distributed Learning Program Director.

## Curriculum Plan: DL 3.5 Year Part Time MSW Program (75 Units)

SPRING - SEM 1 Semester Units: 7.5	SUMMER - SEM 2 Semester Units: 7.5	FALL - SEM 3 Semester Units: 7.5 w/ IV-E: 9	SPRING - SEM 4 Semester Units: 7.5 w/ IV-E: 9
SW 511: FY DLC	SW 511: FY DLC	SW 511: FY DLC	SW 511: FY DLC
SW 541: GSWP – NA & Rural Communities	SW 540: Generalist Social Work Practice (GSWP) (3)	SSW 543: GSWP II - Macro Practice	SW 530: Social Policy & Services
SW 550: Human Dev, Diversity & Relations	SW 570: Groups, Agencies, Orgs	SW 555: Foundation Internship	SW 555: Foundation Internship
		*SW 559: Foundation CW Training Seminar	*SW 559: Foundation CW Training Seminar
SUMMER - SEM 5 Semester Units: 7.5	FALL - SEM 6 Semester Units: 7.5	SPRING - SEM 7 Semester Units: 7.5	SUMMER - SEM 8 Semester Units: 7.5
SW 511: FY DLC	SW 611: AY DLC	SW 611: AY DLC	SW 611: AY DLC
SW 582: Research I – Philosophy & Methods (3)	SW 641: AGP – Integrated Clinical Practice (3)	SW 648: AGP – Advanced Clinical Practice (3)	SW 640: AGP – Child & Family Welfare (3)
SW 583: Research II - Qualitative & Indigenous Research Methods	SW 649: AGP – Wellness & Sustainability (3)	SW 651: AGP – Indigenous Peoples (3)	SW 643: AGP – Community & Organization (3)
FALL - SEM 9 Semester Units: 7.5 w/ IV-E: 9	SPRING - SEM 10 Semester Units: 7.5 w/ IV-E: 9		
SW 611: AY DLC	SW 611: AY DLC		
SW 655: Adv Internship	SW 655: Adv Internship		
SW 682: Master’s Project Development	SW 683; Master’s Project Implementation		
*SW 659: Adv CW Training Seminar	*SW 659: Adv CW Training Seminar		

*\*Students who receive either the CalSWEC Child Welfare Training Project Stipend must take an additional 1.5 unit mandatory seminar each semester they are in internship placements.*

**PROGRAM TOTAL: 75 Units | \*with Title IV-E: 81 Units**

## 2 Year Part Time Advanced Standing DL MSW Program

The Part-Time 2 year Distributed Learning Advanced Standing (DL AS) MSW program begins with summer “bridge” courses in June. Student then join the existing foundation cohort of Part-Time DL students entering advanced coursework in the Fall. Students in the online program complete the same course of study as campus Advanced Standing students, simply spread out over two years, including summer. The DL AS MSW program also includes a 1.5 unit Distributed Learning Community seminar each semester. Classes are a combination of asynchronous online courses, synchronous live web sessions and a mandatory, annual on- campus intensive each January.

In addition to the course work below, students are required to attend weekly synchronous (live) class sessions one evening a week (typically Thursday). Students are also required to attend a four-day campus based residency requirement each January, as a condition of maintaining their enrollment in the program. This annual event is typically held from Thursday-Sunday on the weekend of the Martin Luther King Jr. Holiday, before the start of Spring classes each January. Failure to meet these requirements may result in termination from the program.

In extreme cases of a documented catastrophic event, the student may petition to the department to be excused of this requirement in advance. These waivers are rare, and in most cases it is suggested that students either take an Educational Leave or reply to the program (for new admits). If you need to request a waiver from this event, contact the Distributed Learning Program Director, Jamie Jensen, at [jamie.jensen@humboldt.edu](mailto:jamie.jensen@humboldt.edu).

### Curriculum Plan: DL 2 Year Part Time AS MSW Program (43.5 Units)

SUMMER BRIDGE Semester Units: 6	FALL - SEM 1 Semester Units: 7.5	SPRING - SEM 2 Semester Units: 7.5	SUMMER - SEM 3 Semester Units: 7.5
SW 541: NA & Rural Communities	SW 611: AY DLC	SW 611: AY DLC	SW 611: AY DLC
SW 581: SW Research for Adv Standing	SW 641: AGP – Integrated Clinical Practice (3)	SW 648: AGP – Advanced Clinical Practice (3)	SW 640: AGP – Child & Family Welfare (3)
	SW 649: AGP – Wellness & Sustainability (3)	SW 651: AGP – Indigenous Peoples (3)	SW 643: AGP – Community & Organization (3)
FALL - SEM 4 Semester Units: 7.5 w/ IV-E: 9	SPRING - SEM 5 Semester Units: 7.5 w/ IV-E: 9		
SW 611: AY DLC	SW 611: AY DLC		
SW 655: Adv Internship	SW 655: Adv Internship		
SW 682: Master's Project Development	SW 683; Master's Project Implementation		
*SW 659: Adv CW Training Seminar	*SW 659: Adv CW Training Seminar		

*\*Students who receive either the CalSWEC Child Welfare Training Project Stipend must take an additional 1.5 unit mandatory seminar each semester they are in internship placements.*

**PROGRAM TOTAL: 43.5 Units | \*with Title IV-E: 46.5 Units**



## Course Descriptions

**SW 511. *Distributed Learning Community - Foundation*** [1.5]. This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the foundation year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another's personal-professional growth in understanding the use of self. [CR/NC. Rep.]

**SW 530. *Social Policy & Services*** [3]. Examines economic, historical, political, sociocultural aspects of social policy; values and ideologies that shape social welfare programs and services; policy formation, advocacy, and analysis. [Prereq: MSW Program admission.]

**SW 540. *Generalist Social Work Practice*** [3]. Applies knowledge and skills for generalist practice guided by the values of social justice and empowerment. Includes skill building lab. [Prereq: MSW Program admission.]

**SW 541. *Generalist Social Work Practice: Native American & Rural Communities*** [3]. Within the historical context of colonization, the spirit and culture of Native American and rural communities are explored. Knowledge, values, and skills to work with and within these contexts are examined. [Prereq: MSW Program admission.]

**SW 543. *Generalist Social Work Practice II: Macro Practice*** [3]. Social work theory and methods relevant for macro-level practice are considered. Skills for engagement, assessment, planning, and evaluation with client systems including rural and Native American communities are explored. [Prereq: MSW Program admission.]

**SW 550. *Human Development, Diversity & Relations*** [3]. Theories in human relations/development, indigenous and other cultural ways of knowing are examined in the context of shifting paradigms and meaning for daily life experiences. [Prereq: MSW Program admission.]

**SW 555. *Foundation Internship*** [3]. Foundation community internship, demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. 480 total internship hours. [Prereq: complete first year foundation coursework (C). CR/NC, Rep once.]

**SW 559. *Child Welfare Training Seminar*** [1.5]. A required component of the title IV E stipend program. Focus is on foundational competencies for practice in child welfare. [Prereq: MSW program admission & stipend recipient. CR/NC. Rep once for credit.]

**SW 570. *Dynamics of Groups, Agencies, Organizations*** [3]. Theories of development, and dynamics of larger social systems are examined. Emphasizes diversity, indigenous cultures, social justice and the role of the social worker. [Prereq: MSW program admission.]

**SW 580. Special Topics** [1-3]. Department course schedule has topics. [Prereq: MSW program admission. Rep.]

**SW 581. Social Work Research for Advanced Standing** [3]. This course is a summer bridge research course designed to help advanced standing MSW students understand and appreciate research as an analytic and interpretive approach to developing a knowledge base for social work practice. Students are expected to carry out an IRB, previously pre-approved research project. Students develop skills to conduct research, gather data, analyze data, present findings, and write research reports. Students will continue to develop research evaluation skills. [Prereq: admission into the Advanced Standing MSW Program. Rep twice.]

**SW 582. Research I: Philosophy & Methods** [3]. The first course in the MSW research sequence explores philosophical, ethical, theoretical, and political aspects of research methodologies, including conceptualizing research proposals in rural and Native American communities. [Prereq: MSW program admission.]

**SW 583. Research II: Qualitative and Indigenous Research Methods** [3]. Helps students understand and appreciate research as an interpretive approach to developing a knowledge base for social work practice. Students explore qualitative and Indigenous research theories and methods. [Prereq: SW 582 and MSW program admission. Rep 3 times.]

**SW 599. Independent Study** [1-3]. Directed study of problems/issues or special theoretical/ analytical concerns. [Prereq: MSW program admission.]

**SW 611. Distributed Learning Community - Advanced** [1.5]. This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the advanced year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to progress the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another's personal-professional growth in understanding the use of self. [CR/NC. Rep.]

**SW 640. Advanced Generalist Practice: Child & Family Welfare** [3]. Examines child, family, and Indian Child welfare policies/practices from historical, political, cultural, economic contexts. Emphasizes advanced practice skills for serving indigenous and rural families and children. [Prereq: complete first year foundation coursework.]

**SW 641. Advanced Generalist Practice: Integrated Clinical Practice** [3]. Theories, skills, and policies in mental health and problematic substance use are considered. Emphasis on partnering for change in intervention/prevention from a multi-level, multi-system perspective related to diverse communities. [Prereq: complete first year foundation coursework.]

**SW 643. Advanced Generalist Practice: Community & Organization** [3]. Prepares students for advanced level practice with and within communities and organizations. Consideration is given to grant writing, program development, and empowering communities to engage in meaningful change with organizations. [Prereq: complete first year foundation coursework.]

**SW 648. Advanced Generalist Practice: Advanced Clinical Practice [3].** Advanced clinical skills needed to work with individuals, families, and groups in the context of advanced general practice are considered. Evidence-based interventions are examined from an ecological, multicultural perspective. [Prereq: complete first year foundation coursework.]

**SW 649. Advanced Generalist Practice: Wellness & Sustainability [3].** Wellness, prevention, and health promotion in terms of sustainability as a global construct will be considered and its application in culturally appropriate and relevant practice and service. [Prereq: complete first year foundation coursework.]

**SW 651. Advanced Generalist Practice: Indigenous Peoples [3].** This course examines Indigenous Peoples' social work in a global context. Theoretical, methodological, ethical, and service issues are reviewed within the frameworks of cultural rights, international law, sovereignty, and globalization. [Prereq: complete first year foundation coursework. Rep once.]

**SW 655. Advanced Internship [3].** Advanced community internship demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. 480 total internship hours. [Prereq: complete first year foundation coursework. CR/NC.]

**SW 659. Advanced Child Welfare Training Seminar [1.5].** A required component of the Title IV E stipend program. Course addresses advanced competencies in child welfare practice. [Prereq: complete foundation coursework & current stipend recipient. CR/NC. Rep once for credit.]

**SW 670. Social Work in School Setting A [3].** The course focuses on a macro level framework to explore social work within California's K-12 Public School System. [Prereq. Completion of MSW. Coreq: SW 671]

**SW 671. Social Work in School Setting B.[3].** The course utilizes an ecological systems framework to explore social work within the California's K-12 Public School System. [Prereq. Completion of MSW. Coreq: SW 670]

**SW 680. Seminar in Social Work Topics [1-3].** Department course schedule has topics. [Rep.]

**SW 682. Masters Project Development [3].** The first course in a two-course sequence to aid students in the development of their master's project. Focus is on developing the proposal, IRB, key informants, and agency agreements. [Prereq:MSW program admission. Rep 3 times. CR/NC]

**SW 683. Masters Project Implementation [3].** The second course in a two-course sequence to aid students in the development of their master's project. Focus is on implementing the proposal, evaluating data, and disseminating the results. [Prereq: SW 682. CR/NC]

**SW 699. Independent Study [1-3].** Directed study of problems/issues or special theoretical/ analytical concerns. [Requires IA. Rep.]

## Independent Studies SW 599 and SW 699

Independent studies are an opportunity for directed study between a student and a faculty member. Independent studies are usually designed by a student with a faculty member in the semester before they are to be carried out. The following criteria are designed to provide a general framework for proposing and carrying out an independent study. The form is also designed to be included in your student file and act as a permanent record of the independent study, serving the same function as a syllabus, it is the contract for the independent study. An independent study can vary from one (1) to more units, though generally an independent study will be three (3) graduate units. In thinking about the normative amount of work for a graduate unit the following are offered. For one unit of graduate credit you can normally expect to work 3-4 hours per week for a semester (15 weeks). So a three unit graduate independent study would require 135-180 hours of time. Another way of looking at the normative amount of work is that a typical graduate class will require one 25-30 page paper, or two 12-15 page papers, or three 8-10 papers. None of these are provided as ridged benchmarks, but rather general sign posts.

\*See Independent Study Contract on next page.

# Independent Study Contract

Department of Social Work | Field Education Program

Student Name

Student ID:

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Independent Study Title:

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Independent Study Instructor:

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*Attach to this form a document that provides the following information.*

1. Independent Study Learning Objectives – What is it you expect to learn through this independent study?
2. What learning projects do you intend to produce – by what means will your learning be evaluated?
  - a. If appropriate include a bibliography or reading list.
3. Calendar with when certain tasks will be accomplished or a timeline for the independent study. In general, you should endeavor to complete work for the independent study in one semester.

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Signature Student

Date:

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Signature Faculty

Date:

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Signature MSW Director

Date:

# The Field Component

Humboldt's graduate social work program provides students the opportunity to apply classroom learning by engaging in supervised practice. The MSW Program field faculty maintains relationships with a variety of social agencies that provide field instruction for students. While the vast majority of agencies and placements exist in Eureka and Arcata, we have placements throughout Humboldt and Del Norte Counties. Every effort is made to place students in agencies that meet all their needs; however, given the rural nature of the community and the focus of the program, students may be placed in communities that will require them to travel (either to their placement or as a part of their placement). Since efficient public transportation is not available in all areas, a dependable car and a budget for gas and maintenance is necessary to ensure a range of agency choices and educational experiences.

The Humboldt State University Department of Social Work provides field education consistent with the program goals and objectives designed to prepare students for advanced generalist practice with rural and indigenous communities in public, private, and tribal organizations. The program seeks to meet the growing need of the northern California coastal and inland rural communities for advanced practitioners in social work by preparing students through diverse and challenging field experiences.

Upon acceptance into the MSW program at HSU, students work with the Director of Field Education to develop a foundation year field placement. The director will help you prepare your resume, identify your past experience and the areas of practice you are most interested in. Students will usually be given several options and will interview with the field agency. The director works with you and the field agency to make sure there is a good fit.

Advanced year placement in the field requires successful completion of all foundation course work and the foundation year field placement. Only students with a CSWE-accredited, undergraduate, baccalaureate degree in social work can apply and be accepted into advanced standing. Advanced standing students complete only the second year field experience and seminar. Only students who have successfully completed the foundation year from CSWE accredited MSW program can transfer into the concentration year. The Director of Field Education works with students in the foundation year to plan for the concentration year field placement. Advanced standing students go through the placement process in the summer prior to the concentration year.

In the part time program, planning for the foundation year placement happens in the spring of the first year of foundation coursework. Planning for the concentration year placement happens in the spring of the second year of the foundation. Part-time students need to consider and plan for the field component with their current employer. While it is possible to do some of your field work with your current employer (see the Field Handbook for specific policy - <http://www2.humboldt.edu/socialwork/field-education>) it is unlikely (and in most cases undesirable) for you to do all of your field practicum in your employing agency. In most cases it will also be impossible for you to do all of your field hours on weekends and nights (it is also highly undesirable to do this from the perspective of professional growth). Early planning and discussions with your current employer will generally allow them to be more supportive of your educational efforts.

It is the Director of Field Education's responsibility to develop field placements sites for students. If you have an agency you are interested in doing a placement in, you should contact the director to explore if this is an existing site, or a site under development. If it is not a current placement, the director can begin this

exploration with the agency. You should not pursue the exploration of placements as there are legal and accreditation requirements that require the Director of Field Education to pursue the development of a new field site.

Grading in the fieldwork seminar and in the placement is on a credit/no credit basis. A structured, written evaluation takes place at the end of each semester. The agency fieldwork instructor recommends a grade to the School although the School's field work faculty makes the determination of your actual grade.

### **Field Instruction/Malpractice Insurance**

One additional cost as a graduate student in social work will be professional liability/malpractice insurance for participation in field instruction (internships). All HSU students in a supervised internship are assessed a fee as a part field courses. This fee is assessed through your registration and covers you while you are a student.

As an MSW student you may wish to carry additional coverage which is available to you at a reasonable fee via the National Association of Social Workers (NASW). Student membership in NASW is about \$48 dollars and the cost of insurance is about \$25 as a current MSW student each year. You are also eligible for other services as a member of NASW (<http://www.socialworkers.org>).

# California IV-E Child Welfare Training Project

The Title IV-E Child Welfare stipend program prepares selected students each year for careers in public child welfare services. Students complete a specialized academic curriculum including one year of field work in either a county or tribal Child Welfare Services and another year in a closely related agency serving child welfare clients. Students currently receive annual stipends of \$18,500 for each of the two years in exchange for a commitment to work at least two years in a county welfare service agency upon graduation.

An application and interview process is utilized for selecting students based on their interest and commitment for child welfare. This process usually happens during the admissions process. However, on occasion there may be slots that open up in the concentration year; if this option becomes available students will be notified, though you are more than welcome to contact the Title IV-E coordinator. The HSU Sponsored Projects Foundation administers the stipends. For more information, please contact the Title IV-E Coordinator.

During the training project students take an additional 1.5 unit seminar each semester they receive financial support or are enrolled in field. This seminar is designed to help ensure that students meet the specific competencies for the training project. These units do not count toward graduation but are recorded on the official transcript.



# Advising

Students are assigned an advisor prior to starting their first semester and students are notified at the start of the academic year. Students are encouraged to contact their advisor and to meet with their advisor at the start of the program and at least once each semester. The Social Work Department has a reputation for devoting considerable time and effort to a student's academic and professional development. Advising serves two purposes, one logistical the other philosophical. Logistically the advisor ensures that the student is registering for all the courses necessary to graduate on time. Philosophically, the advisor is a resource for professional growth. The advisor is someone who can be consulted with if the student is experiencing challenges (see student support process), is unsure about how to proceed to meet professional goals, or in any other way that seems helpful to the student. All faculty are willing to consult with students and a student is by no means required to use his/her advisor as the only person they seek support from. Students are strongly encouraged take the time to get to know his/her advisor, s/he can be very helpful in writing letters of recommendation for and being an ongoing resource post-graduation.

Faculty encourages students to actively maintain contact with them throughout the program. Challenges created by financial, physical and emotional dilemmas are not unusual for graduate students. To establish the best possible balance of academics, field internships, work, personal and family life in order to successfully complete the MSW Program, the faculty advisors can be of support. If the student is having academic, professional, or personal difficulties that are impeding the student's progress in a particular course, the instructor will likely encourage the student to seek out his/her advisor as well as inform the advisor to make contact with the student. The social work faculty desire to take a proactive approach to supporting students to fulfill their potential and to grow in ways to strengthen their education and performance in the program. However, the faculty also understands that students are mature adults and encourages students to also be proactive in seeking out support and supervision. As a professional social worker, the skill of using supervision is critical. We encourage students to use the support of the advisor, instructors, MSW Director, Field Director, Field Instructor, Faculty Liaison and fellow students to help you fully be able to use this graduate experience.

The faculty advisor is also responsible to meet with their advisees and to make sure that students are progressing successfully and registering for the appropriate classes each semester. In the Fall of the Advanced year, the student will fill out and sign their Advancement to Candidacy Form. The ATC form is then to be reviewed and signed by the faculty advisor and the MSW Director. This is the formal contract that the admissions office will review for graduation.

# Enrollment

Upon admission to the MSW program the MSW Administrative Assistant and the office of Admission and Enrollment services will work with you to ensure you are properly enrolled for courses.

## Entering Students

After you have accepted admission to the program, the Office of the Registrar will typically send information mid spring on how to begin the registration process. All new and returning (students who have attended HSU at any time or program prior to the MSW) students MUST complete the Pre-Registration Checklist before registering for classes, [www2.humboldt.edu/firstyear/docs/PreRegCheckList.pdf](http://www2.humboldt.edu/firstyear/docs/PreRegCheckList.pdf). Before you register, you can plan a tentative schedule using the Web at [www.humboldt.edu/~oaa/classes.shtml](http://www.humboldt.edu/~oaa/classes.shtml).

As part of the registration process, you are REQUIRED to turn in proof of your Measles/Rubella vaccine to the Student Health Center (SHC) prior to your first semester at Humboldt State University. Send or fax a copy of your immunization record to the Student Health Center at (707) 826-5042. If you have any questions regarding this requirement, please contact the SHC (707) 826-3146, [health1@humboldt.edu](mailto:health1@humboldt.edu), or check the SHC website, <http://www2.humboldt.edu/health/student-health-center-welcome>.

Update the University with your preferred email address as soon as possible if you do not plan to use your HSU email as your primary email contact. You can do this from your HSU Student Center. All online correspondence will be sent to your preferred email address and this is considered the University's official form of communication. The Office of the Registrar will notify you via email of the first day that you can register as a new graduate student. Typically, students will be able to register mid-August.

Graduate Studies typically holds their orientation for all new HSU Graduate students each year during the week before classes. This orientation provides information on general university graduate education requirements, as well as an opportunity to network with graduate level students, faculty and staff from the larger University community. While MSW students are invited to this orientation they are not required to attend. Instead, entering MSW students are required to attend a program specific orientation facilitated by the Social Work Department. There is an orientation for both the entering foundation year MSW class and the advanced standing MSW class. The Advanced Standing orientation is generally held in June, and the Foundation MSW orientation is generally in August.

## Continuing Students

Enrollment in subsequent semesters will be done using the university's web-based registration system. Students should meet with their advisor to get the necessary information and access codes (if needed). You should arrange to do this during the registration period. We ask you not attempt to get these codes from the administrative staff. If you cannot meet with your advisor in person you can get this information via phone or email.

Enrollment is conditional to the successful completion of earlier courses. Failure to complete a semester may require a student to suspend her/his program. This is due in large part to the sequential nature of the program. If a student cannot proceed s/he will work with her/his advisor to develop an alternative plan to complete the program.

## Probation

Students in master degree programs must maintain an overall GPA of 3.0 in all courses taken to satisfy the requirements for the degree as outlined in the HSU Catalog and remain in "good standing". Good standing is the status necessary to be eligible for graduation. A master's candidate will be placed on probation for failure to maintain a minimum 3.0 GPA. Failure to maintain a 3.0 GPA for one semester will result in the candidate being placed on probation. When a student is placed on probation she will be scheduled for a Level 3 meeting as articulated in the student support process, to develop a plan to bring the GPA back to a 3.0 level. The student support process will be used to assist the student in being successful.

## Disqualification

If the overall GPA remains below a 3.0 for a second semester, the master's candidate will be disqualified. Disqualified students will not be allowed to register without formal readmission to the university. This policy applies to conditionally classified and fully classified graduate students. Master's candidates may be placed on academic probation, and subsequently disqualified for failure to make adequate progress in the program, and for failure to maintain satisfactory performance in specified requirements beyond the credit-bearing graded course work.

## Readmission

Disqualified graduate students may not register without formal readmission to the university. Students will be considered for readmission through the normal application process (a CSU application, the application fee and approval from the department). After readmission, students must maintain a 3.0 GPA.

## Reinstatement

If there are extenuating circumstances, such as extended medical complications, disqualified students may apply for reinstatement by writing a letter to their advisor and to the MSW Director, with a copy going to the graduate dean. The faculty of the program, the MSW Director and the graduate dean will review the request for reinstatement. Reinstated students must improve the GPA to acceptable levels to return to good standing.

If the first term after reinstatement (and subsequent) GPA is 3.0 or better, but the overall cumulative GPA is still below 3.0, the student remains with a status of "reinstated." If the first term after reinstatement GPA is below 3.0, the student is disqualified. Good standing is achieved when the term and cumulative GPA are both improved to 3.0 or better. Students must achieve "good standing" to be eligible to graduate.

## Withdrawal and Readmission

Under certain circumstances a student may find it necessary to take a leave of absence from the program. While we would hope this never arises, life often has different plans. If circumstances are such (e.g., serious illness, family emergencies) that you believe you must suspend your progress in the program, please discuss the situation with your advisor and the director of the MSW program. The sequenced nature of the program and our relatively small size, often means that taking a leave could mean you might have to wait a year or longer to come back into the program. Also, please remember that readmission to the MSW Program is not automatic. A student must reapply according to specific procedures and deadlines.

## Leave of Absence

Though the HSU campus does have a policy for a formal leave of absence, it is strongly encouraged that students do not plan to take a leave unless experiencing extraordinary personal circumstances (e.g., serious illness, family emergencies). If a student is in such a circumstance or is intent on requesting a leave of absence for another reason, it is essential to discuss this action with your faculty advisor. The faculty advisor, the MSW Director and the graduate dean must approve the request. Due to the nature of the curriculum plan, a leave usually would require a full year before returning, and in some cases longer. There may be other options other than a leave of absence that may help you preserve your movement forward toward degree completion.

Campus policy is that when students are on educational leave of absence, they are not permitted to use HSU facilities, access library and computer resources or be supervised by faculty.

## Attendance Policy

The Department of Social Work recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment. Our expectation is that students will attend every class, arrive on time, and stay through the end of class.

Students are expected to communicate with instructors as soon as possible regarding any absence and are encouraged to communicate with faculty about any circumstances that may

interfere with their academic progress. Students should notify their instructors ahead of time when an absence is anticipated.

Students who miss five classes for courses that meet twice per week or three classes for courses that meet once per week, may fail the course and cannot earn a grade higher than B+.

Students are cautioned that they may not be able to continue in the course sequence if they do not pass a particular class because earlier classes are prerequisites for later classes. This means students are likely to be set back an entire year.

Instructors have discretion whether or not to provide alternate assignments for students to make up missed classes. Instructors may initiate the Student Academic/Professional Support and Review process (see Student Handbook) at any point related to concerns regarding a student's performance. Students are also invited to initiate the Student Academic/Professional Support and Review process by contacting their instructor.

# Grades and Grade Appeals

All MSW students need to be aware that at HSU, a student must maintain a 3.0 GPA ("B") at the end of every semester or face probation. Though a student can receive a grade of "B-" and still maintain an overall 3.0 GPA, any course in which the student does not receive a "B-" or above will not count toward graduation. While every effort is made to support students to perform at the level of "B" or better, on occasion students may find it necessary to repeat a course in order to finish their degree requirements. It is extremely important to work with your advisor and the course instructor to attempt to avoid this challenge. If at all appropriate use the student support process early to avoid grades below "B". Students may be required to take a leave of absence depending on when in their academic program they encounter this challenge.

## Incomplete Grades

The grade of incomplete is not designed to rescue a student from receiving a low grade. The grade of incomplete is designed when there are extraordinary circumstances (e.g. medical issue, family emergency, natural disaster, etc.) that have prevented the student from completing work in a timely fashion. Incomplete grades are not given out without consultation with the faculty member. The faculty member and the student should agree on the work that needs to be turned in and a date for when it must be accomplished. While the university has a one year time limit by which incompletes must be taken care of before converting to a letter grade of "F"; it is important to note that you may be prevented from progressing in your movement toward your degree with an incomplete. You will not be able to move into concentration year courses or progress in field if you have an incomplete. It is, therefore, generally the procedure within the MSW program that incomplete grades must be completed prior to the start of the next semester. The grade of in process "RP" is used when the design of the program or course of study will usually make it difficult for students to complete the work within the time frame of the course. This is often the case with intensive courses such as those offered in the summer. This is not an automatic process and the instructor will notify you in the course syllabus if they intend to offer in progress grades for the course.

If students have questions regarding their grade in a course, they are encouraged to talk with the instructor of record. The student can also use the student support process to explore the grade. If a student is still not satisfied and believes a grade is due to unfair or unprofessional conduct of the faculty person, students may seek to utilize the grievance procedure at HSU. See appendices.

# Student Rights and Responsibilities on the University Campus

The student is responsible for reviewing and complying with all HSU student policies. A list of all Student Rights and Responsibilities can be found on HSU's website, here:

<http://studentrights.humboldt.edu/>

The Social Work Program is an academic community dedicated to the ideas of social justice. Its faculty, staff, and students aim to not simply espouse social justice, but also to practice it in our daily interactions. As part of that commitment, we are working to ensure that the program is an environment in which discriminatory, harassing, unethical and unprofessional behavior does not occur to any person for any reason. We must work together to create a safe environment for all members of our diverse community.

The policies of HSU are aimed at helping to ensure a safe and supportive environment that allows for maximum learning for everyone involved. The department attempts to utilize informal consultative process outlined in the Academic/Professional Support and Review process to address concerns regardless of their etiology. This policy is not a substitute for your rights and the procedures outlined in general HSU policy. However, we believe that many of the challenges that occur in academic and field experiences provide educational opportunities. We hope you will take personal responsibility for addressing your behavior to make this a supportive and productive academic experience and use the student support process when appropriate to aid you in this process.

The faculty of the Department of Social Work regularly discusses the milieu of the program and concerns regarding overall issues and student specific issues. The results of these meetings may result in activation of the student support process in order to address concerns that faculty have. The student support process is automatically initiated when certain events occur (e.g. a student is placed on academic probation, is removed from a field setting or does not pass an academic class). Students are encouraged to also activate the support process if they have concerns about a course, their performance, or the performance of a faculty member.

## Student Rights in Relation to Harassment

Harassment is behavior that intimidates or demeans others. It can be verbal, written, or physical. If you experience harassment at the University or in an agency during your field experience, talk with someone you trust. Your Faculty Field Liaison, Field Director, the BASW or MSW Program Director and the University Dean of Student or Campus Title IX Coordinator are people who can help you. Talking about harassment is one way to stop it and prevent its recurrence!

If you experience harassment because of your race, gender, religion, ethnic background, disability or sexuality, you may discuss the issue with any of the individuals or agencies listed below. They are here for your support and protection.

**Dean of Students:**

Website: <https://deanofstudents.humboldt.edu/>

The mission of the Dean of Students is to promote inclusive student success through diverse programs and services that encourage social responsibility, self-advocacy, leadership development and community engagement.

**Christine Mata, Interim, Dean of Students :** christine.mata@humboldt.edu  
**Roger Wang, Interim Assistant Dean of Students:** roger.wang@humboldt.edu  
(707) 826-3504 | DoS@humboldt.edu  
Office hours: M-F 8:00 am - 5:00 pm, Siemens Hall 211

**Campus Title IX Coordinator/Discrimination, Harassment and Retaliation Prevention Administrator:**

Website: <http://www2.humboldt.edu/diversity/>

If you have a complaint against an HSU student, employee or staff member for sexual harassment, sex discrimination, or sexual assault, you should contact the Title IX Coordinator. The Title IX Coordinator is responsible for Title IX compliance for matters involving students and employees, including training, education, communication, and administration of grievance procedures for all Title IX complaints. Duties and responsibilities: monitoring and oversight of overall implementation of Title IX compliance at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community.

**Marcus Winder, Campus Title IX Coordinator**  
marcus.winder@humboldt.edu | (707) 826-3385  
Office hours: M-F 8:00 am - 5:00 pm, Siemens Hall 215

**Office of Diversity, Equity and Inclusion:**

Website: <http://www2.humboldt.edu/diversity/>

The Office of Diversity, Equity, & Inclusion is charged with developing policies for our campus that seek to institutionalize diversity as a core part of the HSU educational process and to overcome the historical and social inequities that continue to challenge students, faculty, and staff from underrepresented groups.

We also support cultural programs, educational experiences and professional development opportunities for students, staff, and faculty that works to deepen understanding across various groups, to advocate for social justice, and to improve the climate in classrooms and other institutional spaces.

**Dr. Cheryl Johnson, Executive Director**  
cheryl.l.johnson@humboldt.edu | (707) 826-4502 | Siemens Hall, Room 208



## **Counseling & Psychological Services:**

Website: <https://wellbeing.humboldt.edu/counseling-and-psychological-services>

This campus service is designed to provide brief therapeutic support and referral for continued counseling in the community. Services offered include: psychological assessment, short term individual and couples counseling, groups and workshops, information and referral, crisis intervention, outreach, psychoeducation, and consultation. Student Health Bldg, HSU Campus.

hsucaps@humboldt.edu | (707) 826-3236 (crisis therapists available 24/7)

Office Hours: Mon/Wed/Fri 8:45 am - 4:15 pm | Tues/Thurs 9:45 am - 4:15 pm

## **Title IX Notice of Non-Discrimination**

### **Introduction**

The California State University does not discriminate on the basis of gender, which includes sex and gender identity or expression, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both on and off campus). The protection against discrimination on the basis of gender or sexual orientation includes [sexual harassment, sexual misconduct, and gender based dating and domestic violence and stalking](#).

- [Sexual Assault Policy](#)
- [Rights and Options for Victims of Sexual Violence, Dating Violence, Domestic Violence, and Stalking](#)
- [Notice of Non-Discrimination on the Basis of Sex](#)
- [Myths and Facts About Sexual Violence](#)

### **Safety of the HSU Campus Community is Primary**

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or violence; therefore, victims should not be deterred from reporting incidents of sexual violence out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Student Conduct Code.

### **Information Regarding the HSU Campus' Criminal and Civil Consequences of Committing Acts of Sexual Violence**

Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline/sanctions at the university. Employees may face sanctions up to and including dismissal from employment, per established CSU policies and provisions of applicable collective bargaining unit agreements.

Students charged with sexual discrimination, harassment or violence will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see [Executive Order 1098](#)) and will be subject to appropriate sanctions. In addition, during any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory

educational environment. Such measures may include immediate interim suspension from the university, required move from university-owned or affiliated housing, adjustment to course schedule, or prohibition from contact with parties involved in the alleged incident.

For more information, visit: <http://www2.humboldt.edu/titleix/>

## **Mandated Reporting, Sexualized Violence Disclosures & CSU Interpretation of Title IX**

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking **and specify that this violence occurred while you were an HSU student**, federal and state education laws require that, as your instructor, I notify the Dean of Students. They will contact you to let you know about accommodations and support services at HSU and possibilities for holding accountable the person who harmed you.

If you do not want the Dean of Students notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

- **Campus Advocate Team provided by North Coast Rape Crisis Team** 24-hour Hotline: (707) 445-2881
- **Humboldt Domestic Violence Services** 24-hour Hotline: (707) 443-6042
- **HSU's Counseling and Psychological Services\*** M-F 8 am – 5 pm; 24 hour Crisis Line: (707) 826-3236
- **Mira Friedman, HSU Health Educator\*** (707) 826-5234, mira@humboldt.edu
- **Mary Sue Savage, Prevention Coordinator\*** (707) 826-5235, mss62@humboldt.edu

*\*If it's determined that a perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, these HSU employees are required to notify the Dean of Students and/or the campus police.*

## **Social Work Department Nondiscrimination Policy Statement**

No person shall, on the basis of race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, political orientation, disabled veterans' status or Vietnam/Iraq/Afghanistan veteran status, be denied the benefits of or be otherwise subjected to discrimination under any program or activity offered under the control of the Department of Social Work at Humboldt State University.

## Student Academic/Professional Support and Review Process

The Department of Social Work at Humboldt State University is committed to our students' professional education and development in a supportive learning environment. In accordance with requirements of the Council on Social Work Education (CSWE), the department has designed the Student Academic/Professional Support and Review process to facilitate student success, both academically and with regard to professional behavior. Any student or faculty member may initiate this process at any level. If faculty have concerns about your performance in a course, they may consult with other faculty, your advisor, and/or campus support services staff. Student Academic/Professional Support and Review is not a substitution for University policies and procedures, but is the preferred departmental procedure.

### **Support Process**

#### **Prevention**

Through discussions in the classroom, field, and advising, faculty offer support to students experiencing challenges in meeting expectations of a course, the program, or the university. Typically, this level of support is sufficient to resolve concerns.

#### **Level 1 (Support) – Meeting between Student and Faculty Member and/or Advisor**

Students are encouraged to access faculty and/or advisor support whenever they have a concern related to their own performance or the educational environment. At this level, faculty and/or the advisor may recommend behavioral changes to the student, modifications to assignments, and/or the provision of additional support services. The outcome of this meeting may be documented, but documentation is not required.

#### **Level 2 (Consultation) – Meeting between Student, Faculty, Advisor, and/or Campus Support Services Staff**

If the issue is not resolved in consultation with faculty and/or the advisor, any party may initiate a meeting involving the student, faculty, and advisor to explore additional support and steps that might be required (if the faculty member is also the advisor a second faculty member will be chosen by the student or faculty member). At this level, the faculty and/or advisor may recommend additional behavioral changes to the student, modifications to assignments, and/or the provision of additional support services. Documentation of this meeting will be placed in the student file.

#### **Level 3 (Resolution) – Meeting between Student, Faculty, Advisor, BA/MSW Director and/or Field Director and/or Title IV-E Coordinator**

If the issue is not resolved in the meeting with the student, faculty, and advisor, any party may involve the Program Director (BA, MSW, and/or Field Director). In this meeting, the student, faculty, advisor, and program director may develop a formal plan and timeline for behavioral change, modifications to the student's course of study, referral to university disciplinary procedures, or re-evaluation of a student's suitability for the social work program. Results of this meeting will be documented in the student file and forwarded to the Department of Social Work Administrative Team.

## Review Process

If the issue is not resolved, any party may submit a signed letter to the Department of Social Work Administrative Team within one week of notification of the Level 3 action requesting a review of the issue. The letter should indicate the concern with the prior recommendations and/or actions, and suggest further steps toward resolution of the concern. The student may bring an advocate to this meeting. Results of this meeting will be documented in the student's file and will include a formal letter detailing the Department's requirements for resolution of the concern.

If any party believes that further action is warranted, she/he may utilize University grievance procedure.

## Process for Resolution of Student Concerns

Students are encouraged to follow the following steps in resolving their academic concerns.

1. In the event that a student has a concern about a class, a faculty member, or a staff member, the student is encouraged to speak directly with the faculty or staff member to discuss and collaboratively resolve the issue when possible. If the concern is not resolved, the student may consult with the respective BASW or MSW Program Director. If the concern is not resolved with the Program Director, the student may discuss the concern with the Department Chair.
2. Concerns regarding field education should be presented to the Director of Field.
3. If the concern is related to stipend project participation, students are encouraged to discuss the concern with the Project Coordinator. If the concern is not resolved, the student may discuss the concern with the Project Director (Department Chair).
4. If the concern is related to the program or curriculum, students are encouraged to discuss the concern with the appropriate Program Director (BASW/MSW). Both the Department and the College administration encourage students to make every effort to resolve concerns at the Department level. Students may also utilize the University grievance process for which the policies and procedures are outlined below:

## Overview of Student Grievance Procedure Related to Grade or Policy Dispute

Prior to filing a Level 1 grievance with the Dean's office, you should first meet with the instructor to discuss and review the disputed grade; if you are still not satisfied that the grade assigned is appropriate, you should meet with the department chair who will seek ways to informally resolve the issue. You should also meet with either the ombudsperson or grievance coordinator who will review the Level 1 grievance procedure with you in case the informal resolution is not possible and you choose to pursue a formal grievance. These meetings must occur within the 20 instructional days allowed (see below); the 20-day timeline is not suspended while you are seeking an informal resolution to your dispute.

### LEVEL 1

If you have a dispute about a grade or policy, you must initiate the grievance process **no later than twenty (20) instructional days** after the last day of the term in which the alleged incident occurred. To begin the grievance process, you will submit a written statement describing the grievance and request a meeting with the appropriate administrator (for example, if the dispute is concerning a grade or academic department policy, the associate dean of the college overseeing the class or department that is disputed is the appropriate administrator.)

The appropriate administrator notifies involved parties of the dispute and attempts to resolve the dispute at this level and, within prescribed time line, informs all involved parties and the student grievance coordinator of the result. If the dispute is not resolved, you may choose to take the grievance to Level 2 within ten days by filing another written statement in consultation with the student grievance coordinator. The grievance is then referred to the grievance committee chair.

**Student Grievance Level 1 form:**

<http://www.humboldt.edu/forms/node/477> (for administrators)

## LEVEL 2

If the grievance committee chair determines that the grievance meets the criteria to advance, he/she notifies the grievant and the respondent that the grievance will proceed to Level 3. The respondent is given a prescribed time to respond in writing, whereupon the whole package of written documents is given to the student grievance committee for investigation at Level 3.

**Student Grievance Level 2 form:**

<http://www.humboldt.edu/forms/node/486> (for students)

## LEVEL 3

The voting student grievance committee membership consists of three faculty members, one staff member, and three students along with the vice-provost and the student grievance coordinator who is a non-voting member. The committee conducts an investigation, makes a report that is sent to all parties, and files a recommendation with the appropriate administrator.

Note this is an informal summary of the procedure. Please review the official procedure for details, and direct questions to the student grievance coordinator.

**Student Grievance Resources can be found online at:**

- Student Grievance Policy & Procedures (President's office website):
- <http://www.humboldt.edu/policy/PUML-00-01Grievance-Policy-and-Procedures-Students-Filing-Complaints-other-Discrimination-or-Unprofes>
- University Ombudspersons (currently **Suzanne Pasztor**, (707) 826-3643, [sp49@humboldt.edu](mailto:sp49@humboldt.edu); and **Dale Oliver**, (707) 826-4921, [dale.oliver@humboldt.edu](mailto:dale.oliver@humboldt.edu))
- Student Grievance Coordinator (currently **Kathy Thornhill**, Gist Hall 114, (707) 826-4582, email: [Kathy.Thornhill@humboldt.edu](mailto:Kathy.Thornhill@humboldt.edu) )

# The Social Work Student Association (SWSA)

Currently the Social Work Department has one student association for both BSW and MSW students. Graduate students are encouraged to get involved with their BSW colleagues to organize for social, educational, political action. However, MSW students are also free to establish a formal structure for a graduate student association as a part of the overall social work student association. The department will facilitate these processes through assigning a faculty advisor and the development of policies and processes for student participation in governance and program development.

A coordinated student participation is essential to a successful MSW program by providing direct advice and feedback regarding the curriculum, the program structure and for future development of an MSW alumni association. A student-run, student-directed association offers students a vehicle for a collective voice to address concerns, advocate for program improvements as well as for social action on campus, within local communities and for national and international issues.

At the campus level, the MSW student association can work to keep the graduate program visible on campus through student activities. Within the department, the organized student association participates in the governance of the MSW program by providing student input and student representation at the department meetings to address academic and curriculum concerns, policy issues and changes, and on recruitment and retention of students. Representatives will be able to participate in department meetings, the Community Advisory Committee, and as a member of the Field Advisory Committee. In addition, the Social Work faculty has always included student representation on any faculty search committee.

The Graduate Council, comprised of all the graduate program coordinators on campus, meet to establish policy, review programs and work to enhance graduate education at HSU. Each college can select a student representative to attend as a member. If any MSW student is interested, the MSW Director can submit his/her name to the Dean of Professional Studies to be considered for the position as student representative. If selected, the student is expected to attend consistently. The Graduate Office can inform students of the schedule for the Graduate Council meetings. In addition, all Graduate Council meetings are open to any student to attend.

The student association can take a role in community activism by taking a position on social issues and work to improve community conditions. In addition, the student organization can initiate and coordinate social, political and educational events for MSW students.

# Appendices

## Appendix 1: Campus Resources

Office	Phone	Email/Web	Location	Hours
<b>Academic Career &amp; Advising Center (ACAC)</b>	3341	acac@humboldt.edu <a href="https://www2.humboldt.edu/acac/">https://www2.humboldt.edu/acac/</a>	Gist Hall 114	M-F 9a-4p
<b>Associated Students</b>	4421	hsuas@humboldt.edu <a href="http://www2.humboldt.edu/associatedstudents/">http://www2.humboldt.edu/associatedstudents/</a>	UC Center South Lounge	
<b>Bookstore</b>	3741	bookstore@humboldt.edu <a href="http://www.bkstr.com/">http://www.bkstr.com/</a>	UC Center 3 <sup>rd</sup> Floor	M-Th 8a-5p Fri 8a-4p Sat 11-3 Sun CLOSED
<b>Children's Center</b>	3838	<a href="http://www2.humboldt.edu/childrencenter/">http://www2.humboldt.edu/childrencenter/</a>	Jensen House #94	
<b>Cultural Centers for Academic Excellence</b>	4589	ccae@humboldt.edu	Nelson Hall East, Room 215	M-F 8a-5p
<i>African American Center for Academic Excellence (AACAE)</i>	4588	aacae@humboldt.edu	Nelson Hall East, Room 206	Monday-Friday 10:00a-8:00p
<i>Latinx Center for Academic Excellence (LCAE)</i>	4590	lcae@humboldt.edu	Nelson Hall East, Room 205	M-F 10a-8p
<i>Multicultural Center (MCC)</i>	3364	mcc@humboldt.edu	Balabanis House 55	M-F 10a-5p
<i>Native American Center for Academic Excellence (ITEPP)</i>	3672	abc1@humboldt.edu_or hsuitepp@humboldt.edu	Brero House #93	M-F 10:00a-8:00p
<b>Enrollment Management &amp; Student Affairs</b>	3361	ovpsa@humboldt.edu <a href="http://www2.humboldt.edu/studentaffairs/">http://www2.humboldt.edu/studentaffairs/</a>	Siemens Hall 215	M-F 8a-5p
<b>Financial Aid</b>	4321	finaid@humboldt.edu <a href="http://www2.humboldt.edu/financialaid/">http://www2.humboldt.edu/financialaid/</a>	Student Business Services 2 <sup>nd</sup> Floor	M-F 9a-5p
<b>Housing &amp; Residence Life</b>	3451	housing@humboldt.edu <a href="http://www2.humboldt.edu/housing/index.html">http://www2.humboldt.edu/housing/index.html</a>	Jolly Giant Commons 355 Granite Ave	M-F 9a-5p

<b>HSU Women's Resource Center</b>	4216	hsuwomen@humboldt.edu	Balabanis House 55, Room 105	M-F 9a-5p
<b>Library</b>	3431	library@humboldt.edu		M-Th 7:30a-11:45p; Fri: 7:30a-9:45p Saturday 11:00a-9:45p; Sunday 11:00a-10:45p
<b>Office of Graduate Admissions</b>	6250	graduate-applicants@humboldt.edu	SBS Building	M-F 8:00a-5:00p
<b>Office of Graduate Studies</b>	5194	hsugrad@humboldt.edu	Siemens Hall, Room 217	M-F8:00a-5:00p
<b>Office of the Dean of Students</b>	3504	dos@humboldt.edu	Siemens Hall, Room 211	M-F 8a-5p
<b>Office of the Registrar</b>	4101	records@humboldt.edu	SBS Building, 1st Floor	M-Th 8:00a-5:00p; F 10:00a-5:00p
<b>Parking &amp; Commuter Services</b>	3773	parking@humboldt.edu	Parking & Commuter Services Kiosk, Rossow Street	M-F 8a-5p
<b>Retention &amp; Inclusive Student Success</b>	4584	riss@humboldt.edu	Siemens Hall, Room 208	M-F 8a-5p
<b>Student Clubs &amp; Activities</b>	3776	clubs@humboldt.edu	University Center, South Lounge 238	M-F 8a-5p
<b>Student Disability Resource Center (SDRC)</b>	4678	sdrcc@humboldt.edu		M-F 8a-5p
<b>SDRC Testing Center</b>	3611	testing@humboldt.edu		M-F 8a-5p
<b>Student Health, Wellness &amp; Counseling Center</b>	3146 3236	health@humboldt.edu hsucaps@humboldt.edu	First Floor, Medical Services/Clinic Second Floor, Counseling and Psychological Services (CAPS)	M, W, F 8:45a-4:30p; T/Th 9:45a-4:30p M-F 9:00a-4:30p 24/7 Hotline
<b>University Center</b>	4878	ucinfo@humboldt.edu	(including Student Rec Center, Rec and Intramural Sports, Rec/Wellness Center, Center Activities, CenterArts, Dining Services & more)	M-F 8a-5p



<b>University Police Department (UPD)</b>	5555	hsupd@humboldt.edu	SBS Building, First Floor;	24/7 availability
<b>Veteran's Enrollment &amp; Transition Services</b>	6272	vets@humboldt.edu	LL Room 55	M-Th 8a-5p, F 8a-4p

## **Appendix 2: National Association of Social Workers Code of Ethics**

The current NASW Code of Ethics can be viewed at the following link:

<https://www.socialworkers.org/pubs/code/default.asp>

## **Appendix 3: CSWE Educational Policy and Accreditation Standards**

The current CSWE Educational Policy & Accreditation Standards can be viewed at the following link: <http://www.cswe.org/Accreditation/EPASRevision.aspx>

## **Appendix 4: Grievance Policy and Procedures for Students Filing Complaints other than Discrimination or Unprofessional Conduct against Faculty, Staff or Administrators**

The current Grievance Policy and Procedures for Students Filing Complaints other than Discrimination or Unprofessional Conduct against Faculty, Staff or Administrators can be viewed at the following link:

<https://www2.humboldt.edu/policy/PUML-00-01Grievance-Policy-and-Procedures-Students-Filing-Complaints-other-Discrimination-or-Unprofes>

## **Appendix 5: HSU Nondiscrimination Policy**

The current Nondiscrimination policy can be viewed at the following link:

<http://www2.humboldt.edu/policy/PEMP11-06Humboldt-State-University-Nondiscrimination-Policy>

## **Appendix 6: HSU Policy against Sexual Harassment and Sexual Assault**

The current Policy Against Sexual Harassment & Sexual Assault can be viewed at the following link:

<https://www2.humboldt.edu/policy/PEM-P14-03Sexual-Assault-Intimate-PartnerDomestic-Violence-Dating-Violence-and-Stalking-Policy>

### **Appendix 7: Academic Honesty Policy**

The current Academic Honesty Policy can be viewed at the following link:

<https://www2.humboldt.edu/studentrights/academic-honesty>

### **Appendix 8: Student Records Access Policy**

The current Student Records Access Policy can be viewed at the following link:

<http://www2.humboldt.edu/policy/PUML-05-03Student-Records-Access-Policy>

### **Appendix 9: HSU Policy for Protection of Human Subjects Research**

The current HSU Policy for Protection of Human Subjects Research:

<https://www2.humboldt.edu/policy/PEMP14-02Policy-Protection-Human-Subjects-Research>