

MSW Program Manual

Academic Year 2008 – 2009

**School of Social Work
Master of Social Work Degree Program**

College of Health and Human Services



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TABLE OF CONTENTS

Accreditation	1
Multicultural Diversity	1
Mission	1
Philosophy	2
First Year Program, Urban Generalist	3
Second Year Concentrations	5
Special Student Stipend Programs	8
Pupil Personnel Services Credential	9
Standards for Graduate Courses	10
Culminating Experience Requirement (SW 895 & SW 898)	13
Advising Information.	16
Gator Registration.	19
Adding and Dropping a Course	20
Special Course Options	22
Grades	24
Student Appeal for Grade Change	27
Graduate Approved Program (GAP).	28
Graduate Field Education	28

Policy on Changing Concentrations. 30

Policy on Written English Proficiency 30

School Committees 31

Social Work Student Organizations 32

Student Rights and Responsibilities 33

Useful Information. 33

MSW Course Descriptions 35

School of Social Work Faculty 42

School of Social Work Staff 44



SAN FRANCISCO STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) PROGRAM ADVISING MANUAL, 2008-2009

ACCREDITATION

- ✚ San Francisco State University's (SFSU) School of Social Work is accredited by the Council on Social Work Education.
- ✚ SFSU is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

MULTICULTURAL DIVERSITY AT SFSU

San Francisco State University and the School of Social Work are situated in one of the most diverse cities in the U.S., and it is one of the most diverse institutions of higher education. For details, please see the demographic statistics with regard to graduate and baccalaureate students, accessible via the SFSU website. Check out the documentation by the SFSU Office of University and Budget Planning

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 a unique urban environment, which includes a diverse population comprised of persons from many countries throughout the world and from all regions of the United States. The San Francisco Bay Area, known for its diversity and liberal perspectives, includes many populations who have been historically oppressed, under-served, and under-represented.

The School of Social Work honors and respects diversity, and it focuses on opening access to disadvantaged and vulnerable populations, including persons of color, immigrants and refugees, seniors, gay persons, lesbians, transgendered persons, people with disabilities, and more. 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

URBAN GENERALIST PRACTICE

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. These skills are 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 diverse clients, organizations, institutions, and communities, under a range of conditions (voluntary referral, involuntary contact, outreach, transfer);
2. Formulating culturally sensitive and appropriate plans of action that recognize personal, community, societal, and other environmental elements relevant to change processes;
3. Undertaking a variety of worker roles (advocate, change agent, coordinator, counselor, mediator, negotiator, support group leader, planner, administrator, and more), and practicing with multicultural competence.
4. Facilitating the development of client empowerment with the means to achieve desired goals.

During the first year, students are expected to be able to identify, comprehend, analyze, synthesize, apply, and evaluate factors leading to disparities and inequities affecting historically oppressed, under-served and under-represented populations. From this assessment, students engage in culturally competent practices that achieve client empowerment and greater equity and social and economic justice.

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. Throughout their field experiences, students are to garner deeper understandings of the international context within which they work, and to hone their cultural competency skills to work with diverse populations.

First-Year Courses for Full-time MSW Students

<u>Semester I: Required courses for all students</u>	<u>Units</u>
SW 700 - History and Philosophy of Social Welfare	3
SW 710 - Human Behavior and the Social Environment	3
SW 730 - Social Work Practice Methods	3
** SW 740 - Field Instruction (2 days/week)	2
SW 741 - Graduate Field Seminar	1
SW 770 - Ethnic/Cultural Concepts and Principles I	<u>3</u>
Total	15

<u>Semester II: Required courses for all students</u>	<u>Units</u>
* SW 720 - Research Methods in Social Work	3
** SW 740 - Field Instruction (2 days/week)	2
SW 741 - Graduate Field Seminar	1
SW 771 - Ethnic/Cultural Concepts and Principles II	3

Social Work Practice with Individuals, Families, and Groups Students:

SW 810 - Health, Illness and Disordered Behavior	3
SW 830 - Social Casework	3

Administration and Planning Students:

SW 811 - Organizations, Institutions & Communities	3
Elective	3

Social Development Students:

SW 801 - Change Strategies and Professional Values	3
SW 811 - Organizations, Institutions & Communities	<u>3</u>
Total	15

Total Units First Year: 30

* 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. 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

Administration and Planning (A & P)

Chair: Dr. John Lemmon

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 and social policy analysis and implementation. Courses emphasize the development of skills in social/public policy-making, administration and management, and program development and evaluation, budget and personnel management, staff training and supervision, fund-raising and proposal writing.

Individuals, Families, and Groups (IFG)

Co-Chairs: Dr. Sonja Lenz-Rashid and Dr. Dina Redman

Social workers who perform such roles as counselor, enabler, broker, expediter, or group leader and resource persons such as child welfare workers, probation and parole officers, school social workers, mental health workers, family services workers, medical social workers, public health social workers, group and community workers, do so from a strengths 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 on 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.

Social Action and Change (SAC)

Co-Chairs: Dr. Jocelyn Hermoso and Dr. Lisa Hines

This concentration focuses on change strategies, resource mobilization, and advocacy to achieve social justice. In the context of mezzo and macro environments, focus is on theories, methods, and practices leading to innovation and change to improve the lives of historically oppressed, under-served and under-represented populations. Students study and analyze policies, assess organizations and community needs, influence and shape decisions, build coalitions, engage as activist, and develop action plans, equitable processes, and just solutions. Practitioner roles include: analyst, activist, advocate, organizer, planner, developer, programmer, instigator, innovator, researcher, and implementer.

REQUIRED SECOND YEAR COURSES FOR FULL-TIME ADMINISTRATION AND PLANNING (A & P) STUDENTS

<u>Semester III</u>	<u>Units</u>
SW 701 Social Policy Analysis	3
SW 721 Evaluative Research Methods	3
OR SW 820 Advanced Research Methods	
SW 740 Field Instruction (3 days/week)	3
SW 741 Graduate Field Seminar	1
SW 850 Human Services Administration I	3
SW 880 Computers and Human Services Administration	<u>2</u>
Total	15

<u>Semester IV</u>	<u>Units</u>
SW 740 Field Instruction (3 days/week)	3
SW 741 Graduate Field Seminar	1
SW 800 Planning and Program Development	3
SW 864 Human Services Administration II	3
SW 895 Research/Professional Practice Project in SW	3
OR SW 898 Master's Thesis Elective	<u>3</u>
Total	16

First Year Urban Generalist Curriculum: 26 units
A & P Concentration Courses: 32 units
Electives: 2-3 units
TOTAL: 61 units

REQUIRED SECOND YEAR COURSES FOR
FULL-TIME INDIVIDUALS, FAMILIES, AND GROUPS (IFG) STUDENTS

Semester III

	SW 701	Social Policy Analysis	3
	SW 721	Evaluative Research Methods	3
OR	SW 820	Advanced Research Methods	
	SW 740	Field Instruction (3 days/week)	3
	SW 741	Graduate Field Seminar	1
	SW 832	Social Group Work	3

Semester IV

	SW 740	Field Instruction (3 days/week)	3
	SW 741	Graduate Field Seminar	1
	SW 831	Advanced Casework	3
	SW 895	Research/Professional Practice Project in Social Work	3
OR	SW 898	Master's Thesis	

Students in the IFG concentration must also complete the following courses during the second year of the MSW Program:

	Electives	<u>7</u>
	TOTAL UNITS:	60

REQUIRED SECOND YEAR COURSES FOR
FULL-TIME SOCIAL ACTION AND CHANGE (SAC) STUDENTS

<u>Semester III</u>			<u>Units</u>
	SW 701	Social Policy Analysis	3
	SW 721	Evaluative Research Methods	3
OR	SW 820	Advanced Research Methods	
	SW 740	Field Instruction (3 days/week)	3
	SW 741	Graduate Field Seminar	1
	SW 835	Theories, Methods, and Strategies for Social Action & Change	3
	Elective	(SW 832, <u>Social Group Work</u> , recommended)	<u>2-3</u>
Total			15-16

<u>Semester IV</u>			<u>Units</u>
	SW 740	Field Instruction (3 days/week)	3
	SW 741	Graduate Field Seminar	1
	SW 800	Planning and Program Development	3
	SW 836	Social Action and Change for Economic & Social Justice	3

	SW 895	Research/Professional Practice Project in Social Work	3
OR	SW 898	Master's Thesis	
	Elective	(SW 760, <u>Social Work and the Law</u> , recommended)	<u>2-3</u>
Total			15-16

Urban Generalist Curriculum:	26 units
SAC Concentration Courses:	33 units
Electives:	<u>2-3 units</u>
TOTAL:	60 units

SPECIAL STUDENT STIPEND PROGRAMS

Title IV-E Child Welfare Training Project

The Title IV-E Child Welfare Training Project was created to prepare Master of Social Work students for careers in public child welfare. San Francisco State University is part of a state-wide partnership developed by the California Social Work Education Center (CalSWEC) consisting of 18 graduate schools/programs of social work, the California Department of Social Services, and the fifty-eight counties in the State of California. CalSWEC is the fiscal agent for the Title IV-E Child Welfare Training Program, and receives Title IV-E training funds from the Federal government (Department of Health and Human Services).

To be selected into the project, students must be admitted into the University and the MSW program. Incoming students can apply for the Child Welfare Training Project by completing an application form online at <http://userwww.sfsu.edu/~title4e>. An awards committee consisting of University and County Child Welfare Agency representatives selects the students for the program. Priority is given to applicants who are current employees of county child welfare agencies and applicants who reflect the diversity of clients served by California's public child welfare agencies.

Full-Time Program

The program provides stipends of \$18,500 per year for two years. Students must be in Full Time status as defined by the University. Current employees of county Department of Social Services must be on Educational Leave (i.e. not receiving pay from the agency) during the academic year. They may work during all break and summer periods.

The project is driven by child welfare competencies that were developed by universities and county welfare directors. These competencies are integrated throughout the curriculum and are further enhanced by special workshops on current topics related to the field and other related course offerings. Students must maintain an "academic good standing" (3.0 GPA or above) status while in the program. Students must complete the equivalent of two years of fieldwork. The first year must be in related

county or non-profit program delivering services to Title IV-E eligible child welfare clients. The second year must be in a county Child Welfare Department.

Applicants to the program must agree to be pre-screened for employment, fingerprinted, and to participate in the criminal clearance process as required by the Department of Justice and other applicable regulations. In addition, students must have a valid California driver's license, have a clean DMV record for the past three years, and secure use of a car as required for their field placements. Upon graduation, students must agree to complete the two-year work obligation in a public child welfare agency within 75 miles of their residence. If no such position is available, students must seek appropriate employment in any available county within the State of California in a public child welfare agency.

For additional information, please call 415-405-3482 or visit our website at <http://userwww.sfsu.edu/~title4e>.

Mental Health

The California Social Work Education Consortium (CalSWEC) has granted SFSU 10 stipends to SFSU's School of Social Work to support second year graduate students interested in public mental health. These stipends are the result of the Mental Health Services Act (funded by Proposition 63) and are part of a five year workforce development initiative. For one year's academic year stipend of \$18,500, the student agrees to "payback" by working in public mental health for one calendar year. This can include positions in public programs or contract agencies funded by Behavioral Health grants.

Information about applications will be disseminated to incoming second year students, and a website will be set up by the end of January 2007 to inform potential applicants. For further information, please call Sheila Hembury at 338-7530 on Mondays and Wednesdays.

Pupil Personnel Services Credential (PPSC)

Graduate social work students interested in pursuing a career as a School Social Worker may pursue the Pupil Personnel Services Credential (PPSC) while simultaneously completing their MSW requirements. Students are required to enroll in 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. Interested MSW students in the SAC 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:

<u>Fall Semester</u>	UNITS
SW 740- Field Work Instruction	3
SW 741- Graduate Field Seminar (PPSC)	1
SW 855- Social Work in School Settings	3

<u>Spring Semester</u>	UNITS
SW 740- Field Work Instruction	3
SW 741- Graduate Field Seminar (PPSC)	1
SW 760- Social Work and the Law	3

Individuals who are interested in pursuing the PPS Credential should contact the PPSC Coordinator, Christina Feliciano (cfeli@sfsu.edu), 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 following University information explains the different types of graduate courses_ available to students. It also includes the standards and expectations for each.

The Graduate Course¹

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.

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.

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.

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. [For example, computer laboratories or "smart rooms" may be used for courses that require technology/ computer hardware/software and that can facilitate the learning experience in the classroom.]

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.

Culminating Experience Requirement (SW 895 or SW 898)

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 culminating experience project takes place through completion of SW 720 - Research Methods in Social Work (3 units) and SW 721 - Evaluative Research Methods (3 units) or SW 820 - Advanced Research Methodology in Social Work (3 units).

Enrollment in SW 895/898:

In order to enroll in SW 895/898 (culminating experience project), students must file and be approved of the following:

- Graduate Approval Form (GAP): to be completed upon completion of units of the MSW program
- Proposal for Culminating Experience Requirement
- Protocol Approval Form for the Use of Human Subjects (only if applicable to the proposed project. This form should not be submitted if the project does not involve human subjects.)

SW 895: (Research Project)

SW 895 allows students to do a research or practice project individually or in a group setting (not more than 3 students).

Quantitative research is defined as studies that utilize quantifiable measurement parametric or non-parametric statistics. The purpose of quantitative research can be exploratory, descriptive and explanatory. Methods of research design include pre-experimental and quasi-experimental design, correlational study, panel design, survey research and secondary data analysis. 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 or program ("An Outcome Evaluation of the Counseling Component at New Connections").

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 involves data collected from such sources as open-ended interviews, direct observation, and written documents (case studies). Some examples of qualitative research completed by students include:

1. Deciding to be Mommies: Women in Same-Sex Relationships Choosing Parenthood.
2. Needs Assessment of Mixed Heritage Youth and Grant for a Summer Camp.
3. Analysis of a specific social problem, social program or social issues ("The Single Parent Family," "Mental Health Problems and Service Needs of the Deaf").
4. Historical research on the development of a particular social problem, social program or social policy ("History of the Development of Feminist Therapy").
5. Analysis and assessment of a particular social program in terms of its organization, operations and outcomes ("Development of Solano County Juvenile Sex Offenders Program").

SW 895: Professional Practice Project (PPP)

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 phenomenon. 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. A journal publication, such as *Social Work Perspectives*.
3. A conference on a topic relevant to the mission of the School.
4. A directory of resources for a specific problem or population ("A Senior's Guide to Advocacy Services in San Francisco").
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").

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.

To follow are relevant portions of the University's instructions regarding theses that meet the culminating experience requirement.

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.

ADVISING INFORMATION

First Year Students

1. All new 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 program planning 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. Registration for Classes (from University publication)

Only students admitted to San Francisco State University are eligible to register for classes. Anyone who is not formally admitted to the University may participate in university classes on a space available basis through the College of Extended Learning (CEL). Please contact the College of Extended Learning directly for information regarding their registration procedures.

Admitted students may register for classes via Gator Reg at www.sfsu.edu/student or by calling Gator Reg at (415) 338-7000.

If you need help, call the Gator Reg Helpline at (415) 338-3333.

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 each semester to:

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

Change of Adviser

Students may request a change of adviser by completing a request form available from the MSW Program staff in HSS 227. Follow the instructions and 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, petitions, and all written communications that are 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. A request form to review files can be obtained from the MSW Program Secretary.

Program Planning

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

ADVISING CHECKLIST FORM

MSW PROGRAM PLANNING FORM FULL-TIME STUDENTS

NAME _____ **ADVISER** _____

CONCENTRATION: IFG ___ **A&P** ___ **SAC** _____ **YEAR OF ENTRY** _____

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)

SW 700 _____ SW 710 _____ SW 720 _____ SW 730 _____
SW 770 _____ SW 771 _____ SW 740 _____ * SW 741 _____ *

2. ADVANCED CURRICULUM (34 UNITS)

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

IFG	A&P	SAC
SW 701 _____	SW 701 _____	SW 701 _____
SW 721/820 _____	SW 721/82 _____	SW 721/820 _____
SW 740 _____ *	SW 740 _____ *	SW 740 _____ *
SW 741 _____ *	SW 741 _____ *	SW 741 _____ *
SW 810 _____	SW 800 _____	SW 800 _____
SW 830 _____	SW 811 _____	SW 801 _____
SW 832 _____	SW 850 _____	SW 811 _____

SW 831/833 _____	SW 864 _____	SW 835 _____
	SW 880 _____	SW 836 _____
SW 895/898 _____	SW 895/898 _____	SW 895/898 _____

ELECTIVES

COURSE: _____ **SEMESTER COMPLETED:** _____

For double listed courses, students may select one from among the identified courses.

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

GATOR (REG) REGISTRATION
(Excerpted from University Publications)

New and Entering Students

Admitted students may register for classes via **Gator Reg** at www.sfsu.edu/student or by calling **Gator Reg** at **(415) 338-7000**.

BEFORE YOU REGISTER CHECKLIST:

Students may register for classes on the Web or via a Touch Tone Phone. Before registering for classes, be sure to go over the checklist provided.

REGISTRATION FOR CLASSES

Registration for all students is on Gator Reg, by telephone, (415) 338-7000, or over the web, www.sfsu.edu/student. Registration notices are sent via e-mail to all eligible students prior to the first available registration date. Registration fees must be paid prior to registering for classes. Please refer to the *Class Schedule* for specific dates and details.

Adding Courses after Priority Registration. If the student has paid sufficient fees and has instructor approval, he/she may add courses via Touch Tone or the web with instructor assigned permit numbers during the first two weeks of the semester.

Dropping Courses after Priority Registration. The student must use the Touch Tone system or the web to drop individual classes until the 20th day of instruction. After that point, he/she may withdraw from a course or courses only for serious and compelling

reasons. Petitions for withdrawal are available at the One Stop Student Services Center and must be signed by the instructor and department chair. (College dean approval is required if withdrawal is in the last three weeks of the semester.)

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

Adding Classes after Instruction Begins:

Once the first day of instruction begins (see the Registration Calendar for exact day), you must obtain a permit number from the instructor to add a class. Using the Permit number, you must add the class via **Gator Reg**.

Dropping Classes:

Classes may be dropped via **Gator Reg** starting from the Priority Registration date listed on your Registration Time until the Drop Deadline listed in the class schedule. After the Drop Deadline, a withdrawal form must be completed. See the Registrar's Counter at the One Stop Student Services Center (SS 101) or go to the forms page for more information.

Request for Withdrawal

Students must obtain a petition from the School office to request a withdrawal from a class after the drop deadline. This petition must be approved by the classroom instructor, the Director of the School of Social Work, and the College of Health and Human Services Dean's office.

[Please Note the following College of Health and Human Services Policies:]

CHHS Withdrawal Policy: Withdrawal from a class after the deadline will be considered for serious and compelling reasons only, and must have accompanying

documentation. The following reasons are not considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor.

CR/NC option: _____ (check calendar each semester) is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The last day to add classes late with a gold sticker is _____ (check date each semester). It is your responsibility to procure a sticker from your instructor and add the class. Faculty cannot add you into a class. After this deadline a late add justification form and add slip must be signed by your instructor, chair and CHHS Dean to add. This will be approved only if there was an administrative error.

Check your registration through MySFSU: Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. This is a student responsibility.

Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair, and the Dean of College of Health & Human Services. This can be viewed on the Registration Calendar at the following website:
<http://www.sfsu.edu/~admisrec/reg/noindex/reg064.html#8>.

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2724 (voice/TTY) or by e-mail at dprc@sfsu.edu.

Examination Week. According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule. http://www.sfsu.edu/~acaffrs/faculty_manual/8_8.htm.

Leaves of Absence

Leaves of absence may be 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. An academic

plan must be in place to confirm re-admission. 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.

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 of Social Work 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, or 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 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 an overall "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. A student who receives a letter grade of C or less must repeat the course to receive credit for the course requirement.

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.

Advancement to Candidacy

Besides meeting all general requirements for advancement to candidacy, the school maintains the following additional requirements:

- Completion of SW 700, 710, 720, 730, 770, and 771, which are to be taken in the first year prior to other courses, four units of 740, and two units of 741. SW 740 is graded CR/NC only. Any courses challenged by examination are graded CR/NC.
- Maintenance of a B or 3.0 grade point average in graduate study.

Grade Definitions

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

- A =** Performance of the student has been of the highest level, showing sustained excellence in meeting course responsibilities.
- B =** Performance of the student has been good, though not of the highest level.
- C =** Performance of the student has been adequate, satisfactorily meeting the course requirements.
- D =** Performance of the student has been less than adequate.
- F =** Performance of the student has been such that course requirements have not

been met.

- CR =** (Credit) Performance of the student in undergraduate level course has been equivalent to grades A through C-; performance of the student in graduate level courses has been equivalent to grades A through B-.
- NC =** (No Credit) Performance of the student has been less than that of CR level.
- I =** (Incomplete Authorized) Indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated. An I must normally be made up within one calendar year immediately following the end of the term during 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 I being converted to an IC symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete Authorized is assigned, which would replace the I in the student's record at the end of the calendar year deadline.
- IC =** (Incomplete Charged) Indicates that a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The IC replaces the I and is counted as a failing grade for grade point average and progress point computation.
- W =** (Withdrawal) Indicates that the student was permitted to withdraw from the course after the 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.
- WU=** (Withdrawal Unauthorized) Indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient 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.
- AU =** (Audit) Indicates that the student was enrolled on a non-credit basis. Enrollment as an auditor is subject to the permission of the instructor and shall be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes. A student who

is enrolled for credit may not change to audit after the second week of instruction.

RP = (Report in Progress) Used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate culminating experience courses.

RD = (Report Delayed) Indicates no grade was turned in by the professor. It is used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible.

GRADE CHANGES (from University Publications)

- Letter grades are not convertible to other letter grades and NC grades are not convertible to CR grades except in cases of instructor or administrative error. All grade changes are by petitions, with a recommendation of a grade change by the instructor and the approval of the department chair and/or college dean.
- Except in cases of instructor or administrative error, CR/NC grades are not convertible to letter grades or vice versa. All grade change requests involving the CR/NC option are by petition, with a recommendation by the instructor and the approval of the department chair and/or college dean. Requests for reasons other than clerical error are subject to review by the Board of Appeals and Review.
- A student wishing to request a retroactive grade change, withdrawal, or addition must initiate the 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.
- Grade changes are not permitted after the award of a degree or credential, unless the change is for a course not used for the degree (in the case of a graduate student continuing after the award of a degree or readmitted second baccalaureate student) or in the case of a formal school grade appeal process when the request has been initiated by the student in the semester immediately following the award of the grade.
- Request for W is not a grade change, rather it is a request for retroactive withdrawal.

Student Appeal for Grade Change

San Francisco State University policy, consistent with California State University policy, guarantees the student a right to appeal a final course grade when the student believes that the assigned grade does not reflect what the student has earned according to the criteria for grading as outlined by the instructor of the course. SFSU policy states that: (1) It is the responsibility of the instructor of each course to define his/her grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted university practices. If there is any deviation from this original statement of course policy, all affected students should be informed. (2) It shall be assumed that the grade assigned is correct and that the student appealing the grade must justify the need for a change of the grade assigned. (3) Normally, grade appeals should be resolved informally between the student and faculty involved. (4) A student who believes s/he has been assigned an improper grade should meet with the instructor of record and together review the grading procedures used to determine the grade assigned on the student's transcript. If, after careful review of the grading procedures, the student is still dissatisfied, or if the instructor of record refuses to take part in the informal process, the student may initiate the formal grade appeal procedure. For information about grade appeal policies and procedures, see www.sfsu.edu/~senate/policies/S04-230.htm.

Make-Up of Incomplete

It is the student's responsibility to read and follow the University's policies regarding incompletes. Students are to obtain and fill out necessary forms for the incomplete – both upon petition for or completion and upon completion of the course. See previous section on "Grading".

Graduate Approved Program (GAP) (from University publications)

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 on line or from the Graduate Division. For online forms, visit <http://www.sfsu.edu/~gradstdy/forms/formsProspStudents.html>.

GRADUATE FIELD EDUCATION

Field Manual

The School's Field Manual is available on line at <http://online.sfsu.edu/~swintern>. The Manual contains detailed information about requirements of the field education program.

Professional Liability Insurance

All students entering internships in the School of Social Work will apply for individual malpractice insurance and have written confirmation of insurance or written refusal by the insurance carrier of insurance prior to starting the internship.

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 Field Placement Information Profile Form, a resume used for planning purposes by faculty and agencies.
- The Placement Contract, the written notice of referral to an agency.
- A sample field Learning Contract, an agreement between the student, the agency field instructor, and the faculty field liaison as to the nature of the student's field internship learning goals and tasks.
- 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.

Field Time Frame

Students are expected to complete their field requirements within the time parameters established by the School (via its calendar). If necessary, the student may negotiate alternatives by consulting with and receiving approval from their field supervisor and faculty field liaison.

POLICY ON CHANGING EMPHASES

Full-time students who wish to change the emphasis into which they have been admitted must submit a request in writing to the School office no later than 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 emphasis, the **net change** in a given concentration cannot exceed three (3) students per academic year. If the total number of requests exceeds a net change of three students, 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.

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 (*):

MSW PROGRAM COMMITTEE

Coordinates all areas of the Master of Social Work Program, including policy and program development, admissions, curriculum, and student affairs.

BASW PROGRAM COMMITTEE

Coordinates all areas of the Baccalaureate Social Work Program, including policy and program development, admissions, curriculum, and student affairs.

COLLABORATIVE ADMINISTRATIVE TEAM

Addresses administrative aspects of the School, including budgets and personnel issues. It is chaired by the School Director.

RETENTION, TENURE AND PROMOTIONS

Reviews faculty for retention, tenure and promotions decisions, and forwards recommendations to the next level (School Director). Makes recommendations for retention, tenure, and promotions policies and procedures, and forwards them to the School for action.

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

In the past, 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.

STUDENT RIGHTS AND RESPONSIBILITIES

All students are advised to carefully read and attend to the *University Bulletin*, which addresses many important policies, programs, and practices with regard to student rights and responsibilities. Students should be mindful of their rights, including what they can expect from classes.

OTHER USEFUL INFORMATION

Bookstore

Located in the Student Center, the SFSU Bookstore offers a variety of products and services that include new and used textbooks, computer hardware and software, supply and electronic items. The Bookstore also includes the Lobby Shop and Snackademic for quick convenient snacks.

Semester Hours

Monday-Thursday	7:45 a.m.-7:00 p.m.
Friday	7:45 a.m.-5:00 p.m.
Saturday	10:00 a.m.-4:00 p.m.

The SFSU Bookstore has extended hours at the beginning of each semester. Reduced operating hours are in effect for the Winter, Spring, and Summer breaks. For more information, call (415) 338-2665.

Food Facilities

The Cesar Chavez Student Center has six separate food facilities and lounges. 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 built below ground adjacent to the Psychology/Ethnic Studies Building, directly across from Burk Hall (education building). The SHS staff comprises physicians, physician assistants, nurses, nurse practitioners, clinical aides, pharmacists, health educators, health records technicians, optometrists, a nutritionist, x-ray and laboratory technologists, a rehabilitation specialist, as well as administrative and support staff, all of whom are available to assist students in learning and maintaining life-long health practices. The SHS is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC)--acknowledging the health service's high standard of outpatient medical care and services.

Contacts

Appointments: 338-1719

Information: 338-1251

Web site: www.sfsu.edu/~shs

Other health-related services are offered by:

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER

The Counseling and Psychological Services Center provides psychological counseling to students and consultation services to the university community. Counseling is strictly confidential, and no information is released without the student's explicit written authorization. Counseling services are free of charge to all currently enrolled students. The center is located in Student Services Building, Room 208. Appointments may be made by phone (338-2208) or in person.

C.E.A.S.E. (Creating Empowerment through Alcohol and Substance Abuse Education) AND PSYCHOLOGICAL SERVICES PREVENTION EDUCATION PROGRAMS

The C.E.A.S.E. Program is a campus-wide alcohol and other drug education program, coordinated by Counseling and Psychological Services, and created to educate students about alcohol and other drugs, to provide support services for all students grappling with substance problems through assessment counseling and referrals. Offices and Resource Center are located in Student Services Building, Room 205, and can be reached at 338-7339. Services are confidential.

COUNSELING CLINIC

The Counseling Clinic offers counseling services to students, including individual, couples, and group therapy. The interns are experienced, advanced graduate students

working under the close supervision of the Counseling Department faculty. There are no fees. Interested parties may call the clinic at 338-1024 or go to the receptionist at BH 114.

PSYCHOLOGY CLINIC

The Psychology Clinic offers services to both students and the community-at-large. The psychotherapy trainees are experienced, advanced graduate students working under the close supervision of the Clinical Psychology faculty. There are no fees. Interested parties may call the clinic at 338-2856 or go to PSY 201.

PEER COUNSELING PROGRAMS

E.R.O.S. (The Education and Referral Organization for Sexuality)

E.R.O.S. is a student-run education and referral center established to promote positive and healthy attitudes towards sexuality and sexually related issues. E.R.O.S. is funded by Associated Students, is located in the Student Center, and can be reached at 415-338-2457.

The S.A.F.E. Place

The S.A.F.E. Place (Sexual Abuse Free Environment) is the campus resource center on sexual violence for information, crisis intervention, and referral. The S.A.F.E. Place is located in the Student Services Building, 2nd floor; telephone: 338-2819.

Library

The J. Paul Leonard Library collections number over three million items, including books, periodicals, electronic databases, government publications, microforms, audio-visual media, computer software, and maps. Information about these materials is accessible via the library's on-line catalog, InvestiGator, and through consultation with the library's faculty and staff.

Transportation and Parking

San Francisco State University is readily accessible by public transportation from all parts of the Bay Area. Six San Francisco Municipal Railway bus (MUNI) and light rail lines serve the campus at 10- to 15-minute intervals. East Bay commuters have a choice of BART and connecting bus service, or BART and light rail from downtown San Francisco. Two SamTrans bus lines link the Peninsula and the San Francisco Airport with the campus.

San Francisco State University operates several free shuttle services between campus and the Daly City BART station, the Golden Gate and Bay Bridges. Monday through Friday.

[SFSU has a bike barn, which operates Monday – Thursday, 7:30 a.m. – 10:00 p.m. and to 5:00 p.m. on Fridays. It is located in the gym in Lot 6.

More information about parking, transportation, carpools, public transportation, shuttle services and schedules are available at the Information Desk in the Student Center.

MSW COURSE DESCRIPTIONS

SW 700: 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.*

SW 701: 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.*

SW 710: 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.*

SW 711: 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.*

SW 720: 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.*

SW 721: Evaluative Research Methods in Social Work (3units)

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.

SW 730: 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 concurrently with SW 740 and 741.)

SW 740: Field Education (2-5 units)

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.* Must be taken concurrently with SW 741.

SW 741: Graduate Field Seminar (2 units)

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.* Must be taken concurrently with SW 740.

SW 760: 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.*

SW 770: Ethnic and Cultural Concepts and Principles I (3 units)

Principles, concepts, theories, and frameworks that address human diversity and affect the local, national, and international contexts of practice, especially as they relate to populations that have been historically disenfranchised, oppressed, under-served/represented, and marginalized. *A requirement for all students.*

SW 771: Ethnic and Cultural Concepts and Principles II (3 units)

Prerequisite: SW 770. Critical analysis and evaluation of diverse social work intervention methods at the micro, mezzo and macro levels. Assessment of each in terms of ethnic/cultural sensitivity and effectiveness for social work practice within local, national, and international contexts. Exploration and development of innovative and culturally relevant intervention methods to address the service needs of historically disenfranchised, oppressed, under-served/represented, and marginalized populations. *A requirement for all students.*

SW 800: 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 Action and Change students. Optional requirement for IFG students.*

SW 801: 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 Action and Change students. Optional requirement for A & P and IFG students.*

SW 810: 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.*

SW 811: 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 Action and Change students.*

SW 820: Advanced Research Methodology in Social Work (3 units)

Prerequisite: SW 720. Theory and methods of research applied to the design of research projects.

SW 830: 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.*

SW 831: 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. *A requirement for IFG students.*

SW 832: 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.*

SW 833: Advanced Group Work (3 units)

Prerequisite: SW 832. Seminar that 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.

SW 834: 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.*

SW 835: Theories, Methods, and Strategies for Social Action and Change (3 units)

Prerequisite: SW 730. This course is the first of two courses that specifically focuses on social action and change. The sequence begins with theoretical, methodological, and strategic bases for invoking social action and change at the mezzo, macro, and international levels. It addresses the processes and means needed to fully plan, program, and pre-initiate actions to promote change. Further, it pinpoints the multiple ways change ideas are initiated, adopted, established, maintained, legitimized, and institutionalized. Factors of power, control, and resistance are addressed in the context of social and economic justice. *A requirement for all Social Action and Change students.*

SW 836: Social Action and Change for Economic and Social Justice (3 units)

Prerequisite: SW 730 and SW 835. This course is the second in the sequence of two SAC courses specially focused on social action and change. Using the theoretical, methodological, and strategic foundations established in SW 835, this course provides students the opportunity to actually select, plan, organize, implement, and evaluate efforts to achieve social and economic justice, especially for populations that have been historically oppressed, under-served, and under-represented. Culturally appropriate, sensitive, and effective methods for organizing and implementing social action and change in our international environment are emphasized. *A requirement for all Social Action and Change Students.*

SW 837: 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

SW 840: Family Mediation (3 units)

For course description, see S W 640. Paired with S W 640. Students who have completed S W 840 may not take S W 640 for credit. *Elective*.

SW 841: Social Work Practice with Gays and Lesbians (2 units)

Working with gay and lesbian clients in social service settings. Issues which urban lesbians and gay men face. *Elective*

SW 842: Social Work with the Aged (3 units)

Social work practice with older people and their families. Policy issues, program design, and the nature of practice in the field of aging. (Also offered as GRN 730. May not be repeated under alternate prefix.) *Elective*

SW 843: Child Welfare Practice with Children and Families (3 units)

Public child welfare systems. Assessment and intervention with children who have been or are at risk of being abused or neglected, and their families. *Elective*

SW 844: Seminar on Social Work Values and Ethics (3 units)

Relationship of social work values and ethics to development of social policies and social work practice. *Elective*

SW 845: Social Work and Health Care (2 units)

Framework for social work practice in health care; client's experience of specific illnesses and conditions, concepts of coping, loss, adaptation, and developmental change. *Elective*

SW846 Social Work in Industry (2 units) Elective

Course not listed in current Bulletin.

SW 846: Practice Methods in Substance Abuse Treatment (3 units)

Overview of practice models/theoretical perspectives--study of alcohol, other drug (AOD) abuse; general knowledge of addiction, diverse cultural perspectives using a family system model; prevention, intervention, and various treatment approaches. Emphasis on social workers in the development, maintenance, and conduct of governmental policies/bureaucracies. *Elective*

SW 847 Social Work with Immigrants and Refugees (3 units)

Improvement of social and economic conditions for oppressed groups who have come to the U.S. as immigrants or refugees. Methods which facilitate community problem solving. *Elective*

SW 848: Social Work, Social Welfare and the Disabled (3 units)

Course not listed in current Bulletin. *Elective*

SW 850: Human Services Administration I (3 units)

Prerequisite: SW 730. Application of theory to personnel processes in human service agencies. Includes legal considerations related to hiring policies and practices, recruitment, training and development. *A requirement for all Administration and Planning students. Optional requirement for IFG students.*

SW 855: 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. Course may be taken more than once for credit, but not more than three times for a maximum of six (6) units. *Elective.*

SW 855: Social Work Strategies and Homelessness

Prepares students to respond professionally to the social needs of homeless people. Identifies macro and micro factors which cause vulnerability to homelessness--all interlinked relationships: housing; social networks and services; income; forms of discrimination such as race, immigration status, age, sexuality, geography, physical and mental health, and gender.

SW 855: Social Work Practice in School Settings

Prerequisites: graduate status and SW 730. Must be taken concurrently with SW 740 and SW 741. Focus is on school social work as part of an interdisciplinary approach to resolving school-related problems, and on social workers as facilitators and advocates in aiding students, families, schools, and communities to achieve educational goals.

SW 862 Child Welfare (3 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*

SW 863: 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.*

SW 864: Human Services Administration II (3 units)

Prerequisite: SW 850. Modern management theory as applied to public human service agencies. Emphasis on the application of theory and applied techniques to resolve problems associated with fiscal accountability in human service agencies. *A requirement for all Administration and Planning students.*

SW 865: Social Work Practice with People with AIDS (2 units) Elective

(This class is offered through the College of Extended Learning only.)

SW 880: 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.*

SW 895: Research/Professional Practice Project in Social Work (3 units)

Prerequisite: Advancement to Candidacy including satisfactory completion of SW 721 or SW 820, and proposal approval from Graduate Division and Human Subjects (if applicable). 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.*

SW 898: Master's Thesis (3 units)

Prerequisite: Advancement to Candidacy including satisfactory completion of SW 721 or SW 820, and proposal approval from Graduate Division and Human Subjects if applicable). 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.*

SW 899: 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, 2008 - 2009

Stephanie Coram. Title IV-E Child Welfare Training Project Coordinator. MSW, University of California, Berkeley. **HSS 222.**

Rashmi Gupta, Assistant Professor. MSW and Ph.D., University of Texas at Arlington. Teaching interests: Advanced casework, group work, research methods and statistics, social work with aged, human behavior in the social environment, social work practice with immigrants and refugees. Research interests: social gerontology, cross

national research in aging among South Asians in the US and India, Death, dying and bereavement among Asian populations. **HSS 209, (415) 405-0311.**

Jocelyn Hermoso, Assistant Professor. MSW, Boston College; Ph.D., The Catholic University of America. Teaching interests: international social work, social development, community organization, peace and nonviolence, evaluative research, qualitative research methods, social policy analysis, diversity, social differences in social work practice. Research interests: social capital, civil society, community-driven development, gender and peacemaking, and post-conflict reconstruction. **HSS 210, (415) 338-6187.**

Lisa Hines, Assistant Professor, BASW Coordinator. MSW and 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. 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.**

Yeon-Shim Lee, Assistant Professor. MSW, Michigan State University; Ph.D., Columbia University. Teaching/Research interests: Social policy planning and policy analysis; child and family policy; women, employment, occupational social work, and government interventions; mental health, domestic violence, and substance abuse in immigrant communities; and research methods. **HSS 216, (415) 405-0944.**

John Lemmon, Professor. MS, Illinois State University; DSW, 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 and Ph.D., University of Wisconsin. Interests include social work practice with individuals and families, social work with LGBT populations, and practice with women and children. **HSS 220, (415) 338-2715**

Candida Madrigal, Assistant Professor. MSW, California State University; Ph.D. University of Texas at Arlington. **HSS 217.**

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

Dina Redman, Assistant Professor. MSW, San Francisco State University; MPH and Ph.D., University of California, Berkeley. Interests include mental health and psychology; recovery and community integration; trauma, stress, coping, and resiliency; substance use; aging; meaning and purpose in life; criminalization and incarceration; international social work and public health; program planning and evaluation; qualitative and quantitative research methods. **HSS 211, (415) 405-2458.**

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

Susan Chu Sung, Professor. MSW and Ph.D., University California, Berkeley; MDP, Harvard University. Teaching areas include: graduate and undergraduate research, coordination and supervision of master's projects, policy and administration, and gender/race relations. Interests and specializations include: global and international social work; women's issues; leadership and mediation in higher education; social security and aging; immigrant and refugee populations; and Asian and Pacific Islander communities. **HSS 210, (415) 338-1052.**

Rita Takahashi, Professor and SSW Director. MSW, University of Michigan; MPA and Ph.D., University of Pittsburgh. Teaching areas: Social policy, social action and change; administration; planning; and multicultural diversity. Interests include diversity in global context; international human rights; civil, and constitutional rights; social and economic justice; social change and policy; administration and management; and community organization and development. **HSS 217, (415) 338-7527.**

SCHOOL OF SOCIAL WORK PART-TIME FACULTY, 2008-2009

Cathy Davis, MSW
Christina Feliciano, MSW, PPSC
Sheila Hembury, MSW, LCSW
Rosa Hernandez, MSW
Jamie Johnson-Glover, MSW
Sonia Melara, MSW
Stephen Nakajo, MSW
Renate Otterbach, Ed.D.
Saralie Pennington, MSW, LCSW
Elizabeth Schenk, MSW, LCSW, Psy.D.

School of Social Work Staff, 2008-2009

Katsufumi Araki: MSW Admissions Staff (HSS 227)

SarahJean Harrison
Devi Ruslani
Lourdes Sarmiento:

Title IV-E Office Assistant (HSS 227)
Field Support Staff (HSS 227)
Administrative Office Coordinator (HSS 221)