MISSION STATEMENT OF THE SCHOOL OF SOCIAL WORK

The mission of the School of Social Work is to provide educational opportunities that promote a just and secure society. To this end, we are committed to and base our program on the principle that social work practice is to:

- Create an environment that sustains human life
- Meet our basic survival needs for food, clothing, shelter, and livelihood
- Respect our fundamental dignity and personal and cultural identities
- Protect all from avoidable harm

We honor human diversity and acknowledge its vital role in advancing mutuality and interdependence. Our aim is to educate social work practitioners who will be versatile, creative, and effective in serving the peoples of the San Francisco Bay Area in a context of global economic and human relations. Our goal is to address the needs of the oppressed, disenfranchised, and otherwise marginalized peoples and communities.

Our teaching incorporates a comprehensive range of knowledge, values, skills and experiences for social work practice at all levels of intervention. The outcome is to provide learning experiences that will instill critical consciousness and inspire students to become advocates for economic and social justice.

PHILOSOPHY OF THE SCHOOL OF SOCIAL WORK

The School of Social Work at San Francisco State University is located in an environment which is unique for its concentration of disadvantaged and vulnerable populations: racial and ethnic minorities, immigrants and refugees, gays and lesbians, single parents, children, people with disabilities, and the aged. The presence in large numbers of any one of these populations at risk in a metropolitan area would not be particularly noteworthy. It is the concentration of a constellation of such populations that makes the San Francisco Bay Area unique. This diversity presents both a challenge and an opportunity to the School of Social Work.
Each of these groups represents a population that is neglected, underserved and oppressed. Each has been systematically denied or barred access to resources available to the general population. Each has been denied an equitable share of society's rights, benefits, privileges and opportunities. The aspirations of these groups to realize their full human potential have been frustrated by an indifferent and frequently hostile society.

While the School of Social Work seeks to be responsive to the needs of the general community, we believe that we have a special mission to respond to the needs and aspirations of these particular populations at risk in the San Francisco Bay Area. Therefore, we aim to produce social work practitioners who will staff programs concerned with the identification and solution of problems that particularly affect these populations such as institutional racism, sexism and homophobia, poverty and unemployment, substandard housing, inferior education, inadequate health care, insufficient child care, social isolation, bureaucratic neglect, and public indifference.

We expect our graduates to strive to increase the accessibility of services for these populations, to organize them into effective advocacy groups, to assist them in their own program development, and, ultimately, to enable them to acquire and exercise power on their own behalf. At the same time, our graduates work within established human services agencies and institutions to secure greater responsiveness and accountability to the people they serve.

Thus, our program aims to educate social workers who will render direct services to people in need and assist communities in their struggle for self-determination and empowerment.

FIRST-YEAR PROGRAM
THE URBAN PRACTITIONER IN THE URBAN MARKET PLACE

Program Coordinator: Dr. Miu Yan

The Urban Generalist practice model serves as the framework for the foundation MSW curriculum. Consistent with the mission of the School, it is designed to address the needs and aspirations of disadvantaged and oppressed communities, which are affected, in large part, by the operation of urban service delivery
systems. Special attention, therefore, is given to students' mastery of the urban environment as a distinctive context for practice.

The Urban Generalist practice model stresses the principles and processes common to all social work endeavors. At the same time, it promotes an awareness of those societal forces which influence the distribution of life chances, power and resources. Students are taught to use the particular combination of conceptual and interpersonal skills which is most directly relevant to the particular practice situation and which facilitates the client's movement towards a comparable mastery of the urban environment.

During the first year of the graduate program, the student is encouraged to develop and refine skills associated with a "core" practice model. There are four components of this core model:

1. Developing working relationships with clients and others under diverse conditions (voluntary referral, involuntary contact, outreach, transfer);

2. Formulating a plan of action which recognizes both personal and environmental elements in the change process;

3. Undertaking a variety of worker roles (advocate, coordinator, counselor, mediator, negotiator, support group leader, etc.);

4. Facilitating the development of client autonomy in achieving goals.

Additionally, the first year student is expected to be able to identify, examine, and respond to specific instances of disadvantage and oppression.

The first year field education placement (for full-time students) is meant to complement this practice perspective. Students are required to undertake a variety of practice roles, to have practice experiences at a variety of practice levels (individual, group, and community), and to have extensive contact with various parts of the urban service delivery system.
# First-Year Courses For Full-time MSW Students

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SW 700 - History and Philosophy of Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SW 710 - Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SW 730 - Social Work Practice Methods</td>
<td>3</td>
</tr>
<tr>
<td>** SW 740 - Field Instruction (2 days/week)</td>
<td>2</td>
</tr>
<tr>
<td>SW 741 - Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 770 - Ethnic/Cultural Concepts and Principles I</td>
<td>3</td>
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<td>**</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
</tr>
<tr>
<td>* SW 720 - Research Methods in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>** SW 740 - Field Instruction (2 days/week)</td>
<td>2</td>
</tr>
<tr>
<td>SW 741 - Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 771 - Ethnic/Cultural Concepts and Principles II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Social Work Practice with Individuals, Families, and Groups Students Only:
- SW 810 - Health, Illness and Disordered Behavior | 3
- SW 830 - Social Casework | 3

### Administration and Planning Students Only:
- SW 811 - Organizations, Institutions & Communities | 3
- Elective | 3

### Social Development Students Only:
- SW 801 - Change Strategies and Professional Values | 3
- SW 811 - Organizations, Institutions & Communities | 3

### Total Units First Year: 32

* SW720 has a prerequisite of SW 450 - Introduction to Social Research, or its equivalent. SW 450 is offered in the summer and fall for those needing it. Since most students take SW 720 in the spring of their first year, plans should be made to complete the prerequisite prior to the spring semester.

**SW740 is repeated each semester for a required total of 10 units. Only block placement students will take 10 units in a two-semester period. Students receive
one unit of credit per 8 hours in the field. The usual pattern consists of two
days/week in the field the first year, three days/week in the field the second year.
Students must complete a total of 1200 hours in field instruction.

SECOND-YEAR CONCENTRATIONS

Social Work Practice with Individuals, Families, and Groups

Chair: Dr. Jerry Shapiro

Rather than assuming a perspective of pathology or problem, those who perform
such roles as counselor, enabler, broker, expeditor, or group leader and resource
persons such as child welfare workers, probation and parole officers, school social
workers, family services workers, medical social workers, public health social
workers, group and community workers, do so from a perspective of enhancing
individuals' growth and transformation. The goal of such practitioners is to work
with people to improve the course and quality of their personal development.

Social Work Practice with Individuals, Families, and Groups skills are closely
associated with developmental and interpersonal theory. Maintaining a focus upon
enhancement necessitates a thorough knowledge of the processes and
circumstances under which development takes place. It requires the ability to
facilitate a fair exchange between the individual and his/her interpersonal
environment.

REQUIRED SECOND YEAR COURSES FOR
FULL-TIME SOCIAL WORK PRACTICE WITH INDIVIDUALS,
FAMILIES, AND GROUPS STUDENTS

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>** SW 701   Social Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SW 721 Evaluative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>or SW 820 Advanced Research Methods in Social Work</td>
<td></td>
</tr>
<tr>
<td>SW 740 Field Instruction (3 days/week)</td>
<td>3</td>
</tr>
<tr>
<td>SW 741 Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 832 Social Group Work</td>
<td>3</td>
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</tbody>
</table>
Semester IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 740</td>
<td>Field Instruction (3 days/week)</td>
<td>3</td>
</tr>
<tr>
<td>SW 741</td>
<td>Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>**SW 831</td>
<td>Advanced Casework</td>
<td>3</td>
</tr>
<tr>
<td>OR SW 833</td>
<td>Advanced Groupwork</td>
<td></td>
</tr>
<tr>
<td>SW 895</td>
<td>Research/Professional Practice Project in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>OR SW 898</td>
<td>Master's Thesis</td>
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</table>

** SW 701 and SW 831 are offered in both the fall and spring semesters. Students in the Social Work Practice with Individuals, Families, and Groups Concentration must also complete the following courses during the second year of the MSW Program:

- **One (1) of the following three (3) unit courses:**
  
  - SW 800- Planning and Program Development
  - SW 801- Change Strategies and Professional Values
  - SW 835- Social Development Methods I
  - SW 850- Human Services Administration I

- **Electives**
  
  While we cannot require students to register for more than 60 units for the MSW degree, we strongly encourage students to enroll in elective courses when possible.

Urban Generalist Curriculum: 26 units
IFG Concentration Courses: 34 units
TOTAL: 60 units

**Administration and Planning**

Chair: Dr. Rita Takahashi

This concentration focuses on the development and administration of responsive, ethnically-sensitive, effective and efficient social service agencies and community
organizations. It includes knowledge from the areas of social development and
direct practice, as well as a distinct knowledge base rooted in planning and
organizational theory. Courses emphasize the development of skills in
administrative policy-making, program development and evaluation, budget and
personnel management, staff training and supervision, fund-raising and proposal
writing.

**REQUIRED SECOND YEAR COURSES FOR FULL-TIME ADMINISTRATION AND PLANNING STUDENTS**

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>* SW 701 Social Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>* SW 721 Evaluative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>OR SW 820 Advanced Research Methods</td>
<td></td>
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<tr>
<td>SW 740 Field Instruction (3 days/week)</td>
<td>3</td>
</tr>
<tr>
<td>SW 741 Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 850 Human Services Administration I</td>
<td>3</td>
</tr>
<tr>
<td>SW 880 Computers and Human Services Administration</td>
<td>2</td>
</tr>
<tr>
<td>* Also offered in the Spring Semester</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 740 Field Instruction (3 days/week)</td>
<td>3</td>
</tr>
<tr>
<td>SW 741 Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 800 Planning and Program Development</td>
<td>3</td>
</tr>
<tr>
<td>SW 864 Human Services Administration II</td>
<td>3</td>
</tr>
<tr>
<td>SW 895 Research/Professional Practice Project in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>OR SW 898 Master's Thesis Elective</td>
<td>3</td>
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<td>17</td>
</tr>
</tbody>
</table>

First Year Urban Generalist Curriculum: 26 units
A & P Concentration Courses: 32 units
Electives: 2-3 units
TOTAL: 60 units
Social Development

Chair: Dr. Qingwen Xu

This concentration focuses upon policy-making and analysis, interest group organization and development, and institution building. Its theoretical roots are in organizational and community theory. Students are prepared to influence existing institutions, develop new systems of service delivery, help create new or different institutional arrangements, and mobilize resources to meet community needs. Practitioner roles for those specializing in this area include advocate, arbitrator, community organizer, program planner, program developer, legislative aide, and social researcher. Courses emphasize knowledge and skill development which enable people to attain control over the resources which influence their life experiences through community, institutional, and organizational development.

REQUIRED SECOND YEAR COURSES FOR FULL-TIME SOCIAL DEVELOPMENT STUDENTS

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SW 701 Social Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SW 721 Evaluative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>OR SW 820 Advanced Research Methods</td>
<td></td>
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<tr>
<td>SW 740 Field Instruction (3 days/week)</td>
<td>3</td>
</tr>
<tr>
<td>SW 741 Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 835 Social Development Methods I</td>
<td>3</td>
</tr>
<tr>
<td>Elective (SW 832, Social Group Work, recommended)</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>16-17</td>
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</table>

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SW 740 Field Instruction (3 days/week)</td>
<td>3</td>
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<tr>
<td>SW 741 Graduate Field Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 800 Planning and Program Development</td>
<td>3</td>
</tr>
<tr>
<td>SW 836 Social Development Methods II</td>
<td>3</td>
</tr>
<tr>
<td>SW 895 Research/Professional Practice Project in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>or SW 898 Master's Thesis</td>
<td></td>
</tr>
<tr>
<td>Elective (SW 760, Social Work and the Law, recommended)</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>16-17</td>
</tr>
</tbody>
</table>
*Also offered in the Spring Semester

Urban Generalist Curriculum:  26 units  
SD Concentration Courses:  33 units  
Electives:  2-3 units  
TOTAL:  60 units

PART-TIME MSW PROGRAM

PROGRAM STRUCTURE AND CONTENT

For Planned Part-time MSW students, the 60 unit program is divided into three phases. Most required courses are available to students after the usual working day (4:00-10:00 p.m.). Students may also select daytime classes if their schedules allow, and summer classes if they desire.

Phase I

During the two semesters and one/two summers of Phase I, all students complete 18 units consisting of the following courses:

- SW 700 History and Philosophy of Social Welfare
- SW 710 Human Behavior and the Social Environment
- SW 720 Research Methods in Social Work
- SW 730 Social Work Practice Methods
- SW 770 Ethnic and Cultural Concepts and Principles I
- SW 771 Ethnic and Cultural Concepts and Principles II

Phase II

During Phase II, students complete the Urban Generalist curriculum and begin to take courses in their area of concentration. In this Phase, which consists of two semesters (and optional summer school), students complete 14-15 units consisting of:
SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS STUDENTS

SW 701 Social Policy Analysis
SW 810 Health, Illness & Disordered Behavior
SW 721 Evaluative Research Methods
or SW 820 Advanced Research Methodology in Social Work
SW 830 Social Casework
Electives 3-4 units

ADMINISTRATION & PLANNING STUDENTS

SW 701 Social Policy Analysis
SW 721 Evaluative Research Methods
SW 800 Planning & Program Development
SW 811 Organizations, Institutions & Communities
Electives 3-4 units

SOCIAL DEVELOPMENT STUDENTS

SW 701 Social Policy Analysis
SW 721 Evaluative Research Methods
SW 801 Change Strategies & Professional Values
SW 811 Organizations, Institutions & Communities
Electives 3-4 units

Phase III

During Phase III, the residency year, students are in the field four days/week and complete the remainder of their course work. This 27-28 unit phase, which lasts two semesters, consists of the following courses:

All Students:
SW 740 Field Instruction (2 semesters)
SW 741 Graduate Field Seminar (2 semesters)
SW 895 Research/Professional Practice Project in Social Work
or SW 898 Master's Thesis
Electives 3-4 units
SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS STUDENTS

SW 832  Social Group Work
SW 831  Advanced Casework
OR SW 833  Advanced Group Work
SW 835  Social Development Methods I
OR SW 850  Human Services Administration I
OR SW 800  Planning and Program Development
OR SW 801  Change Strategies and Professional Values

ADMINISTRATION & PLANNING STUDENTS

SW 850  Human Services Administration I
SW 864  Human Services Administration II
SW 880  Computers and Human Services Administration

SOCIAL DEVELOPMENT STUDENTS

SW 800  Planning & Program Development
SW 835  Social Development Methods I
SW 836  Social Development Methods II

Field Education:

The Planned Part-time MSW program is based on the premise that students will remain in their agencies of employment for their field placement. Acceptance of a student into the program, however, does not obligate the agency of employment to provide full pay for the field experience during the student's residency year. It is the student's responsibility to discuss field requirements with the agency executive prior to entry in the program and to make all arrangements with respect to salary and released time for class attendance.

All field agencies, field instructors and student assignments must be approved by the School's Director of Field Education. This process is initiated by School faculty during the admissions process and completed after the student's entry into the program.

If, after acceptance, exceptional situations arise which preclude student placement in the agency/organization of employment, the School guarantees placement of the student through its Office of Field Education. This, however, is not a guarantee of paid field education. Part-time MSW students who are placed through the Field
Education Office will, in most cases, have to be self-financing for the Phase III year.

Please note these four essential requirements regarding the field experience in Phase III:

1. Students must receive a substantial change in assignment (at least 50% or more of his/her regular tasks must be different), in keeping with the change from worker status to student status. Details will be worked out between the agency and the School. The general principle is that the staff member/student assignment cannot replicate the current work assignment.

2. Students must be assigned to a different supervisor for the field experience in Phase III. This supervisor must have an MSW degree, three years post-MSW experience, and expertise in the same method area as the one in which the student/staff member is concentrating.

3. The agency must meet the educational criteria expected by the School for a field placement.

4. Students must complete 1200 hours of field instruction.

Note: Under exceptional circumstances, students may petition to begin their field placement prior to the completion of Phase II of the program. A student's petition must be approved by the Chairperson of his/her concentration and the Director of Field Education. Under no circumstances may students begin field education prior to the completion of Phase I of the program.
Graduate social work students may pursue the Pupil Personnel Services Credential (PPSC) while simultaneously completing their MSW requirements. They are required to take the Social Work with Individuals, Families and Groups (IFG) concentration with a field placement in a public school (K-12), supervised by an individual who has a PPS credential. MSW students in the SD and A&P concentrations can also complete the requirements; they should set up an interview with the PPSC Coordinator.

The PPSC field placement and specialized course work are to be completed in the second year of MSW preparation and are taken in the following order:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 740- Field Work Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SW 741- Graduate Field Seminar (PPSC)</td>
<td>2</td>
</tr>
<tr>
<td>SW 855- Social Work in School Settings</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>SW 740- Field Work Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SW 741- Graduate Field Seminar (PPSC)</td>
<td>2</td>
</tr>
<tr>
<td>SW 760- Social Work and the Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Individuals who are interested in pursuing the PPS Credential should contact the PPS Coordinator, David Shipp (338-7695), prior to beginning the Fall Semester and should also inform Dianne Mahan, Director of Field Education, of their interests. The PPS Program Guide is available in the School of Social Work Office (HSS 227).

Student guidelines for the Pupil Personnel Services Credential are disseminated to all incoming MSW students at the general orientation.
STANDARDS FOR GRADUATE COURSES

(Approved by the Graduate Study Committee for use of all academic units in reviewing their graduate courses.)

The Graduate Course

1. The graduate course assumes . . .
   1.1 Maturity, responsibility and scholarly integrity on the part of the student.
   1.2 A broad base of knowledge, usually represented by the Bachelor's Degree.
   1.3 Competence in the specified field, usually represented by a substantial body of upper division study in the field or in one closely related.
   1.4 A command of basic understandings, techniques, and skills essential for independent, self-directed study and research in the field.

2. The graduate course concerns itself with more complex ideas, materials, techniques, or problems than the undergraduate course and demands searching and exhaustive analysis.

3. The graduate course requires . . .
   3.1 The identification and investigation of theory or principle.
   3.2 The application of theory to new ideas, problems, materials.
   3.3 Extensive use of bibliographic and other resource materials with emphasis on primary sources for data.
   3.4 Demonstration of competence in scholarly presentation of the results of independent study.

4. Satisfactory completion of a graduate course requires more creative thinking and more intensive work than would a comparable undergraduate course.

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1 This section is an adaptation of the statement, “Characteristics of a Strictly Graduate Course,” which the Graduate Study Committee adopted on March 19, 1958.
STANDARDS FOR GRADUATE COURSES

Lecture-Discussion ("Graduate discussion" in staffing formula)

Conforming to the criteria for graduate courses in general, the lecture-discussion course . . .

1. Is an organized course with regularized content.

2. Combines lecture and group discussion with special studies and research.

3. Considers a series of vital problems, reviews trends, examines different points of view, and interprets issues.

4. Requires problem-analysis, research, and a high level of participation in discussion.

5. Requires wide use of materials and resources which provide a range and depth beyond that obtainable through using a single text, although the use of a basic text may be appropriate in some lecture-discussion courses.

Seminar

Conforming to the criteria for graduate courses in general, the seminar . . .

1. Is organized around a series of related problems significant to the discipline and to the group.

2. May have a focus which varies from semester to semester within the framework of the general objectives.

3. Requires each student to assume primary responsibility for a research effort that will contribute to the objectives of the seminar, and report, interpret, and defend his/her findings before the class as well as in writing.

4. Within the framework of general goals, calls for students to participate in course planning and in evaluative procedures.

5. Limits the lecture, when it occurs, to setting the stage and clarifying issues.

6. Has class meetings primarily to develop, share, and critically examine independent research by members of the group. Time devoted to
individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

Laboratory

The laboratory course conforms to the criteria for graduate courses in general. The chief distinguishing characteristic is the use of specialized facilities. Its focus is on research, but frequently it employs lecture and discussion.

Field Instruction and Clinical Practice

For strictly graduate level courses, both field work and clinical practice require that . . .

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.

2. The selection of experiences provides opportunity for the student to . . .

   2.1 Bring to bear and apply a high level of theoretical knowledge.
   2.2 Exercise judgment of a high order.
   2.3 Assume responsibility for determining procedures as well as for implementing them.
   2.4 Report the experience to a supervising college instructor in such a way as to point out its significance, to explain the rationale behind his major decisions, and to evaluate their adequacy.

Individualized Study Programs

All individualized study programs have the characteristics necessary to "Special Study" as listed below.

Special Study

Special study at the graduate level is based upon the assumptions set forth in Part 1 of the above section entitled, "The Graduate Course." Furthermore, such special study . . .
1. Has a specific objective related to the student's educational goals and to a graduate program.

2. Is precisely defined as a result of joint planning by the professor and the student.

3. Requires periodic and final demonstration of competence in scholarly presentation of the results of independent study.

Research

Research is original investigation by qualified graduate students in their respective fields with the aid and direction of faculty members in the same field.

Creative Work

The culminating requirement in some programs for the Master of Arts degree may be a series of paintings, a musical composition, or some other creative work. The creative work in such cases must represent in content and method the skills, disciplines, and knowledge required in graduate study, including competence in expression. The character of the final work--as exemplified by the range and quality of research, the unique correlation of available materials, the originality of insight, the practical solution of a problem, or a creative achievement--must testify to the distinction of the student. The experience must be valuable to the student, and it also must be in keeping with the standards of the University.

The following criteria are to be used in judging the significance of the creative work and thereby in determining its acceptability.

Originality. The creative work must contain elements of originality in approach, treatment, or conclusions.

Clarity of Purpose. The problem must be precisely defined in a manner appropriate to the creative arts.

Orientation. Whenever appropriate, the relationship of the creative work to other works in the field must be demonstrated.
Presentation. The creative work must be presented in accord with accepted techniques in the specific art form.

STANDARDS FOR GRADUATE COURSES

Thesis

As the culminating requirement for the Master's Degree in most divisions of instruction, there is an extended written work, here designated as a thesis. It is not the intention of this statement to be definitive about the nature of this requirement as each division will define it in accordance with its own program, but rather to suggest the quality of individual resourcefulness and mature perception to be expected for the Master's Degree, whatever the student's major, at San Francisco State University. (Note: In the MSW program, a thesis is one option to fulfill the culminating experience requirement.)

This work must represent in content and method the skills, disciplines, and knowledge required in graduate study, including competence in expression. The character of the final work--as exemplified by the range and quality of research, the unique correlation of available materials, the originality of insight, the practical solution of a problem, or a creative achievement--must testify to the ability of the student. The experience must be valuable to the student and it also must be in keeping with the standards of the University.

The following criteria are to be used in judging the significance of the thesis and thereby in determining its acceptability:

Originality. The thesis must contain elements of originality in approach, treatment, or conclusions.

Clarity of Purpose. The problem must be precisely defined.

Orientation. Whenever appropriate, the relationship of the thesis to other studies in the field must be demonstrated.
Evidence. Procedures for gathering and evaluating evidence must be in accord with sound principles and accepted practices as defined by the respective disciplines.

Conclusions. The evidence shall be sufficient to support the conclusion or conclusions.

Presentation. Language usage mechanics must be consonant with standards as approved by the faculty.

GENERAL ADVISING

Entering Students

1. All students are assigned an adviser at the beginning of their first semester in the program. It is important to get to know one's adviser as soon as possible to facilitate smooth scheduling of classes and to ensure graduation on schedule with minimum complications.

Registration for required courses, field instruction, challenge exams and financial aid are also discussed at orientation.

2. Touch-tone Registration occurs in the summer prior to students' initial meeting with assigned advisers. It is important, therefore, for incoming students to be clear about curriculum requirements and registration procedures to avoid being dropped from classes due to technical error.

3. All entering students should meet with their adviser during the first few weeks of classes to develop an individual plan of study, to review class scheduling, to discuss changes resulting from challenge exams taken (see Special Course Options) and to adjust their programs in light of any acceptable previous graduate work.
Continuing Students

Continuing students should meet with their advisers at the beginning of each semester and again on Advising Day (held once/semester) to:

1. Go over the Advising Checklist
2. Update their individual plan of study
3. Check past incompletes
4. Review their Graduate Approved Program (GAP) Form
5. Discuss any academic problems

Change of Adviser

At their initiative, students may request a change of adviser. A request should be made in writing to the Director of the School who will ask the current adviser and the proposed new adviser if there is any objection to the change. If the change is approved by all concerned, reassignment will take place.

Student Files

All MSW students have files in the School office containing their admissions application, individualized plans of study, grade reports, and all memos, petitions, etc., related to their program. Students may have access to their files for the purpose of reviewing the contents or adding materials. These files, however, may not leave the School office.
ADVISING CHECKLIST FORMS (SAMPLE)

Program Planning

The following Advising Checklist Forms are used by students and their advisers to monitor students' progress in the MSW program:

**MSW PROGRAM PLANNING FORM: FULL-TIME STUDENTS**

<table>
<thead>
<tr>
<th>NAME ___________________________</th>
<th>ADVISER __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCENTRATION: IFG ___ A&amp;P ___ SD ___ YEAR OF ENTRY ________</td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:** Please check all courses which have been satisfactorily completed, indicating the semester in which the course was taken.

1. **URBAN GENERALIST (FOUNDATION) CURRICULUM (26 UNITS)**

<table>
<thead>
<tr>
<th>SW 700 ______</th>
<th>SW 710 ______</th>
<th>SW 720 ______</th>
<th>SW 730 ______</th>
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</thead>
<tbody>
<tr>
<td>SW 770 ______</td>
<td>SW 771 ______</td>
<td>SW 740 ______*</td>
<td>SW 741 ______*</td>
</tr>
</tbody>
</table>

2. **ADVANCED CURRICULUM (34 UNITS)**

(Complete the section corresponding to the student's concentration)

<table>
<thead>
<tr>
<th>IFG</th>
<th>A&amp;P</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>SW 701 ______</td>
<td>SW 701 ______</td>
<td>SW 701 ______</td>
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<tr>
<td>SW 721 / 820 ____ #</td>
<td>SW 721 ______</td>
<td>SW 721 ______</td>
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<tr>
<td>SW 740 ______*</td>
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<td>SW 741 ______*</td>
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<td>SW 800 ______</td>
<td>SW 800 ______</td>
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<td>SW 830 ______</td>
<td>SW 811 ______</td>
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<tr>
<td>SW 832 ______</td>
<td>SW 850 ______</td>
<td>SW 811 ______</td>
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<tr>
<td>SW 831 / 833 ____ #</td>
<td>SW 864 ______</td>
<td>SW 835 ______</td>
</tr>
<tr>
<td>SW 800 / 801 / 835 / 850 ____ #</td>
<td>SW 880 ______</td>
<td>SW 836 ______</td>
</tr>
<tr>
<td>SW 895 / 898 ____ #</td>
<td>SW 895 / 898 ____ #</td>
<td>SW 895 / 898 ____*</td>
</tr>
</tbody>
</table>

**ELECTIVES**

<table>
<thead>
<tr>
<th>COURSE: __________________________</th>
<th>SEMESTER COMPLETED: __________________________</th>
</tr>
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<tbody>
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<td>__________________________</td>
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<tr>
<td>__________________________</td>
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</tbody>
</table>

# Option (Students must complete one)

* Students must complete four (4) semesters of each concurrently for a total of ten (10) units of SW 740 and eight (8) units of SW 741.

**THIS FORM IS TO BE KEPT IN THE STUDENT'S DEPARTMENT FILE**
**MSW PROGRAM PLANNING FORM: PART-TIME STUDENTS**

**NAME ___________________________  ADVISER __________________________**

**CONCENTRATION: IFG ____  A&P _____  SD _____  YEAR OF ENTRY _____**

**INSTRUCTIONS:** Please check all courses which have been satisfactorily completed, indicating the semester in which the course was taken.

1. **PHASE I (FOUNDATION CURRICULUM) (18 Units)**
   - SW 700 ________  SW 710 _______  SW 720 _________  SW 730 ________
   - SW 770 ________  SW 771 _______

2. **PHASE II (14-15 UNITS)**
   (Complete the section corresponding to the student's concentration)

<table>
<thead>
<tr>
<th>IFG</th>
<th>A&amp;P</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>SW 701 ________</td>
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<td>SW 701 ________</td>
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<tr>
<td>SW 721 / 820 ___ #</td>
<td>SW 721 ________</td>
<td>SW 721 ________</td>
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<td>SW 810 ________</td>
<td>SW 800 ________</td>
<td>SW 801 ________</td>
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<tr>
<td>SW 830 ________</td>
<td>SW 811 ________</td>
<td>SW 811 ________</td>
</tr>
</tbody>
</table>

**ELECTIVES (3-4 UNITS)**

| COURSE: ______________________ | SEMESTER COMPLETED: ______________________ |

3. **Phase III (27-28 Units)**
   (Complete the section corresponding to the student's concentration)

<table>
<thead>
<tr>
<th>IFG</th>
<th>A&amp;P</th>
<th>SD</th>
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<tbody>
<tr>
<td>SW 740 ________ *</td>
<td>SW 740 ________ *</td>
<td>SW 740 ________ *</td>
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<tr>
<td>SW 741 ________ *</td>
<td>SW 741 ________ *</td>
<td>SW 741 ________ *</td>
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<td>SW 832 ________</td>
<td>SW 850 ________</td>
<td>SW 800 ________</td>
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<tr>
<td>SW 831 / 833 ___ #</td>
<td>SW 864 ________</td>
<td>SW 835 ________</td>
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<tr>
<td>SW 800 / 801 / 835 /850 _____ #</td>
<td>SW 880 ________</td>
<td>SW 836 ________</td>
</tr>
<tr>
<td>SW 895 / 898 ___ #</td>
<td>SW 895 / 898 ____*</td>
<td>SW 895 / 898 ___ #</td>
</tr>
</tbody>
</table>

**ELECTIVES (3-4 UNITS)**

| COURSE: ______________________ | SEMESTER COMPLETED: ______________________ |

# Option (Students must complete one)

* Students must complete two (2) semesters of each concurrently for a total of ten (10) units of SW 740 and four (4) units of SW 741.

**THIS FORM IS TO BE KEPT IN THE STUDENT'S DEPARTMENT FILE**
NAME ___________________________  ADVISER __________________________

CONCENTRATION: IFG  A&P  SD  YEAR OF ENTRY______

PROGRAM FOR: FALL_______  SPRING_______  SUMMER_______  YEAR_______

I have discussed the following course schedule with my adviser and we have agreed that I should enroll in these courses in the semester indicated above:

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>TITLE</th>
<th>UNITS</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW_____</td>
<td>____________</td>
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<td>SW_____</td>
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<tr>
<td>SW_____</td>
<td>____________</td>
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</tr>
</tbody>
</table>

Total Units This Semester: _________
Total Units Completed: ____________

_______________________                                            _______________________
Student Signature                                                                                            Adviser Signature

____________________________                                                             _____________________________
Student Name (Print)            Date                                                                    Adviser Name (Print)                Date
TOUCHTONE REGISTRATION

New and Entering Students

Once admitted to San Francisco State University, students will receive a registration packet approximately one month before the beginning of each semester. It will contain complete instructions for registration and fee payment.

Group advisement for Fall registration occurs in May/June at New Student Orientation.

Late Admission

Students admitted after the registration deadlines have to follow the procedures established by the University Registrar. Late admits should contact the Social Work office to be assigned an adviser who will assist them in enrolling in the appropriate classes. Other University instructions pertaining to late admits are included in the registration packet.

Continuing Students

CONTINUING STUDENTS MAY REGISTER ONLY FOR COURSES APPROVED BY THEIR ADVISER AND LISTED ON THEIR PLAN OF STUDY. STUDENTS MAY REGISTER ONLY FOR COURSES FOR WHICH THEY HAVE MET THE PREREQUISITES. Continuing students who miss the registration deadline should follow the instructions above for late admits.

Adding or Dropping a Course

Registration packets contain information about add/drop procedures. Deadlines for 2003-2004 are as follows:

Fall Semester 2003
Friday, September 12 -- Last day to add a course.
Wednesday, September 24 -- Last day to drop a course.
LEAVES OF ABSENCE

Leaves of absence are permitted by the School for one year. Students who return at the end of one semester do not need to make another application to the University. Those on leave for two consecutive semesters must make a new application to the University but do not have to go through the School admissions process. Students who are away from the program for more than two consecutive semesters must compete with all other applicants by re-applying to the University and the School.

FINANCIAL AID

All students are encouraged to apply early for financial aid loans, fellowships and graduate assistantships. Forms may be obtained from the Office of Student Financial Aid, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132. Information about scholarships is distributed regularly by the School. Financial Aid decisions, however, are made by the University's Office of Student Financial Aid.

*SPECIAL COURSE OPTIONS

Challenge Exams -- Credit-by-Examination

A student may receive credit for any required foundation MSW course, except SW 740, 741, 770, and 771, by passing an examination focused on essentially similar content. The examination is devised and assessed by two or more faculty who are currently teaching or have previously taught in the substantive area of the required courses (e.g. policy, human behavior, practice, research). Written notification of the outcome of the examination is provided to all students taking the exam and their respective faculty advisers. Students who are unsuccessful in their first effort may elect to take the exam again at the next regularly scheduled time.

Successful completion of an examination is rewarded with a letter grade of no less than "B" and three (3) academic units. A maximum of twelve (12) semester units of credit by examination can be applied to the total MSW program. Passage of challenge exams for foundation (1st year) courses allows students either to carry a
lighter academic load in the first year or to take advanced courses for which foundation courses are prerequisites.

**SUBSTITUTION FOR REQUIRED COURSES**

Under special circumstances, upper division courses, graduate courses within or outside the School, or graduate independent study may be substituted for a required course. In these instances, it is necessary to ensure

(a) That the content and focus of the proposed substitute is essentially similar to that of the required course.

And

(b) That the level of performance meets graduate standards. This is accomplished by the following procedures:

1. The student's faculty adviser assumes responsibility for reviewing the content, focus and major expectations of the required course through consultation with faculty who are currently teaching or have previously taught the course.

2. The student's faculty adviser reviews the content, focus, and major expectations of the proposed substitute through consultation with the instructor who has taught or will be teaching the proposed substitute and reviews all pertinent written materials, including course descriptions, bibliography, etc.

**Note:** Those courses exempted do not count towards the 60-unit MSW requirement. Additional approved courses (electives) must be substituted for the exempted courses.

**INTERDISCIPLINARY COURSES**

Students may take up to six (6) units of upper division and graduate courses outside of the School for MSW credit, subject to the approval of their adviser and the Director.
TRANSFER OF UNITS

Students may transfer up to twelve (12) units towards the MSW from other accredited graduate programs of 30-60 units in cognate fields, and up to one year (30 units) from other accredited MSW programs, subject to the approval of their adviser and the Director of the School. Students should consult with their adviser to establish equivalency. Units used to obtain a previous degree may not be used toward the MSW.

SPECIAL STUDY - SW 899

Students who have demonstrated the ability to work independently and are in good academic standing may enroll for elective courses by independent study for 1-3 units each if they have the approval of their adviser, the instructor for the course, and the Director of the School.

Credit is given by independent study only for courses not included in the University's curriculum as published in the Bulletin or Class Schedule.

A maximum of six (6) semester units may be earned towards the MSW degree via special study.

Students who desire to engage in independent study work must follow these procedures:

1. Obtain a petition form for SW 899.

2. Make an appointment to discuss the independent study proposal with their adviser and potential SW 899 instructor.

3. Prepare a rough draft of the material required in the petition and discuss this with the proposed SW 899 instructor. A summary of a statement outlining the project's objectives, methods and means of evaluation must be included with the petition. This is the most important part of the petition.

4. After the petition has been approved and signed by their adviser and SW 899 instructor, forward it to the Director of the School for review and approval.
5. Add the course during the prescribed period. The schedule number may be obtained from the School Secretary when the signed petition is submitted.

Special Study proposals should include:

OBJECTIVES: What skills, knowledge, competencies or other learning objectives have been agreed upon by the student and the instructor?

METHODS: How are these objectives to be achieved? (e.g., reading, interviewing, consultation with instructor, etc.). How often will the student meet with the instructor?

EVALUATION: How will the student's learning be evaluated by the instructor for grading purposes? (e.g., written work, oral exam, other.)

Note: Academic credit is not given for committee or student organizational work. Some students have, however, used their experience on work committees or in the student organization to develop an SW 899 proposal for which they have received credit. Others have used committee work as the basis for assignments in other courses, thus enabling them to use this work for credit indirectly.

**GRADES**

Students must maintain a "B" average (3.0 GPA) to remain in the MSW Program. Plus and minus grades are recorded on transcripts and have an effect on GPA.

SW 740, 895 and 898 are the only courses offered by the School of Social Work using a mandatory credit/no credit system for grading.
Basic Definitions

Performance will be interpreted to reflect the quality of the student's accomplishment relative to the standards set for each course. The following symbols shall be used in evaluating student performance.

A = Performance of the student has been of the highest level, showing sustained excellence in meeting course responsibilities. Four grade points per unit of course work attempted.

B = Performance for the student has been good though not of the highest level. Three grade points per unit of course work attempted.

C = Performance of the student has been adequate, satisfactorily meeting the course requirements. Two grade points per unit of course work attempted.

D = Performance of the student has been less than adequate. One grade point per unit of course work attempted.

F = Performance of the student has been such that course requirements have not been met.

CR = (Credit) performance of a student in graduate level courses has been equivalent to grades of A or B, used only for SW 740, 895 and 898.

NC = (No Credit) performance of a student has been less than that of a CR level. No academic credit is received for this course.

I = (Incomplete) performance of the student has been incomplete due to circumstances beyond his/her control. His/her work was satisfactory at the time the incomplete was issued, and there is a possibility of earning credit if the course requirements are completed within the time allowed. An incomplete must be made up within one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned
work will result in an incomplete being counted as equivalent to an F for grade point average computation.

\[ W = \text{(Withdrawal)} \] indicates that the student was permitted to drop the course after the 20th day (4th week) of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

\[ AU = \text{(Audit)} \] indicates that the student was enrolled on a non-credit basis.

\[ U = \text{(Unauthorized Incomplete)} \] indicates that an enrolled student did not withdraw from the course, but failed to meet course requirements. It is used when in the opinion of the instructor; completed assignments were of insufficient quality to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an “F”.

\[ SP = \text{(Satisfactory Progress)} \] this symbol is used for the Master's Project or Thesis to indicate that work is in progress and has been evaluated and found to be satisfactory to date, but that the assignment of a precise grade must await completion of additional work. The Master's Project or Thesis must be completed before the expiration of the 7 year limit for completion of all Master's degree requirements, and within one year after the conclusion of the semester in which the student registered for the Project or Thesis.

**GRADE CHANGE**

a. Letter grades are not convertible to other letter grades, or to CR/NC except in cases of real error.

All grade changes are by written petition. When letter grades are to be changed to other letter grades, the petition must have the approval of the instructor and the Director of the School.

b. A student wishing to request a retroactive grade change, withdrawal or addition, must initiate his/her request during the semester in attendance
immediately following the semester when the original grade was assigned or the course in question was offered. Retroactive change of grades and withdrawals are subject to review by the Board of Appeals and Review.

**Student Appeal for Grade Change**

An appeal of a grade is initiated by the student in the form of a written petition and must first be directed to the instructor. If further action is required, the student will make his/her appeal to the Director of the School and, if the issue remains unresolved, to the College Dean. It will be the responsibility of the Dean to forward the appeal to the College Grade Committee. Prior to the committee hearing, the student must present his/her grievance in writing with a statement in support of his/her appeal. The student may be assigned or represented before the committee by a person of his/her choosing. Unless in the judgment of the committee the proceeding would be impeded, it is assumed that both parties to the hearing will be presented at all deliberations.

College Grade Committee procedures require that a majority vote shall prevail. Majority and minority opinions, if they exist, will be filed, together with all records of the hearing, with the College Dean. The Dean will then review the committee action.

If the student's appeal is granted by the Committee and the College Dean, the grade assigned by the Committee will be the only grade to appear on the student's official transcript.

**Request for Withdrawal**

Students must obtain a petition from the School office to request a withdrawal from a class after the drop deadline.
**Make-Up of Incomplete**

It is the student's responsibility to obtain and complete a Make Up of Incomplete form at the time work is submitted to the instructor. See previous section on "Grading".

**Graduate Approved Program (GAP)**

All students must fill out the GAP form to graduate from the University. The School of Social Work requires completion of the GAP at the end of the second semester of the first year. Forms are available online at [http://www.sfsu.edu/~gradstdy/forms/formsProspStudents.html](http://www.sfsu.edu/~gradstdy/forms/formsProspStudents.html), or at the Graduate Division.

**FIELD EDUCATION**

**Field Manual**

The School's Field Manual is available online at [http://online.sfsu.edu/~swintern](http://online.sfsu.edu/~swintern). The Manual contains detailed information about requirements of the field education program.

**Liability Insurance**

All students enrolled in field education are required to participate in the School's group liability insurance plan, obtained through the National Association of Social Workers. The cost of this insurance is $25/year. Details on payment procedures will be distributed by the Office of Field Education.

**The Placement Process for Entering Full-time Students**

Field placements are made during the summer prior to entry into the MSW program. Field orientation is provided in SW 741 (Field Seminar) by the instructors. Please refer to the Field Manual for more detailed instructions.
Grades For Field Education

Students receive grades of CREDIT/NO CREDIT for SW 740, assigned by their field liaisons, and letter grades for SW 741, assigned by their seminar instructors.

SW 741: Field Seminar

First-year seminars begin with an orientation to field instruction and completion of the placement process for the first year. The focus then shifts to development of a field contract; analysis of the field placement agency in terms of organization, services provided, population served, and funding; and use of supervision. The School's emphasis on the urban community and services to oppressed groups is explored through the student's field placement. The final tasks of the first-year seminar are orientation to second-year concentrations and referral and placement for the second year field placement.

Second-year field seminars begin with the development of a field contract and analysis of the agency. The seminar then relates services to oppressed groups in the urban community to the particular concentration of the seminar: Social Work with Individuals, Families and Groups, Administration and Planning, or Social Development.

Students experiencing difficulty with their field placement should inform their SW 741 instructor and field liaison immediately.

Faculty Field Liaison

The faculty field liaison represents the School and, as such, serves as the channel of communication between the agency, field instructor, and the student. Further information on the liaison's role can be found in the Field Manual.

The School's Field Manual provides the following information:

- The field calendar, including due dates for assignments and holidays.
- Methods of computation for field credit according to the number of days a week in the agency.
• The Student Profile Form, a resume used for planning purposes by faculty and agencies.

• The Interview-Referral Form, the written notice of referral to an agency.

• A sample field contract, an agreement between the student, the agency field instructor, and the faculty field liaison as to the nature of the student's field instruction.

• Forms for the evaluation of the agency and the student.

Second Year Full-Time Students

Field placements for second year students are made in the Spring Semester of the First Year; the process begins with the Field Fair, held early in the Spring Semester. All students meet with the Field Director in February to plan their second year internships.

CULMINATING EXPERIENCE

General Requirement

Students in programs leading to the Master's degree at San Francisco State University are "required to give a final demonstration of competence in scholarly and professional attributes." For the MSW degree, the required culminating experience is the product of an ongoing process, the final demonstration of which is the completion of a research or professional practice project - SW 895 (3 units) -- or a Master's Thesis - SW 898 (3 units).

Preparation for the final demonstration of competence in scholarly and professional attributes takes place through completion of SW 720 - Research Methods in Social Work (3 units) and SW 721 - Evaluative Research Methods (2 units) or SW 820 - Advanced Research Methodology in Social Work (2 units).

Complete information concerning these courses may be obtained from faculty who teach SW 720, SW 721, and SW 820.
SW 895 (Field Study or Applied Individual or Group Research)

SW 895 may be fulfilled by completion of research which can be either quantitative or qualitative in terms of the data examined.

**Quantitative research** consists essentially of a description, analysis and interpretation of a social problem, program or service in terms of quantifiable units or measures. Among types of quantitative research designs are variations of experimental design (including pre-experimental and quasi-experimental designs), correlational designs, panel designs, and survey research designs. Typically, standardized measures and pre-determined response categories are used to describe the variables under study. The data collection instruments are usually interview schedules, questionnaires, attitude scales, tests and content analyses of documents. Some examples of quantitative research completed by students include:

1. Socio-demographic characteristics of a specific client population ("A Profile of Clients Served by the Chinatown Youth Center").

2. Needs assessment studies in relation to a particular service or program ("Needs Assessment for a Geriatric Day Treatment Program at Pacific Presbyterian Medical Center").

3. Evaluation studies of a specific social work intervention methodology ("An Outcome Evaluation of the Counseling Component at New Connections").

4. Evaluation of the impact of a particular program or service upon a client population ("Program Evaluation of the Drop Out Project at Tamalpais High School").

**Qualitative research** consists of studies of social phenomena in the natural context in which they occur and explicates behavior and context in depth. Data are not quantified but are assessed in terms of their meaning or significance. Examples of qualitative methodologies are: participant observation, ethnography, naturalistic research, field research and phenomenological research. Qualitative research in social work derive their data usually from open-ended interviews, direct observation, and written documents (case studies). Some examples of qualitative research completed by students include:
1. Analysis of a specific social problem, social program or social issues ("The Single Parent Family," "Mental Health Problems and Service Needs of the Deaf").

2. Historical research on the development of a particular social problem, social program or social policy ("History of the Development of Feminist Therapy").

3. Analysis and assessment of a particular social program in terms of its organization, operations and outcomes ("Development of Solano County Juvenile Sex Offenders Program").

4. Analysis and assessment of a particular social work or other methodology ("Group Work with Sexual Assault Survivors").

5. Policy research or the study of the impact of a particular social policy on a client population or professional role ("The Indian Child Welfare Act and the Administrative Law Process").

6. Analysis of problems and issues of the social work profession ("Common Characteristics of Women Executives in the Human Services").

7. Conceptual or theoretical studies ("Self Empowerment Issues in Existential Therapy").

8. Issues in professional education ("A Study of Stress Among Graduate Social Work Students").

**SW 895 (Professional Practice Project)**

The Professional Practice Project (PPP) is an option for students who do not desire to engage in research, such as described above. The PPP is differentiated from a research project in that it does not have as its primary focus the collection, analysis and interpretation of quantifiable or qualitative data, for the purpose of describing or explaining a particular problem. It is intended for students who wish to demonstrate their "competence in scholarly and professional attributes" by performing an identifiable piece of social work practice. In most cases, students complete their PPP in conjunction with their second year field education, but it can also be conducted independent of field education.

The PPP must meet the following criteria:
1. It must be a piece of social work practice through which the student demonstrates and integrates knowledge and skills reflective of the curriculum. Therefore, it must exemplify aspects of knowledge and skills pertaining to social work methods, human behavior and the social environment, social policies and social services, and research.

2. It must be relevant to the School's mission of social work practice as a vehicle for empowerment of oppressed and disadvantaged communities in the urban context.

3. It must be a project in which the student has major responsibility and demonstrates independent initiative and professional judgment.

4. It must be documented; i.e., described and analyzed in writing.

Some examples of Professional Practice Projects are:

1. A manual of agency policies and procedures ("Casework Procedure Manual for Big Brothers of Marin").

2. Organization and implementation of a particular social work methodology or program ("A Day Treatment Program for Emotionally Disturbed Children").

3. A directory of resources for a specific problem or population ("A Senior’s Guide to Advocacy Services in San Francisco").

4. Organization and implementation of a training workshop or conference ("Organizing and Implementing a Training Session for Administrators of Residential Care Homes").

5. A grant proposal ("A Grant Proposal for Sexuality Education Classes for the Developmentally Disabled").

6. Audio-visual materials (slides, videotapes) for program interpretation or training ("Slide Presentation on DSS Procedures on Child Abuse Hotline Referrals").
7. Development of an agency annual report, brochures, or program materials ("Skilled Nursing Facilities-A Financial Planning Guide for Kaiser Members").

8. Development and demonstration of the use of art, such as video/media, music, dance, exercises, movement, etc. for therapy ("Dance Behind Bars - Dance as a Therapeutic Tool in Prison").

Note: Students engaged in any type of SW 895 project (field study, applied research or professional practice project) may do so on either an individual or group basis.

SW 898 (Master's Thesis)

SW 898 is the conventional master's thesis or written product based on a systematic study of a significant problem. It must conform to strict requirements regarding format and style, which are prescribed by the Office of Graduate Studies. Students interested in a master's thesis should obtain a copy of the document, Guidelines for the Preparation and Submission of Thesis and Written Creative Works, from the Office of Graduate Studies.

POLICY ON CHANGING CONCENTRATIONS

Full-time students who wish to change the concentration into which they have been admitted must submit a request in writing to the School office by the 3rd Monday in November. Students may submit this request only in their first semester of enrollment.

In order to maintain a balance in the School's concentrations, the net change in a given concentration cannot exceed three (3) students/year. If the total number of requests exceeds a net change of three students/concentration, a random drawing will be held to select those students whose requests will be approved.

Students may also propose to complete a double concentration by submitting a request in writing to the chairs of the respective concentrations by the end of their first semester in the MSW program. If the request is approved by both chairs, the student must complete the course requirements of both concentrations. S/he must
also develop a 2nd year field placement which incorporates components of both concentrations and meets the approval of both concentration chairs and the Director of Field Education.

**Students in the part-time program may not change their concentration after admission.**

**POLICY ON WRITTEN ENGLISH PROFICIENCY**

**Introduction**

The following policy on Written English Proficiency for graduate students is designed to bring the School of Social Work into compliance with University regulations.

**Objectives**

1. To enhance students' ability to engage in professional practice upon graduation from the MSW program;
2. To ensure students' educational preparation for the advanced components of the MSW program and for possible future graduate study;
3. To enhance the School's efforts to provide academic and professional advisement for MSW students; and
4. To bring the School into closer compliance with the University's policies in this regard.

**Entry Level Writing Proficiency**

1. All first year (foundation) courses would be designated "writing courses" by the faculty. Each course would have a minimum of two (2) writing assignments which would require students to demonstrate both descriptive and analytic abilities.

2. If the results of the first assignment in any class reveal a problem in a student's writing proficiency, the student and faculty member will develop a plan to address it. One possible option is for the student to be required to submit drafts of all subsequent writing assignments to the course instructor prior to the due date of the assignment.
3. At the end of the first semester, any student who continues to demonstrate problems with their writing proficiency will be advised to work with the University's Writing Center and submit evidence of their progress to his/her faculty adviser. The student must demonstrate improved proficiency in his/her Spring courses.

4. At the end of the first year of the MSW program, if a student does not demonstrate sufficient progress towards the remediation of deficiencies in his/her writing ability, an Academic Review Committee will be convened by the Director to assess the student's standing in the MSW program. This Committee will follow established policies and procedures in making its assessment and recommendations.

Exit Level Writing Proficiency

1. All Master's Projects and Thesis undertaken by students in the MSW program (including Professional Practice Projects) would be required to include the following components in their final "product":

   • An identification and analysis of the issue/problem which is the focus of the project/thesis;

   • A review of the literature;

   • A description, analysis and evaluation of the project;

   • A discussion of the project's implications for policy, practice, etc.
SCHOOL COMMITTEES

The School of Social Work has a long-standing policy of student participation in School decision-making. Students are invited to attend faculty meetings and to take part in those committees marked with an asterisk (*):

HIRING, RETENTION, TENURE AND PROMOTIONS

Recommends HRT/P policies to faculty, establishes procedures, recruits and selects candidates.

*ADMISSIONS COMMITTEE

Recommends admissions policies to faculty, establishes procedures, recruits and selects students. Members appointed by the Director. Two MSW student representatives are also members of the committee.

*CURRICULUM COMMITTEE

Recommends curriculum policies to faculty, establishes procedures, recruits and selects students. Two MSW student representatives are also members of the committee.

DIRECTOR'S ADVISORY COMMITTEE

Determines business to be brought to faculty and School committees; routes matters to appropriate committees; handles business not falling within the review of the existing committees; may recommend creating new committees; acts for the School in those decision-making situations where it is not possible for the entire faculty to take action such as in emergency situations. One MSW student representative is a member of this committee.
SOCIAL WORK STUDENT ORGANIZATIONS

MSW COUNCIL

This is the official graduate social work student group. It is recognized by the Associated Students of San Francisco State University.

STUDENT SUPPORT GROUPS

Students have also formed several informal support groups which have advocated for specialized student interests: the Asian-American/Pacific Islander Student Caucus, the African-American Student Caucus, the Latino Student Caucus, and the Gay/Lesbian/Bisexual Student Caucus.

SOME IMPORTANT STUDENT RIGHTS

This listing of student rights combines material from University policies and formal and informal School of Social Work procedures. The intent is to provide students and faculty with clear, specific expectations and appropriate avenues for complaints.

I. Academic Freedom
(Excerpted from Guidelines for Academic Freedom and Responsibility, Faculty Manual, p. 118)

- Students have the right to disagree with the conduct of courses and to seek change, but such freedom does not include the right to disrupt orderly classroom activities, or to avoid fulfillment of the expectations of the course.

- Academic Freedom includes the right of students to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism.

- Students have the right to the instruction promised them in official University publications.
• Academic Freedom includes the right of both faculty and students to seek
censure of faculty members by complaint or petition, or to seek
disciplinary action for incompetence or unprofessional behavior.

II. Statement of Course Requirements
(From Faculty Manual 2.2, page 127)

• Because students and their instructors share a common goal of a semester
  of learning in the best possible environment, students shall receive in
writing, in the first or second meeting of a class,

• A statement of scope, content and expected learning outcomes of the
course;

• A list of texts and materials to be used throughout the course, including
  any additional fees or costs;

• A description of grading policy and practices;

• A description of teaching style (for example, fixed outline, lecture,
discussion, class directed or evolutionary);

• A description of any substantive departure from the content published in
  the University Bulletin or Class Schedule

• Should budgetary demands require it, one posted document will suffice.
  During the semester, students shall be notified in writing of any
  substantive changes in the "Faculty Statement of Course Requirements."

III. Timely Feedback, Return of Written Work, Faculty Availability

• Students are entitled to timely feedback on their class participation, oral
  and written work. This should be related to course requirements and to
  established grading policy and should result in students having clear
  indications if their work is not satisfactory in time to improve their
  performance prior to the end of the course.
• Unless otherwise indicated in advance by the instructor, written work is considered to belong to the student and should be returned (ordinarily within 2-3 weeks) with grade and comments.

• Faculty teaching courses (including field liaison and research project supervision) are expected to be accessible to students outside of class. Faculty are required to post and keep regular office hours and to schedule student appointments at other mutually convenient times as requested.

School of Social Work Student Complaint Procedure

Nothing in the following section shall preclude students using University policies and procedures such as the University Student Appeal for Grade Change procedure, Student Grievance Procedures, or Sexual Harassment Policy. (See current University Bulletin).

• Students are encouraged to discuss concerns about classroom behavior, teaching, course content, etc. with the faculty member concerned as the first step toward constructively raising and resolving such matters.

• In the event that the faculty member's response is not satisfactory to the student, the next step is to discuss the matter with the Director of the School.

• The Director will seek to engage the student and the faculty member in efforts to resolve the concern.

• In the event that the student is not satisfied with the informal steps above, the student may file a written complaint with the Director with a copy to the faculty member involved. After consulting with the faculty member involved, the Director shall appoint another faculty member to look into the complaint, talk with the people involved and write a report to the Director within 30 days. Both the student complainant and the faculty member involved may make written comments on this report.

• The Director shall review the written report and comments and shall determine if the complaint was justified. If the Director finds the
complaint to have been justified, s/he may proceed with such further action as is deemed appropriate. Such action may involve:

1) Placing the complaint report and comments and Director's finding in the faculty member's personnel file.

2) Referring the matter to the School’s HRT/Promotions Committee.

3) Initiating further action within prescribed University guidelines.

The faculty member involved may accept the Director's action, make written comments on it, and/or appeal it to the School's HRT/Promotions Committee.

The School's HRT/Promotions Committee shall, in the event a student complaint reaches it:

1) Attempt to work constructively with the faculty member involved to offer supportive and collegial assistance in addressing the complaint.

2) Determine, in the event of serious or repeated complaints and uncooperative faculty member response, whether the matter(s) warrant recommendation to the University for Disciplinary Action.

3) The Director shall refer to the HRT/Promotions Committee any faculty member who is the subject of more than one complaint found by the Director to be justified in the same academic year.

**PRACTICAL INFORMATION**

**Bookstore**

The University Bookstore is located on the main floor of the Student Union Building. The Bookstore is generally open from 8:00 a.m. to 7:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. Friday. Special extended evening hours are posted for the beginning of each semester. It is advisable to purchase books before the semester begins -- whenever possible -- to avoid long lines.
Food Facilities

The Union Building has six separate food facilities (including a coffee shop and pub) and numerous "fast food" or snack concessions. Off campus, there are restaurants in the Stonestown Shopping Center (1 block south of campus) and nearby neighborhoods within a five minute drive.

Health Care

The Student Health Service is located in the building adjacent to the Psychology Building. All regularly enrolled students are eligible for basic services in the Center including the care of acute and subacute conditions, illness and injuries, laboratory and x-ray examinations. Other services include nutritional counseling, a women's services clinic, immunizations, psychological services, family planning services, pharmacy services and a relaxation clinic. A supplementary health insurance plan is available. Call 338-2321 for more information.

Other health-related services are offered by:

- The Psychology Clinic (no fees, 338-2856, PSY 201)
- EROS (the Education and Referral Organization for Sexuality in the Union.)
- Athletic Programs (intramurals, fitness classes, etc.) Physical education facilities are available in the noon hour and certain evenings. Facilities include two gymnasiums, an indoor pool, weight room, training room, all-weather track, 14 tennis courts and various athletic fields. The fee for a locker is $5/semester (includes clean towels).

Library

The J. Paul Leonard library, which contains approximately 800,000 volumes, is located in the center of campus. Within the library, there are numerous special collections and holdings, and such facilities as the Media Access Center (which holds microcomputers and mainframe terminals), the Labor Archives and Research Center, the San Francisco Bay Area Television News Archives, and the Rapid Copy Center (for Xeroxing). Hours vary throughout the semester.
**Transportation and Parking**

Parking is very limited on campus; approximately 2,000 spaces are available on a first-come basis for a $5 (subject to change) per entry fee in the general parking garage, located on the east side of Lake Merced Boulevard (Designated Lot 20). There is also parking available in Lot 25, off Lake Merced Boulevard and Winston Drive.

The University is very accessible, however, by public transportation: six Muni buses or lightrail lines pass near campus on 10-15 minute intervals; East Bay commuters have a choice of BART (to Daly City) and connecting bus service or BART and lightrail (the "M" car) from downtown San Francisco. Two SamTrans bus lines link the Peninsula with the campus.

Marin County commuters can take the Golden Gate buses to the bridge and switch to the #28 bus line which stops at the campus.

MUNI fast passes and BART passes can be purchased at the Information Desk in the Union. The Desk also has mass transit schedules.
SW700 History and Philosophy of Social Welfare (3 units)
This course addresses the history of social welfare policies and services in the United States. Historical developments are analyzed in terms of attitudes, values, assumptions, and ideologies. Implications for growth and development of the social work profession and social service delivery systems are pinpointed. Political, economic, social, legal, historical and cultural contexts of social policy are analyzed in terms of past, current, and future implications. Applications to and implications for diversity are emphasized. *A requirement for all students.*

SW701 Social Policy Analysis (3 units)
Prerequisite: SW 700. This course covers a range of policy analytical models and frameworks that can be used to analyze social policy. The purposes, functions, and applications of policy models and analytical frameworks are addressed. Different types of policies (with diverse objectives, assumptions and impacts) are pinpointed, and policy models and analytical frameworks are applied to each. Frameworks for analysis are discussed in terms of their applications to and implications for all areas of practice. Strengths and weaknesses of the models and frameworks are identified, particularly in light of population diversity. New policy/program directions are explored, and action plans are developed. *A requirement for all students.*

SW710 Human Behavior and the Social Environment (3 units)
A social systems conceptual framework for the study of human development and social services through the life cycle. Current social services, exemplary programs and unserved needs are identified at each stage of life with an emphasis upon oppressed groups. *A requirement for all students.*

SW711 The Life Cycle (3 units)
Prerequisite: SW 710. Study of the phases and processes of human development in a life-span model. Examination of the interrelated physical, cognitive, emotional and social-cultural elements shaping differential patterns of adaptive goal-oriented behavior. *Elective.*

SW720 Research Methods in Social Work (3 units)
Prerequisites: SW 450 or equivalent and completion of first semester of graduate social work program. The role of research in the development of social work
theory and practice. Methods of data collection, processing and analysis. Field methods of data collection; problems of statistical analysis and inference. A requirement for all students.

SW721 Evaluative Research Methods in Social Work (3 units)
Prerequisite: SW 720. Intensive exploration of the design, execution and analysis of the efficacy of evaluative research designs, methods, and strategies in social welfare. Emphasis upon measuring efficiency of service delivery, and applied evaluative research methods relevant to innovative programs. A requirement for all Administration & Planning and Social Development students. Optional requirement for IFG students.

SW730 Social Work Practice Methods (3 units)
Seminar presenting the central concepts and processes of urban generalist practice. Major emphasis is given to the development of practice skills relevant to the needs and aspirations of oppressed individuals, groups, and communities. A requirement for all students. (Full-time students must take this course in conjunction with SW 740/741.)

SW740 Field Education (2-5 units)
Must be taken concurrently with SW 741. First year: Application of the urban generalist model to a variety of practice settings serving oppressed groups. Second year: Integration of course work in advanced concentrations through practice under the supervision of a faculty member. Must be repeated for a maximum of 10 units. A requirement for all students.

SW741 Graduate Field Seminar (2 units)
Must be taken concurrently with SW 740. Evaluative seminar to enable graduate students to analyze their field experiences. Conducted by faculty field liaison with the input of the agency field supervisor. Full-time students must repeat for a total of eight units; part-time students must repeat for a minimum total of four units. A requirement for all students.

SW760 Social Work and the Law (2 units)
Social change through the judicial, legislative and executive processes. Topics include the role of courts and evidence, and such issues as human reproduction, marriage, divorce, adoption, children's rights, legal problems of the aged, racism, sexism, poverty, consumer protection, housing, education, mental health, licensing and malpractice. Elective.
**SW770 Ethnic and Cultural Concepts and Principles I (3 units)**
Basic conceptual framework for the understanding of ethnic/cultural variables that influence social work practice with ethnic minority clients and communities (in particular, African-American, Asian-American, Chicano-Latino, and Native American). *A requirement for all students.*

**SW771 Ethnic and Cultural Concepts and Principles II (3 units)**
Prerequisite: SW 770. Analysis and evaluation of traditional social work intervention methods and their limitations and the creative exploration of new and more relevant methods of intervening in the problems of ethnic minority clients and communities. *A requirement for all students.*

**SW800 Planning and Program Development (3 units)**
Prerequisite: SW 700. This course addresses planning and program development in human service organizations. Theories, types, levels, applications, and issues of planning are studied. These knowledge and skill bases are used to plan and develop human services programs. Focus is on needs assessment, analysis, management planning and programming, marketing, fund raising, and grant writing. Attention is given to making program development relevant to the need of diverse populations and communities. *A requirement for all Administration and Planning and Social Development students. Optional requirement for IFG students.*

**SW801 Change Strategies and Professional Values (3 units)**
Prerequisite: SW 700. Seminar on the role of the social work profession in relation to social change; the effect these changes have on present and future relationships. Review of salient professional issues. *A requirement for all Social Development students. Optional requirement for IFG students.*

**SW810 Health, Illness and Disordered Behavior (3 units)**
Prerequisite: SW 710. Seminar examining health, illness, disability, stress reactions and psychopathology. These states are examined from a developmental perspective and with a focus on implications for social work practice. *A requirement for IFG students.*
**SW811 Organizations, Institutions and Communities (3 units)**
Prerequisite: SW 710. This course examines a range of organizational theories that relate to the dynamics of complex organizations. Attention is given to social service bureaucracies in the public and private sectors. Stability and change are addressed in terms of life cycles, theories, strategies, and tactics that impinge on change processes. Techniques for empowerment of community groups and historically oppressed populations are explored. *A requirement for all Administration and Planning and Social Development students.*

**SW820 Advanced Research Methodology in Social Work (3 units)**
Prerequisite: SW 720. Theory and methods of research applied to the design of research projects. *Optional requirement for IFG students.*

**SW830 Social Casework (3 units)**
Prerequisite: SW 730. Methods of helping individuals cope with personal and social problems. Consideration of various approaches in the development of casework skills. Enhancement of social functioning examined through case studies and video tapes detailing social work interventions on behalf of individuals. *A requirement for all IFG students.*

**SW831 Advanced Casework (3 units)**
Prerequisite: SW 830. Seminar on the use of relationships and the formulation of psycho-social diagnosis; adaptation of the casework process in traditional and non-traditional social casework; social therapeutic considerations in complicated personal and social pathology. *Optional requirement for all IFG students.*

**SW832 Social Group Work (3 units)**
Prerequisite: SW 730. Seminar on small group behavior and the social work interventions required for improving social relationships within groups. *A requirement for all IFG students.*

**SW833 Advanced Group Work (3 units)**
Prerequisite: SW 832. Seminar which analyses the social and psychological problems of students' client groups. Analysis of current theories of change and their utilization in the social group work process. *Optional requirement for all IFG students.*
SW834  Program Media in Social Group Work (2 units)
Activities and programs in relation to socio-emotional dimensions of the group and
to the structure and dynamics of personality. The social and psychological
therapeutic uses of athletics, crafts, work, music, literature, dance, discussion.  
Elective.

SW835  Social Development Methods I (3 units)
Prerequisite: SW 730. The nature of communities, community change dynamics,
patterns of decision-making and community power analysis. Special attention
given to social planning and to social change strategies in working with
disenfranchised and oppressed communities.  A requirement for all Social
Development students. Optional requirement for IFG students.

SW836  Social Development Methods II  (3 units)
Prerequisite: SW 835. Examination of selected social change strategies including
citizen action organizing, client participation and program development in social
agencies, and community development corporations.  A requirement for all Social
Development students.

SW837  Family Social Work (3 units)
The urban family from both theoretical and practice orientations. The structure
and internal operations of various types of families; life cycle of the family;
assessment of dysfunction; intervention strategies; and the social worker's role in
the change process.  Elective.

SW840  Family Mediation  (3 units) Elective

SW841 Social Work Practice with Gays and Lesbians (2 units) Elective

SW842 Social Work with the Aged (3 units) Elective

SW843 Child Welfare Practice (3 units)  Elective

SW844 Seminar on Social Work Values and Ethics (3 units) Elective

SW845 Social Work and Health Care (2 units)  Elective

SW846 Social Work in Industry (2 units)  Elective
**SW847 Social Work with Immigrants and Refugees (3 units)  Elective**

**SW848 Social Work, Social Welfare and the Disabled (3 units)  Elective**

**SW850 Human Services Administration I (3 units)**
Prerequisite: SW 730. Analysis of the decision-making process in regard to the major features that shape social work policy implementation: management; financing; supervision as an administrative-teaching process and the managerial function. Use of the conference method, evaluation and group processes in supervision. *A requirement for all Administration and Planning students. Optional requirement for IFG students.*

**SW855 Current Issues in Social Work (2-3 units)**
(Variable Topics)
Examination of current issues in social work practice and in the profession. Exploration of selected issues in depth and utilization of other course and field instruction in the creative analysis of issues and in the development of a personal stance toward them. Course may be taken more than once for credit, but not more than three times for a maximum of six (6) units. *Elective.*

**SW862 Child Welfare (2 units)**
Analysis of major issues in the provision of public and publicly funded child welfare services. Examination of preventive, supportive and substitute programs for children and families; discussion of changing urban family roles, cultural-racial-class factors, effective development, and children's rights. *Elective.*

**SW863 Community Development (2 units)**
Theories and functional principles of community development in terms of relevant social science knowledge and related to current concepts of community organization in social work. Topics include delinquency control programs and anti-poverty efforts in certain U.S. cities and programs of community development in selected underdeveloped countries. *Elective.*

**SW864 Human Services Administration II (3 units)**
Prerequisite: SW 850. Modern management theory as applied to public human service agencies. An emphasis on the analysis of the processes of administration designed to produce efficient and effective social service programs. *A requirement for all Administration and Planning students.*
SW865 Social Work Practice with People with AIDS (2 units) Elective
(This class is offered through the College of Extended Learning only.)

SW880 Computers and Human Services Administration (2 units)
Prerequisite: Completion of or concurrent enrollment in SW 850. Computer technology as it applies to contemporary management of social service agencies. Emphasis will be on exposure to a range of concepts, skills and tools that can be utilized to manage information systems in contemporary social service agencies. A requirement for all Administration and Planning students.

SW895 Research/Professional Practice Project in Social Work (3 units)
Prerequisite: Advancement to Candidacy including satisfactory completion of SW 721 or SW 820. The execution of an individual or group research/professional practice project reflecting student's interests and needs in working with oppressed communities. Option to meet the culminating experience requirement.

SW898 Master’s Thesis (3 units)
Prerequisite: Advancement to Candidacy including satisfactory completion of SW 721 or SW 820. At the discretion of the faculty and on application of the student, consent may be given for the student to write an individual thesis. The thesis topic must fall within the social welfare field. A Graduate Approved Program and Thesis/Creative Work Topic form must be on file in the Graduate Studies and Research Office (ADM 254) before registration.

SW899 Special Study (1-3 units)
An intensive study of a particular problem in social work or social welfare under the direction of a member of the social work faculty. Open only to students who have demonstrated ability to do independent work. May be taken for a maximum of six (6) units. Enrollment by petition.
**School of Social Work - Full-Time Faculty 2003-2004**

**Lisa Hines, Assistant Professor.** MSW, Ph.D., University of South Carolina. Interests include: Oral History, Group Work, Community organizing and sexual trauma. **HSS 209, (415)405-2460.**

**Liz Dunbar Knox, Assistant Professor and MSW Coordinator** M.Ed., Boston University; MSW, San Francisco State University; Ed.D., University of San Francisco. Interests include: cultural/ethnic practice relating to children, families, groups/communities, with emphasis on those of African descent; parent education; communication and interviewing skills, ethnographic interviewing and research. **HSS 212, (415)338-2146.**

**John Lemmon, Professor.** M.S., Illinois State University; D.SW, University of Illinois. Interests include theories of human behavior, family mediation and social work and the law. **HSS 214, (415)338-7531.**

**Sonja Lenz-Rashid, Assistant Professor.** MSW, San Jose State University; Ph.D., University of California, Berkeley. Interests include: Homelessness, mental health, substance abuse, adolescence and youth aging out of foster care. **HSS 212, (415) 405-2459.**

**Eileen F. Levy, Associate Professor and Director.** MSSW, Ph.D., University of Wisconsin. Interests include social work practice with individuals and families, social work with lesbian mothers, and practice with women and children. **HSS 220, (415)338-2715**

**Dianne Mahan, Lecturer, Director of Field Education and Coordinator, Part-time MSW Program.** MSW, University of Maryland. Interests include social work practice with individuals and families, and child welfare. **HSS 218, (415)338-7533**

**Felix Rivera, Professor.** MSW, Ph.D., University of California, Berkeley. Interests include community theory, community development, evaluative research, and social work practice with Latino communities. **HSS 217, (415)338-7528.**

**Dina Redman, Assistant Professor.** MSW, San Francisco State University; MPH, University, Berkeley; Ph.D. Candidate, University of California, Berkeley. Interests include: Mental health and psychology, trauma, stress, coping and resiliency, substance use, topics related to criminalization and incarceration,
program planning and evaluation and international social work and public health. **HSS 216, (415) 405-2458.**

**Jerry Shapiro, Professor.** MSW, San Francisco State University; Ph.D., M.P.H., University of California, Berkeley. Interests include social work practice with families and social work practice in health settings. **HSS 214, (415)338-2716.**

**David Shipp: Professor and Coordinator, Pupil Personnel Services Credential Program.** MSW, Ph.D., University of California, Berkeley. Interests include social work practice with groups, human services administration and computer utilizations in the social services. **HSS 211, (415)338-7695.**

**Susan Sung, Professor.** MSW, Ph.D., University of California, Berkeley. Interests include social work research in mental health and social work practice with Asian-Americans. **HSS 210, (415)338-1052.**

**Rita Takahashi, Professor.** MSW, M.P.A., Ph.D., University of Pittsburgh. Interests include human services administration, community development and social policy. **HSS 217, (415)338-7527.**

**Qingwen Xu, Assistant Professor.** LL.B, Beijing United University Law School; LL.M, Peking University Law School; LL.M, New York University School of Law; Ph.D., University of Denver Graduate School of Social Work. Interests include development and social work, social planning and comparative welfare policy, social work community practice, law and society, and quantitative research methods. **HSS 216, (415)405-0944.**

**Miu Chung Yan, Assistant Professor.** BSW, Hong Kong Polytechnic; MSc, London School of Economics and Political Sciences; MSW, York University; Ph.D., University of Toronto. Interests include community development in multicultural communities, impacts of social policy on immigrants, cross-cultural social work practice, and bridging micro-macro practice in social work education. **HSS 216, (415)405-0311.**

**K. Morgan Yamanaka, Professor.** MSW, University of California, Berkeley. Interests include group practice, human rights issues and program development. **HSS 211, (415)338-2035**
School of Social Work Part-Time Faculty, 2003-2004- HSS 224

Marie Angell, Ph.D.
Sandra Aseltine, LCSW
Catherine Barber, MSW
Cynthia Bott, LCSW
Linda Brewer, MSW, LCSW
Christina Feliciano, MSW, PPSC
Roger Daniels, MSW
Sheila Hembury, MSW, LCSW
Rosa Hernandez, MSW
Jamie Johnson-Glover, MSW
Cindi Kim, MSW
Edward Kaufman, MSW
Jenny Kwak-Ow, MSW, LCSW
Felicia Murray, MSW
Miriam Levine-Alcala, MSW, LCSW
Sonia Melara, MSW
Ellen Moore, MSW
Stephen Nakajo, MSW
Saralie Pennington, MSW, LCSW
Douglas Quiett, LCSW
Dina Redman, MSW, MPH
Martha Roditti, MSW
Judith Rubin, MSS
Roban San Miguel, MSW, LCSW
Elizabeth Schenk, MSW, LCSW
Neal Simon, MSW, LCSW
Philip Tsui, MA, MSW, LCSW
Alfredo Vergara-Lobo, MSW
Vu Duc Vuong, MSW, JD

School of Social Work Staff, 2003-2004

Lourdes Sarmiento: Administrative Office Coordinator (HSS 221)
Zulma Mayorga Office Assistant (HSS 221)
Amol Deodhar MSW Admissions Secretary (HSS 227)
Joan Rosario Title IV-E Office Assistant (HSS 227)
Grace Huang Field Education Secretary (HSS 227)