

MSW Program
Handbook -DRAFT
2023-2024



Table of Contents

- I. [Welcome Message](#)
- II. [Region, University, and Program Context](#)
- III. [CSWE Accreditation](#)
- IV. [Program Mission Statement](#)
- V. [Program Learning Objectives](#)
- VI. [Program Format](#)
- VII. [Advanced Generalist Curriculum & Course Descriptions](#)
- VIII. [Specialized Concentrations](#)
- IX. Major Sequence and Degree Requirements ?
- X. [Course Schedule](#)
- XI. [Attendance Policy](#)
- XII. [Incomplete Policy](#)
- XIII. [Registration Status](#)
- XIV. [Field Education](#)
- XV. [Admissions to the MSW](#)
- XVI. [Process of Evaluation of Applications](#)
- XVII. [Notification of Admissions Decision](#)
- XVIII. [Advanced Standing](#)
- XIX. [Transfer of Credit/Field Hours](#)
- XX. [Academic Advising](#)
- XXI. [Professional Advising](#)
- XXII. [Evaluation of Academic Performance Criteria](#)
- XXIII. [Evaluation of Professional Performance](#)
- XXIV. [Grievance Policies](#)
- XXV. [Termination Policy](#)
- XXVI. [MSW Program Advisory Council](#)
- XXVII. [Heibert Library](#)
- XXVIII.

Welcome Message

Welcome to the MSW Program at Fresno Pacific University! The program curriculum and policies within this handbook were inspired by institutional and program prayers, informed by the FPU mission & vision, Council on Social Work Education (CSWE) competency & policy standards, National Association of Social Workers (NASW) core values and ethics of the profession, the needs within local and state contexts, and licensing & credentialing standards. We believe the program will equip you to carry out your vocation and calling of service to work within complex social service settings.

As a program centered on Christian principles, we view the field of social work carrying out the dynamic commandment found in the book of [Matthew 22: 36-40](#),

“Teacher, which is the greatest commandment in the Law?”

³⁷ Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind.”^[a] ³⁸ This is the first and greatest commandment. ³⁹ And the second is like it: ‘Love your neighbor as yourself.’^[b] ⁴⁰ All the Law and the Prophets hang on these two commandments.”

Students in the program are called to reflect on the vital words found in the book of Matthew 22:37, describing the need to *love the Lord God with all your heart, and all your soul, and all your mind*. Though students in the program are not required to assume Christian faith traditions or to have any faith beliefs, the program requires students to engage in the advancement of considering and reflecting on ethical faith integration and practice by seeking out empirical literature and practice skills relevant to the work of helping people. Believing that faith, spirituality, and religious thought are inclusive within the contexts of client systems work, students are educated on the nuances of this practice in the program.

Additionally, as social workers, we are engaging in work that embodies the words of the second greatest commandment, *love your neighbor*. Social workers are called to help all people, focusing specifically on those who are most vulnerable and marginalized. We find that this biblical principle aligns accordingly to the NASW preamble, the professions guiding values and ethical principles, that state:

“The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s dual focus on individual well-being in a social context and the well-being of society.

Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.” – [NASW Preamble](#)

Lastly, grounded in the biblical verse found in Matthew 32:39, the passage articulates the second greatest commandment to love your neighbor *as yourself*. This implies that as people, specifically in the contexts of this social work program, social workers should engage in practices that are indicative to loving yourself. Though you will find the program to be rigorous and perhaps at times seemingly overly challenging, the program aims to exercise and highlight the necessity for social worker students to implement healthy boundaries around self-care. This verse also aligns with the NASW Code of Ethics that indicates the value of Integrity and guiding ethical principle that social workers behave in a trustworthy manner:

“Social workers should take measures to care for themselves professionally and personally.”

– [NASW Ethical Principles](#)

Social work students are held accountable to all policies, procedures, and guidelines contained within Fresno Pacific University's student handbook <http://handbook.fresno.edu>

Contextual Overview: Region, University, and Program

Regional Context

Fresno Pacific University is a Christian liberal arts institution located in the Central San Joaquin Valley of California. The Central Valley is a region characterized by enormous demographic diversity, widespread poverty, population growth, changing and growing service needs, and the presence of oppressed groups, including women and growing ethnic populations (particularly Latinos/Hispanics, African Americans, and Southeast Asians [Hmong, Laotian, and Vietnamese]). The region has the largest population of Hmong people in the country except for Minnesota. Hmong is the third most commonly spoken language in the area after English and Spanish. The context for practice is a unique urban-rural configuration of people, agribusiness, social-political institutions in transition, and a host of social service needs.

The primary industry in the Central Valley is agribusiness. Large corporate farms have gradually replaced smaller family farms, changing the way produce is grown and distributed, increasing the demand for farm labor. Farm laborers are largely immigrant workers who come from Mexico and Central America. Salaries are depressed. Health care and social services are spread thin, trying to cover the needs in an area that encompasses approximately 22,500 square miles. Correlated businesses provide service and transportation for farm products. Despite being one of the largest agricultural producers (the Central Valley grows 8% of the nation's food on only 1% of the total farmland in the US) the region has a very high percentage of food insecurity.

Despite the hardships in the area, the Central Valley offers bountiful opportunities for recreation, housing affordability, and the arts. The climate, although hot in the summer, is moderate during the rest of the year. The diversity of the area provides a wealth of opportunities for shared commonalities among people and offers a global context for understanding human behavior in the social environment. The area has a rich history and a legacy of creating local agencies and programs to address social problems.

University Context

Fresno Pacific University is the Valley's only accredited Christian university, connecting every student's untapped potential with unlimited opportunity for professional, personal, and ethical growth. Nonprofit and independent, FPU offers more than 100 areas of study to over 3,000 traditional undergraduate, adult degree completion, graduate, and seminary students at the main campus in Southeast Fresno and throughout the Valley at regional campuses in North Fresno, Visalia, Bakersfield, and Merced as well as online.

Fresno Pacific University is a strength to California and the Central Valley.

- FPU has the region's highest graduation rates, at 53 percent of students completing their degree in four years, and 58 percent in six years. The national average six-year rate is 42 percent, and the CSU rate is 16 percent.
- Over 2,000 FPU students are enrolled in bachelor's degree completion and master's degree programs in business, organizational leadership, nursing, and education and ministry.

- These programs serve the very California counties with the state's lowest rate of bachelor's degree attainment:
 - California average 32 percent (2020)
 - Kings County 14.7 percent
 - Madera County 14.6 percent
 - Merced County 13.8 percent
 - Tulare County 14.6 percent
 - Kern County 16.4 percent
 - Fresno County 21.2 percent
 - FPU regional campuses provide students the opportunity to live and work near the campus where they attend classes, and stay in and serve the region, entering or advancing in their profession and contributing more to their local communities.
- Fresno Pacific University provides a high-quality education to a variety of students
 - 49 percent of our students are the first in their families to attend college or university and graduate at the same rate as students in general.
 - FPU is a Hispanic serving institution with about 45 percent of our students identifying as Latinx. These students graduate at the same rate as students overall.
 - Our retention rate of students from first year to second is 80 percent, well above the national average of 69 percent.
- Fresno Pacific University is affordable and accessible for students
 - 67 percent of our students come from families who earn \$40,000 or less annually.
 - 98 percent of our students receive financial aid.

History of the Social Work Program

The social work program at Fresno Pacific University was a stand-alone program since its inception in 1974. It is housed in the Social Sciences Division of the School of Humanities, Religion, and Social Sciences (HRSS). It has included a program director and adjunct faculty hired and overseen by that director. In 1998, FPU hired Donna Callahan, MSW as the program director, and she oversaw the BSW traditional undergraduate program (TUG) format until Spring 2015. In 2014, the program expanded its offerings to create a second format, a blended course format offered at regional campuses located in North Fresno, Visalia, Merced, and Bakersfield. Jon Clark, DSW, was hired in 2014 as program director of the Degree Completion format of the social work program. The first cohort of social work majors began in the spring semester of 2014 for their two-year (24 month) program. As BSW program director, Dr. Clark oversees the university social work major program, with primary oversight of the degree completion format. In 2018, Sonia Medina Pranger, LCSW, PPSC, became the Associate Program Director for the social work program, with primary oversight of the TUG program. Prior to becoming Associate Program Director, Medina Pranger was the clinical field coordinator for both formats. In March 2023, Medina Pranger was appointed the MSW program director by the university to launch the MSW Program. Sai Mouanoutoua, MSW, was appointed the BSW Associate Program Director, in the Spring 2023, with primary oversight in the TUG format on the main campus.

In the Fall 2022, program faculty Medina Pranger, Dr. Kizzy Lopez, and FPU Director of Grant Funding Support and Foundations Relations, Anna James Miller, submitted a grant proposal to the Department of Health Care Access & Information (HCAI): Social Work Education Capacity Expansion. The Social Work Education Capacity Expansion grant program is designed to increase the supply of staff trained to provide behavioral health care through the development of new and expanded social work programs, especially programs training students to serve children and youth. The FPU Social Work Program was awarded \$1.5 Million by HCAI on Feb. 1, 2023, to expand the programs to address the shortage of behavioral health professionals in California. The grant monies are being utilized to launch an MSW program, beginning at the main campus and subsequently the North Fresno and Visalia campuses.

This new grant program is supported by the Children and Youth Behavioral Health Initiative (CYBHI) and the Workforce for a Healthy California for All package from the 2023 Budget Act. The Act aims to transform California's health and human services system to a system where all Californians can access services for emerging and existing behavioral health needs, regardless of health payer. For more information on the grant and awardees please visit: <https://hcai.ca.gov/hcai-awards-59-4-million-in-social-work-education-capacity-expansion-grants/> The grant duration is from March 2023 – June 2025.

Currently, the MSW program is in development, seeking CSWE accreditation. Full-time faculty for phase A of the grant and Pre-candidacy stages in CSWE, are Sonia Medina Pranger, LCSW, PPSC, PhD ABD, Edgar Manriquez, DSW, and Patricia Salas, MSW. Patricia Salas is the Field Director for the BSW program and was appointed in March 2023, as the MSW Field Director with administration in both BSW and MSW programs.

CSWE Accreditation

Fresno Pacific University's BSW has full accreditation by the Council on Social Work Education's Commission on Accreditation. FPU achieved candidacy in 2015 and full accreditation by the CSWE in 2016. The program recently achieved reaffirmation status in 2022 for an additional 8 years, the highest review period, indicating the program's excellence in providing students with a quality social work education.

The MSW program submitted the Candidacy Eligibility application in March 2023 and are awaiting approval from CSWE. The program anticipates receiving an approval response and submitting the Benchmark 1, needed to determine pre-candidacy, in April 2023. The program aims to be placed on the February 2024 or June 2024 Commission on Accreditation (COA) agenda. Acceptance to either of these two agenda meetings, will afford Fall 2023 MSW student candidates retroactive accreditation once the program has received full accreditation. The CSWE accreditation process takes programs at minimum three years to complete.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Additional information about the CSWE is available at this link: www.cswe.org

Program Mission Statement

The purpose of the MSW program is to equip students to promote human and community well-being in a variety of advanced social work and service careers. The MSW program is delivered through a liberal arts education, informed by a Christian worldview, and specifically guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry. As students engage the proposed MSW explicit and implicit curriculum, which is underpinned with an anti-racist and anti-oppressive perspective, they will be invited to participate in the social work profession's values, such as service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Upon completion of the proposed MSW program, students can actualize their education and engage social work's quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally.

The social work program prepares graduate students for positions in a variety of advanced social work and service settings. The program integrates theory and practice, instills an understanding of the relationship between social work and Christian faith, and encourages a commitment to social justice and a life of service. It does so in the context of a liberal arts education informed by a Christian worldview (fresno.edu/about/our-mission/fpu-idea). Upon completion of the MSW, students will be prepared to seek advanced level employment or pursue advanced graduate studies or licensure.

The MSW program's context encompasses the needs and opportunities of the Central Valley, which includes Shasta County all the way south to Kern County. Altogether, the Central Valley covers 18,000 square miles. It is enclosed by mountains, including the Sierra Nevada and the Pacific Coast ranges. Ranching and agriculture developed after the California Gold Rush, making the Central Valley accountable for a large share of the fruits and vegetables consumed in the United States; however, it is dry and considered a desert. Although California is considered liberal, the state includes people with differing political views, especially in the Central Valley. Most people feel their taxes are too high and are concerned about the cost of housing. Many cultures are represented in the Central Valley, such as Spanish, Asian, and Mexican. In fact, FPU is designated as a Hispanic Serving Institution (HSI). As of Fall 2022, FPU's graduate student body included 626 (53%) Hispanic/Latino students, 94 (8%) Asian / Pacific Islander students, 49 (4%) Black/African American students, and 331 (28%) White students. Food, language, and traditions from all over the world can be found in the Central Valley.

The MSW program is well positioned to address marginalization among the varied rural areas and provide access to mental healthcare. Students of social work could be positioned to broker relationships among marginalized populations, such as people of color and non-English speaking families, as well as connect them to appropriate services within their communities. Fostering these intercultural relationships could provide opportunities for new knowledge and ideas that would have a bearing on contemporary and future social work education, practice, and research.

The FPU social work program mission and educational goals are related to the CSWE guidelines using the CSWE definition of the purpose of social work practice and education as laid out in the accreditation standards. The program uses a person and environment basis for foundational courses in generalist practice to prepare graduate students to work with people from all levels of society. The program educates students to be able to meet people where they are, using a strengths-based collaborative approach to empower them to achieve their goals. The students further demonstrate their identity as professional social workers through an understanding of the history, policies, and practices of social work and their roots in the core values of the profession. The students learn to make professional practice decisions and evaluate their work from an advanced lens.

The program collaborates with regional non-profit and government agencies to provide advanced practice experiences that model after experiential service-learning that addresses community needs and the core competencies of the Council on Social Work Education (CSWE). Foundational courses explore human development, social policy, social work methods, practice and research, foundational skills and include a 450-hour semester long internship. The program emphasizes an understanding of diversity, social work values and ethics, social justice, and practice of professionalism in the field in year one of the MSW Program. The second year of the MSW Program expands on the foundational classes of year one to focus on advanced practice courses aimed at preparing graduates with the skills required to work within complex societal issues. All students take core courses that will further prepare them to work in diverse settings impacted by complex trauma, marginalization, oppression, and mental health pathology.

Capstone Experience-Field Education

The primary objective of field instruction in the Fresno Pacific University (FPU) social work program is to provide the masters level social work students with an experiential learning opportunity that will allow them to incorporate coursework and program objectives under the direct supervision of an experienced social work practitioner. The design of field instruction has included input from students, field instructors, and program faculty as well as aligning with the CSWE standards as the primary pedagogy for social work education.

Field instruction represents a culminating, capstone experience for the social work major at FPU. It represents the primary focus where the integration of theory and practice will take place. Field instruction is intended to be planned and thoughtful instruction designed to prepare the student for advanced generalist social work practice. The student should learn the helping process as it is implemented by the agency and guided by the university's field instruction curriculum. In addition to the assignment of relevant social work tasks and cases, the field instruction affords students the opportunity for participation in group activity with clients, in problem-solving or program change within the agency or the community at large, and participation in consultation, staff conferences, and collaborative sessions with other social workers.

Program Student Goals/Learning Objectives

The social work program is committed to excellence in education and has established program goals/learning objectives which reflect the intent to have all students meet the standards for CSWE accredited programs. These program goals further elaborate the program's mission statement and

correlation with section 1.0 of the CSWE educational policy detailing the social work profession's purpose and values:

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally.” (EP 1.0, 2022 EPAS)

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social, racial, economic, and environmental justice.” (EP 1.0, 2022 EPAS)

The FPU MSW program's ten program goals align with the CSWE 2022 Educational Policies and Accreditation Standards (EPAS). Below are the programs ten goals with the corresponding CSWE EPAS.

PSLO 1/EP 2.1.1: Students will demonstrate ethical and professional behavior in advanced practice settings.

PSLO 2/EPAS 2.1.2: Students will advance human rights and social, racial, economic, and environmental justice in advanced practice settings.

PSLO 3/EPAS 2.1.3: Students will engage anti-racism, diversity, equity, and inclusion (ADEI) in practice in advanced practice settings.

PSLO 4/EPAS 2.1.4: Students will engage in advanced research-informed practice and practice-informed research analysis.

PSLO 5/EPAS 2.1.5: Students will engage in advanced policy practice.

PSLO 6/EPAS 2.1.6: Students will engage in advanced practice with individuals, families, groups, organizations, and communities.

PSLO 7: EPAS 2.1.7: Students will assess in advanced practice with individuals, families, groups, organizations, and communities.

PSLO 8: EPAS 2.1.8: Students will intervene in advanced practice with individuals, families, groups, organizations, and communities.

PSLO 9/EPAS 2.1.9: Students will evaluate in advanced practice with individuals, families, groups, organizations, and communities.

PSLO 10/EPAS 2.1.10: Students will ethically integrate faith in advanced practice with individuals, families, groups, organizations, and communities.

The program's ten educational goals are intended to meet the professional standards and six core values of the social work profession set out by the National Association of Social Workers ([NASW](#)) and CSWE: “(1) Service to others; (2) Social and economic Justice; (3) Human dignity and worth; (4) The importance of human relationships; and (5) integrity, and (6) competence in practice.”

The ten program goals address student education by explicitly stating the learning objectives which prepare students to fulfill the program's mission of integrating theory and practice, understanding the

relationship between social work and Christian faith, encouraging a commitment to social justice and a life of service, utilizing a liberal arts base to prepare students to enter the profession as competent advanced generalist social workers. This fulfills the University mission to “educate students for leadership and service through excellence in Christian higher education.”

MSW Program Format

The MSW social work program offers a blended format for completing the degree. The program offers students the ability to complete their social work graduate degree in a two-year cohort format. Student applicants must complete a bachelor’s degree from an accredited institution prior to commencing graduate classes. Cohorts meet twice weekly from 4:00 PM to 7:00 PM for face-to-face instruction, then have assigned additional instruction online and assignments due weekly. Each course is eight weeks long and offered throughout the year at each of three regional campuses. The regional campuses are located in Visalia, North Fresno, and Merced. The DC format makes the social work program accessible to non-traditional, working students and those from the central valley’s rural areas. The goal is to prepare social work professionals to serve the largely underserved areas of California’s central valley.

The social work program educates students in the use of collaborative, strengths-based, generalist social work practice with individuals, families, groups, organizations, and communities, by engaging them in classroom practice, community change projects, and field experience.

Advanced Generalist Curriculum & Course Descriptions

The MSW program’s rationale for its generalist practice curriculum design is informed by CSWE’s nine social work competencies as they are observable behaviors indicative of competence at a generalist level of practice. Woven among all the courses is the understanding that all human beings are strong and resilient. The program is a two-year full-time program. After students have been accepted to the university and independently accepted to the MSW program, students will enter the program in cohorts every year in the fall. The first year of the program’s curriculum consists of foundational coursework that discusses generalist practice theories and knowledge. The second year of the program’s curriculum consists of courses that build on those generalist practice theories and knowledge by engaging students in advanced generalist practice that allows students to pursue one of three areas of emphasis: behavioral health; children, youth, and families; or faith and community organizational leadership. Through advanced standing, those students who have been accepted into the MSW program having graduated from a regionally accredited and CSWE accredited BSW program will begin the program in year two. Students will progress through the program by taking two 8-week courses and an integrative field seminar course at a time. Therefore, each semester includes four 8-week courses and two integrative field seminar courses. The course sequence begins with an introductory course and ends with the final field course, allowing students to grow maturely into the social work profession in both thought and deed more comfortably. It is important to note that the Integrative Field Seminar courses are scaffolded allowing students to accrue their required 900-hour graduate internship experience more manageably (500-hour experience for students with advanced standing). Each Integrative Field Seminar description below describes how class and field are intentionally integrated.

The MSW program’s generalist practice curriculum requires 48 units and includes the following courses:

- The following courses are required the first semester:
 - SW 710 Introduction to Generalist Social Work
 - This course provides the knowledge and skills as a foundation for the advanced practice curriculum. Using a problem-solving model in an ecological perspective

- to engages individuals, families, small groups, organizations, and the community in the larger society in the generalist practice. Essential values, concepts, and ethical considerations are explored. The problem-solving process is combined with an ecological and human rights perspective. Emphasis is given to facilitative and constraining effects of the sociocultural context surrounding practice with special attention to human diversity, populations-at-risk, and ethical faith integration.
- SW 711 Human Behavior in the Social Environment
 - This course is designed to provide the theoretical and knowledge base for advanced social work practice. It emphasizes the bio-psycho-social-spiritual development patterns of individuals and families as they interact in various environments. Theories of human behavior pertaining to individuals and families are critically reviewed. The course explores policy and research implications of human behavior in social environments. In keeping with the school's mission, special attention is given to the implications of faith development in the life span and social work practice with vulnerable populations. Knowledge and exploration of social systems and how they promote or deter the development of individuals and families is also reviewed.
 - SW 721 Integrated Field Seminar 1
 - *Prerequisite: Students must be in good academic standing.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 1, taken concurrently with the Intro to Generalist Social Work and Human Behavior courses, is designed to integrate the theoretical and conceptual contributions learned in those courses in the field setting. It is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the work competencies targeted by the Intro to Generalist Social Work and Human Behavior courses. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field work in this field seminar. Internship tasks may consist of managing client caseloads, clinical assessments and treatment planning, administrative leadership, etc. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals and learning agreements are some components of the course.
 - SW 712 Social Welfare & Public Policy
 - This course studies the emergence and role of social work, understanding of patterns of current provision, and introduction to the analysis of social welfare policies. This course traces the history of social welfare and within it, the evolving role of social work and social welfare by assessing history, philosophy, and development of social welfare as an essential institution in the United States. An analytic approach is used to highlight the forces that facilitate or inhibit changes in social policies. An overview of current patterns of the

provision is used with an analytic, evaluative framework. Students will understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. This course will apply student understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Students will recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy; as well as policy formulation, analysis, implementation, and evaluation.

- SW 713 Diversity & Social Justice
 - This is a three-unit course designed to use critical thinking and questioning related to diversity, human rights, social and economic justice. The course will explore multiple social locations, social constructions, social processes, social identities, forms of privilege, power, and oppression, and how all these interact. During the course students will learn practical skills for addressing oppressive elements through social work practice to become agents of change.
- SW 722 Integrated Field Seminar 2
 - *Prerequisite: Students must be in good academic standing and have successfully completed Integrated Field Seminar 1.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 2, taken concurrently with the Policy and Diversity courses, is designed to integrate the theoretical and conceptual contributions learned in those courses in the field setting. Students will apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. Integrated Field Seminar 2 fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. It is designed to integrate the theoretical and conceptual contributions of the explicit curriculum up to this point in the field setting. It is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the social work competencies targeted by the Policy and Diversity courses. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field work in this course. Internship tasks consist of managing client caseloads, clinical assessments and treatment planning, administrative leadership, organizational mobilization, advocacy, etc. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnosis, and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine

one's career goals. Weekly journals and learning agreements are some components of the course.

- The following courses are required the second semester:
 - SW 714 Social Work Practice with Individuals & Families
 - This course provides knowledge and skills in engagement, assessment, intervention, and evaluation are ongoing components of the dynamic and interactive process of advanced social work practice with, and on behalf of, diverse individuals, families, and small groups. Students will value the importance of human relationships, understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement, assessment, intervention and evaluation with clients and constituencies, including individuals, families, and small groups. Students will understand strategies to engage, assess, intervene diverse clients and constituencies to advance practice effectiveness and how their personal experiences and affective reactions may impact their ability to effectively engage, assess, and intervene with diverse clients and constituencies. Students will value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and ethical faith integration in advanced social work practices.
 - SW 716 Social Work Research 1
 - This three-unit course is intended to familiarize students with the method and process of conducting social science research. The major focus of this course is to integrate the theoretical and practical knowledge for students to understand and engage in research. In addition to understanding research concepts and methodology, students will be expected to become knowledgeable consumers of research and how that impacts social work delivery of services on micro, macro, and mezzo levels.
 - SW 723 Integrated Field Seminar 3
 - *Prerequisite: Students must be in good academic standing and have successfully completed Integrated Field Seminar 2.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 3, taken concurrently with the Practice with Individuals and Families course, is designed to integrate the theoretical and conceptual contributions learned in that course in the field setting, allowing students to apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. It is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the social work competencies targeted by the Practice with Individuals and Families course. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field work in this course. Internship tasks consist of managing client caseloads, individual counseling, clinical assessments and treatment planning, administrative leadership, organizational mobilization, advocacy, etc. Weekly seminars focus on the integration of social work theory and practice in

conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnosis, and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals and learning agreements are some components of the course.

- SW 715 Social Work Practice with Groups, Organizations, & Communities
 - This course provides knowledge and skills in engagement, assessment, intervention, and evaluation as ongoing components of the dynamic and interactive process of advanced social work practice with, and on behalf of, groups, organizations, and communities. Students will value the importance of human relationships, understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement, assessment, intervention, and evaluation with constituencies, including groups (social, political, etc.), organizations and communities. Students will understand strategies in culturally responsive engagement, assessment, intervention with diverse constituencies to advance practice effectiveness. Students will value principles of relationship-building and intra and inter-professional collaboration to facilitate engagement with mezzo and macro client systems. Ethical faith integration is explored in the context of brokering, negotiating, mediating, and collaborative partnerships.
- SW 717 Social Work Research 2
 - *Prerequisite: Students must complete Social Work Research 1 with a C- or better.* This three-unit course is intended to familiarize students with the method and process of conducting social science research. The major focus of this course is to integrate the theoretical and practical knowledge for students to understand and engage in research. In addition to understanding research concepts and methodology, students will be expected to become knowledgeable consumers of research and how that impacts social work delivery of services on micro, macro, and mezzo levels.
- SW 724 Integrated Field Seminar 4
 - *Prerequisite: Students must be in good academic standing and have successfully completed Integrated Field Seminar 3.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 4, taken concurrently with the Practice with Groups, Organization, and Communities course, is designed to integrate the theoretical and conceptual contributions learned in that course in the field setting. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. It is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the social work competencies targeted by the Practice with Groups, Organizations, and Communities course. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field

work in this course. Internship tasks consist of managing client caseloads, individual counseling, facilitation of groups, clinical assessments and treatment planning, administrative leadership, organizational mobilization, advocacy, etc. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnosis, and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals and learning agreements are some components of the course.

- The following courses are required the third semester:
 - SW 718 Ethical Faith Integration & Social Work Practice
 - *Prerequisite: Students must have completed all foundational courses (MSW Year 1 or CSWE BSW degree) with a C- or better.* This course is designed to explore the implications of ethical faith integration and social work practice. The course focuses on a three-level development of practice: self-awareness, knowledge acquisition, and skill development. Students will explore the intersects between faith and social work practice involving ethics, historical contexts, welfare policy, family systems, group dynamics, and individual assessment, planning and treatment phases. Students will describe and identify how ethical faith integration and practice impacts all client system levels: macro, mezzo, and micro practice. An emphasis will be placed on skill development when working with client groups.
 - SW 719 Substance Abuse & Dependency
 - *Prerequisite: Students must have completed all foundational courses (MSW Year 1 or CSWE BSW degree) with a C- or better.* The role of family therapy in the treatment of substance abuse is considered along with the behavioral, cognitive, and biological characteristics of substance abusers. Basic treatment issues and techniques are discussed, including but not limited to the wellness and recovery model, addiction, medical considerations, co-occurring disorders, legal considerations, at-risk populations, community resources and prevention. Course meets California BBS licensure requirements.
 - SW 725 Integrated Field Seminar 5
 - *Prerequisite: Students must be in good academic standing and have successfully completed Integrated Field Seminar 4.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 5, taken concurrently with the Ethical Faith Integrations and Substance Abuse courses, is designed to integrate the theoretical and conceptual contributions learned in those courses in the field setting, where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. It is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the social work competencies targeted by the Ethical Faith Integration and Substance

Abuse courses. The field setting prepares students for contemporary and interprofessional social work practice, including the use of various forms of technology. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field work in this course (125 hours for students with advanced standing). Internship tasks consist of managing client caseloads, individual counseling, facilitation of groups, clinical assessments and treatment planning, administrative leadership, organizational mobilization, advocacy, etc. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnosis, and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals and learning agreements are some components of the course.

- SW 731 Thesis/Project 1
 - *Prerequisite: Completion of SW Research 1 & 2.* This course is intended to engage students with hands-on, real-world social work research. Students will conduct a thesis project including the identification of a problem, completion of a IRB proposal, thorough literature review, data collection and analysis, and presentation of results and implications for social work policy and/or practice.
- SW 726 Integrated Field Seminar 6
 - *Prerequisite: Students must be in good academic standing and have successfully completed Integrated Field Seminar 5.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 6, taken concurrently with a specialized course, is designed to integrate the theoretical and conceptual contributions that have been learned throughout the explicit curriculum thus far in the field setting allowing students to not only apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice, but to also apply what they are learning in their area of specialization. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. It is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of all nine social work competencies. The field setting prepares students for contemporary and interprofessional social work practice, including the use of various forms of technology. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field work in this course (125 hours for students with advanced standing). Internship tasks consist of managing client caseloads, individual counseling, facilitation of groups, clinical assessments and treatment planning, administrative leadership, organizational mobilization, advocacy, etc. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work,

diagnosis, and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals and learning agreements are some components of the course.

- The following courses are required the fourth semester:
 - SW 732 Thesis/Project 2
 - *Prerequisite: Completion of Thesis/Project 1.* This course is intended to engage students with hands-on, real-world social work research. Students will conduct a thesis project including the identification of a problem, completion of a IRB proposal, thorough literature review, data collection and analysis, and presentation of results and implications for social work policy and/or practice.
 - SW 727 Integrated Field Seminar 7
 - *Prerequisite: Students must be in good academic standing and have successfully completed Integrated Field Seminar 6.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 7, taken concurrently with specialized courses, is designed to integrate the theoretical and conceptual contributions learned throughout the explicit curriculum thus far in the field setting, allowing students to not only apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice, but to apply what is being learned in their areas of specialization. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. It is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of all nine social work competencies. The field setting prepares students for contemporary and interprofessional social work practice, including the use of various forms of technology. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field work in this course (125 hours for students with advanced standing). Internship tasks consist of managing client caseloads, individual counseling, facilitation of groups, clinical assessments and treatment planning, administrative leadership, organizational mobilization, advocacy, etc. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnosis, and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals and learning agreements are some components of the course.
 - SW 728 Integrated Field Seminar 8
 - *Prerequisite: Students must be in good academic standing and have successfully completed Integrated Field Seminar 7.* Field education is the signature pedagogy for social work and includes elements of instruction and socialization that teach students the fundamental dimensions of professional work in their discipline—to think, to perform, and to act intentionally, ethically, and with integrity. Integrated Field Seminar 8, taken concurrently with specialized courses, is designed to integrate the theoretical and conceptual contributions

learned through the explicit curriculum in its entirety in the field setting in addition to contributions learned in their areas of specialization Integrated Field Seminar 8 is systematically designed, supervised by an MSW social worker, coordinated, and evaluated based on criteria and summatively measures student acquisition and demonstration of all nine social work competencies. This final field setting prepares students for contemporary and interprofessional social work practice, including the use of various forms of technology. To meet the required 900 hours of graduate internship experience, students should complete 112.5 hours of field work in this course (125 hours for students with advanced standing). Internship tasks consist of managing client caseloads, individual counseling, facilitation of groups, clinical assessments and treatment planning, administrative leadership, organizational mobilization, advocacy, etc. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnosis, and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals and learning agreements are some components of the course.

Specialized Concentrations

As a specialized practice, Advanced Generalist builds on generalist practice by extending and enhancing the nine social work competencies, as well as one additional competency added by the program, that manifest in holistic professional practice. The Advanced Generalist provides three areas of concentration: **(1) behavioral health; (2) children, youth, and families; and (3) faith and community organizational leadership.**

The behavioral health concentration extends and enhances social work knowledge, values, skills, and cognitive and affective processes, and provides opportunities for engagement, assessment, intervention, and evaluation across individual, family, and group populations and across problem areas and methods of intervention, especially regarding human sexuality, psychopathology and pharmacology, and domestic violence.

The children, youth, and families concentration extends and enhances social work knowledge, values, skills, and cognitive and affective processes, and provides opportunities for engagement, assessment, intervention, and evaluation across children, youth, and family populations and across problem areas and methods of intervention, especially regarding school social work, child welfare, and domestic violence.

The faith and community organizational leadership concentration extends and enhances social work knowledge, values, skills, and cognitive and affective processes, and provides opportunities for engagement, assessment, intervention, and evaluation across faith and community organizations and across problem areas and methods of intervention, especially regarding leadership, crisis and trauma, and chaplaincy and grief counseling.

Area of Specialized Practice #1: Advanced Generalist

Competency 1: Demonstrate Ethical and Professional Behavior

Students will demonstrate ethical and professional behavior in specialized practice settings. Students will understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect behavioral health practice; practice with children, youth, and families; or practice with faith and community organizations. Students will understand that ethics are informed by principles of human rights and will apply them toward realizing social, racial, economic, and environmental justice in their specialized practice. Students will understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas surrounding the populations with which they work. Students will recognize and manage personal values and the distinction between personal and professional values. Students will understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Students will take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical practice. Students will use rights-based, antiracist, and anti-oppressive lenses to understand and critique the social work profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and specialized social work. Students will understand the role of other professionals in behavioral health practices; professionals working with children, youth, and families; or professionals working with faith and community organizations when engaged in interprofessional practice. Students will recognize the importance of lifelong learning and will learn to continually update their skills to ensure relevant and effective specialized practice. Students will understand digital technology and the ethical use of technology in their specialized areas.

- Behaviors for Behavioral Health
 - a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the behavioral health profession as appropriate to the context.
 - b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication as pertains to behavioral health practice.
- Behaviors for Children, Youth, and Families
 - a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the social work profession as appropriate to working with children, youth, and families.
 - b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication as pertains to social work practice with children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the social work profession as appropriate to working with faith and community organizations.
 - b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication as pertains to social work practice with faith and community organizations.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Students will advance human rights and social, racial, economic, and environmental justice in specialized practice settings. Students will understand that every person regardless of age or position in society has

fundamental human rights. Students will be knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response regarding behavioral health; children, youth, and families; or faith and community organizational leadership. Students will critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Students will advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

- Behaviors for Behavioral Health
 - a. Advocate for human rights at the individual, family, and group, system levels, especially those rights related to behavioral health.
 - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice, especially those rights related to behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Advocate for human rights at the children, youth, and family system levels.
- Behaviors for Faith and Community Organizational Leadership
 - a. Advocate for human rights at the faith and community organization system levels.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Students will engage anti-racism, diversity, equity, and inclusion (A DEI) in practice in specialized practice settings. Students will understand how racism and oppression shape human experiences and how these two constructs influence social work practice in behavioral health; practice with children, youth, and families; or practice with faith and community organizations, as well as in policy and research. Students will understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice, especially as it pertains to behavioral health; children, youth, and families; or faith and community organizations. Students will understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. Students will understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Students will understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Students will understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

- Behaviors for Behavioral Health
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, research, and policy levels, especially those levels related to behavioral health.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences, especially those experiences related to behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the children, youth, family, research, and policy levels.

- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with children, youth, and families, acknowledging them as experts of their own lived experiences.
- Behaviors for Faith and Community Organizational Leadership
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the faith and community organization, research, and policy levels.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with faith and community organizations acknowledging their members as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Students will engage in advanced research-informed practice and advanced practice-informed research analysis. Students will use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Students will use research to inform their specialized practice decision making and articulate how their specialized practice experience informs research and evaluation decisions. Students will critically evaluate and critique current, empirically sound research to inform decisions pertaining to their specialized practice, policy, and programs. Students will understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Students will know how to access, critique, and synthesize the current literature surrounding their specialized practice to develop appropriate research questions and hypotheses. Students will demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they will interpret data derived from these methods. Students will demonstrate knowledge about methods to assess reliability and validity in research surrounding behavioral health; children, youth, and families; or faith and community organization leadership. Students will articulate and share research findings in ways that are usable to a variety of clients and constituencies. Students will understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

- Behaviors for Behavioral Health
 - a. Apply research findings to inform and improve behavioral health practice, policy, and programs.
 - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of work in behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Apply research findings to inform and improve practice, policy, and programs involving children, youth, and families.
 - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of working with children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Apply research findings to inform and improve practice, policy, and programs involving faith and community organizations.

- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of working with faith and community organizations.

Competency 5: Engage in Policy Practice

Students will engage in advanced policy practice. Students will identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services, particularly to behavioral health; for children, youth, and families; or faith and community organizations. Students will recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy, especially policy related to behavioral health; children, youth, and families; or faith and community organizations. Students will understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Students will learn how to influence policy formulation, analysis, implementation, and evaluation within their specialized practice settings. Students will learn how to actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

- Behaviors for Behavioral Health
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to behavioral health services.
 - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice, especially those rights and justices related to behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to services for children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to services for faith and community organizations.

Competency 6: Engage with Individuals, Families, Groups, Communities, and/or Organizations

Students will engage in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that engagement is an ongoing component of the dynamic and interactive process of specialized practice with and on behalf of individuals, families, groups, communities, and/or organizations. Students will value the importance of human relationships. Students will understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, communities, and/or organizations. Students will be self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies in behavioral health practice; practice with children, youth, and families; or practice with faith and community organizations. Students will use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate in their specialized practice.

- Behaviors for Behavioral Health

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies in behavioral health practice.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies in behavioral health practice.
- Behaviors for Children, Youth, and Families
 - a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with children, youth, and families.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with faith and community organizations.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with faith and community organizations.

Competency 7: Assess Individuals, Families, Groups, Communities, and/or Organizations

Students will assess in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that assessment is an ongoing component of the dynamic and interactive process of specialized practice. Students will understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, communities, and/or organizations. Students will learn that assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, communities, and/or organizations to develop a mutually agreed-upon plan. Students will recognize the implications of the larger social work practice context in the assessment process and use interprofessional collaboration in this process. Students will learn to be self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

- Behaviors for Behavioral Health
 - a. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon behavioral health plan.
- Behaviors for Children, Youth, and Families
 - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing children, youth, and families.
 - b. Demonstrate respect for client self-determination during the assessment process by collaborating with children, youth, and families in developing a mutually agreed-upon plan.
- Behaviors for Faith and Community Organizational Leadership

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing faith and community organizations.
- b. Demonstrate respect for client self-determination during the assessment process by collaborating with faith and community organizations in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Communities, and/or Organizations

Students will intervene in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that intervention is an ongoing component of the dynamic and interactive process of specialized practice. Students will understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they will critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, communities, and/or organizations. Students will understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Students will facilitate effective transitions and endings.

- Behaviors for Behavioral Health
 - a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency behavioral health goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies for their behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Engage with children, youth, and families to critically choose and implement culturally responsive, evidence-informed interventions to achieve goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Engage with faith and community organizations to critically choose and implement culturally responsive, evidence-informed interventions to achieve goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of faith and community organizations.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Communities, and/or Organizations

Students will evaluate in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that evaluation is an ongoing component of the dynamic and interactive process of specialized practice with and on behalf of diverse individuals, families, groups, communities, and/or organizations. Students will evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Students will apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Students will understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this

knowledge in evaluating outcomes. Students will use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Behaviors for Behavioral Health
 - a. Select and use culturally responsive methods for evaluation of behavioral health outcomes.
 - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, and groups.
- Behaviors for Children, Youth, and Families
 - a. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with faith and community organizations.

Competency 10: Ethically integrate faith in advanced practice with individuals, families, groups, communities, and/or organizations.

Students will ethically integrate faith in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand faith is a voluntary acknowledgment of the Lordship of Christ in all of life. Students will understand that a life of faith includes discipleship, ministering to human need and alleviating suffering, and the development of spiritual maturity. Students will understand how faith shapes human experiences and how these two constructs can influence specialized practice at the individual, family, group, community, and/or organizational levels. Students will understand the dimensions of faith are integrated with age, class, color, culture, disability and ability, ethnicity, gender, marital status, political ideology, race, and religion. Students will understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Students will understand humility and recognize the extent to which integrating faith into specialized practice is beneficial to their clients and constituencies.

- Behaviors for Behavioral Health
 - a. Demonstrate faith integration in behavioral health practice at the individual, family, group, research, and policy levels.
 - b. Demonstrate humility by applying critical reflection, self-awareness, and self-regulation to manage faith integration in working with clients and constituencies, acknowledging them as experts of their own lived faith experiences.
- Behaviors for Children, Youth, and Families
 - a. Demonstrate faith integration in social work practice at the children, youth, family, research, and policy levels.
 - b. Demonstrate humility by applying critical reflection, self-awareness, and self-regulation to manage faith integration in working with children, youth, and families, acknowledging them as experts of their own lived faith experiences.
- Behaviors for Faith and Community Organizational Leadership
 - a. Demonstrate faith integration in social work practice at the faith and community organization, research, and policy levels.

- b. Demonstrate humility by applying critical reflection, self-awareness, and self-regulation to manage faith integration in working with faith and community organizations, acknowledging their members as experts of their own lived faith experiences.
- Behaviors for Behavioral Health
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, research, and policy levels, especially those levels related to behavioral health.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences, especially those experiences related to behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the children, youth, family, research, and policy levels.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with children, youth, and families, acknowledging them as experts of their own lived experiences.
- Behaviors for Faith and Community Organizational Leadership
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the faith and community organization, research, and policy levels.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with faith and community organizations acknowledging their members as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Students will engage in advanced research-informed practice and advanced practice-informed research analysis. Students will use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Students will use research to inform their specialized practice decision making and articulate how their specialized practice experience informs research and evaluation decisions. Students will critically evaluate and critique current, empirically sound research to inform decisions pertaining to their specialized practice, policy, and programs. Students will understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Students will know how to access, critique, and synthesize the current literature surrounding their specialized practice to develop appropriate research questions and hypotheses. Students will demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they will interpret data derived from these methods. Students will demonstrate knowledge about methods to assess reliability and validity in research surrounding behavioral health; children, youth, and families; or faith and community organization leadership. Students will articulate and share research findings in ways that are usable to a variety of clients and constituencies. Students will understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

- Behaviors for Behavioral Health

- a. Apply research findings to inform and improve behavioral health practice, policy, and programs.
- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of work in behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Apply research findings to inform and improve practice, policy, and programs involving children, youth, and families.
 - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of working with children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Apply research findings to inform and improve practice, policy, and programs involving faith and community organizations.
 - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of working with faith and community organizations.

Competency 5: Engage in Policy Practice

Students will engage in advanced policy practice. Students will identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services, particularly to behavioral health; for children, youth, and families; or faith and community organizations. Students will recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy, especially policy related to behavioral health; children, youth, and families; or faith and community organizations. Students will understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Students will learn how to influence policy formulation, analysis, implementation, and evaluation within their specialized practice settings. Students will learn how to actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

- Behaviors for Behavioral Health
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to behavioral health services.
 - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice, especially those rights and justices related to behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to services for children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to services for faith and community organizations.

Competency 6: Engage with Individuals, Families, Groups, Communities, and/or Organizations

Students will engage in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that engagement is an ongoing component of the dynamic and interactive process of specialized practice with and on behalf of individuals, families, groups, communities, and/or organizations. Students will value the importance of human relationships. Students will understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, communities, and/or organizations. Students will be self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies in behavioral health practice; practice with children, youth, and families; or practice with faith and community organizations. Students will use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate in their specialized practice.

- Behaviors for Behavioral Health
 - a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies in behavioral health practice.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies in behavioral health practice.
- Behaviors for Children, Youth, and Families
 - a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with children, youth, and families.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with faith and community organizations.
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with faith and community organizations.

Competency 7: Assess Individuals, Families, Groups, Communities, and/or Organizations

Students will assess in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that assessment is an ongoing component of the dynamic and interactive process of specialized practice. Students will understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, communities, and/or organizations. Students will learn that assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, communities, and/or organizations to develop a mutually agreed-upon plan. Students will recognize the implications of the larger social work practice context in the assessment process and use interprofessional collaboration in this process. Students will learn to be self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

- Behaviors for Behavioral Health
 - a. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon behavioral health plan.
- Behaviors for Children, Youth, and Families
 - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing children, youth, and families.
 - b. Demonstrate respect for client self-determination during the assessment process by collaborating with children, youth, and families in developing a mutually agreed-upon plan.
- Behaviors for Faith and Community Organizational Leadership
 - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing faith and community organizations.
 - b. Demonstrate respect for client self-determination during the assessment process by collaborating with faith and community organizations in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Communities, and/or Organizations

Students will intervene in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that intervention is an ongoing component of the dynamic and interactive process of specialized practice. Students will understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they will critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, communities, and/or organizations. Students will understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Students will facilitate effective transitions and endings.

- Behaviors for Behavioral Health
 - a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency behavioral health goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies for their behavioral health.
- Behaviors for Children, Youth, and Families
 - a. Engage with children, youth, and families to critically choose and implement culturally responsive, evidence-informed interventions to achieve goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Engage with faith and community organizations to critically choose and implement culturally responsive, evidence-informed interventions to achieve goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of faith and community organizations.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Communities, and/or Organizations

Students will evaluate in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand that evaluation is an ongoing component of the dynamic and interactive process of specialized practice with and on behalf of diverse individuals, families, groups, communities, and/or organizations. Students will evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Students will apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Students will understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Students will use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Behaviors for Behavioral Health
 - a. Select and use culturally responsive methods for evaluation of behavioral health outcomes.
 - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, and groups.
- Behaviors for Children, Youth, and Families
 - a. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with children, youth, and families.
- Behaviors for Faith and Community Organizational Leadership
 - a. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with faith and community organizations.

Competency 10: Ethically integrate faith in advanced practice with individuals, families, groups, communities, and/or organizations.

Students will ethically integrate faith in specialized practice with individuals, families, groups, communities, and/or organizations. Students will understand faith is a voluntary acknowledgment of the Lordship of Christ in all of life. Students will understand that a life of faith includes discipleship, ministering to human need and alleviating suffering, and the development of spiritual maturity. Students will understand how faith shapes human experiences and how these two constructs can influence specialized practice at the individual, family, group, community, and/or organizational levels. Students will understand the dimensions of faith are integrated with age, class, color, culture, disability and ability, ethnicity, gender, marital status, political ideology, race, and religion. Students will understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Students will understand humility and recognize the extent to which integrating faith into specialized practice is beneficial to their clients and constituencies.

- Behaviors for Behavioral Health
 - a. Demonstrate faith integration in behavioral health practice at the individual, family, group, research, and policy levels.
 - b. Demonstrate humility by applying critical reflection, self-awareness, and self-regulation to manage faith integration in working with clients and constituencies, acknowledging them as experts of their own lived faith experiences.

- Behaviors for Children, Youth, and Families
 - a. Demonstrate faith integration in social work practice at the children, youth, family, research, and policy levels.
 - b. Demonstrate humility by applying critical reflection, self-awareness, and self-regulation to manage faith integration in working with children, youth, and families, acknowledging them as experts of their own lived faith experiences.
- Behaviors for Faith and Community Organizational Leadership
 - a. Demonstrate faith integration in social work practice at the faith and community organization, research, and policy levels.
 - b. Demonstrate humility by applying critical reflection, self-awareness, and self-regulation to manage faith integration in working with faith and community organizations, acknowledging their members as experts of their own lived faith experiences.

Course Schedule

MSW Year 1 (Generalist) – Tues/Thurs Class Sessions

Semester 1

Session	Course Section	Course Name	Units
1	SW 710	Intro to Generalist Social Work	3
1	SW 711	Human Behavior in the Social Env	3
1	SW 721	Field/Seminar 1	1.5
2	SW 712	Social Welfare & Public Policy	3
2	SW 713	Diversity & Social Justice	3
2	SW 722	Field/Seminar 2	1.5
		Total Units	15

Semester 2

Session	Course Section	Course Name	Units
1	SW 714	Social Work Practice with Individuals & Families	3
1	SW 716	Social Work Research 1	3
1	SW 723	Field/Seminar 3	1.5
2	SW 715	Social Work Practice with Groups, Organizations, & Communities	3
2	SW 717	Social Work Research 2	3
2	SW 724	Field/Seminar 4	1.5
		Total Units	15

MSW Year 2 (Advanced) – Mon/Wed Class Sessions

Semester 1

Session	Course Section	Course Name	Units
1	SW 718	Ethical Faith Integration & Social Work Practice	3

1	SW 719	Substance Abuse & Dependency	3
1	SW 725	Field/Seminar 5	1.5
2	SW	<i>Concentration Course</i>	3
2	SW 731	Thesis/Project 1	3
2	SW 726	Field Seminar 6	1.5

Semester 2: Mon/Wed Cohorts

Session	Course Section	Course Name	Units
1	SW	<i>Concentration Course</i>	3
1	SW 732	Thesis/Project 2	3
1	SW 727	Field/Seminar 7	1.5
2	SW	<i>Concentration Course</i>	3
2	SW	<i>Concentration Course</i>	3
2	SW 728	Field Seminar 8	1.5

Specializations**Behavioral Health**

Course Section	Course Name	Units
SW 744	Human Sexuality	3
SW 745	Advanced Clinical Practice	3
SW 746	Psychopathology & Pharmacology	3
SW 747	Domestic Violence	3

Children, Youth, & Families

Course Section	Course Name	Units
SW 748	School Social Work	3
SW 749	Child Welfare Policy & Practice	3
SW 750	Advanced Practice with Children, Youth, & Families	3
SW 747	Domestic Violence	3

Community & Faith Organizational Leadership

Course Section	Course Name	Units
SW 751	Faith & Social Work Practice in Organizations & Communities	3
SW 752	Change Agent and Nonprofit Leadership	3
SW 753	Serving Resiliently through Crisis & Trauma	3
SW 754	Orientation to Chaplaincy & Grief Counseling	3

*Please note that some courses may not be offered every semester/year. For Course Descriptions please go to the undergraduate catalog: <http://www.fresno.edu/students/registrars-office/academic-catalogs>

Attendance Policy

The university expects regular class attendance by all students. Those students who will be absent for an extended period should contact the program director or advisor who will discuss the options available, such as a leave of absence. Students may view their attendance records on Sunbird Central. Students are expected to come to class on time. A student may be marked absent if they are more than 15 minutes late to class or leave class early on multiple occasions. Due to the nature of accelerated class content, two or more absences, regardless of reason, will result in being dropped from the class. Unexcused absences are not accepted.

Participation and attendance are taken at each class session. Classes are a learning environment where students will not only learn from the instructor, but students are also empowered to engage in peer-to-peer learning that promote competency and leadership. Students will be evaluated during class for their contribution to class discussion and activities focused on reading and lecture contents and integration of social work contents including values and ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, and research.

Students will be marked as 'present' if they participate in **at least one online Moodle activity (assignment) weekly as well as being in-person during class time**. These include, but not limited to: Assignment, Blog, Chat, Choice, Database, Discussion Forum, Glossary, Journal, Questionnaire, Quiz, Survey, Wiki, or Workshop. Logging into the Moodle class without active participation (e.g. reading an article, viewing a video, accessing a website, etc.) does **not** constitute weekly attendance. Participation must occur in the Moodle course. Assignments done in a week other than the one when the assignment is due will not count towards attendance for any future or previous week. Students who do not participate in online activities weekly are at risk for failing the course, which may affect their academic or financial standing. A student who is marked absent (either in the face-to-face OR online portion) within one course for two or more weeks fails that course and will need to make arrangement to retake it. See the [Academic Catalog](#) for further details on the attendance policy. Automated attendance is recorded every Monday at 12:01am for the previous Monday through Sunday week.

Electronic attendance in blended and online courses is taken by an automated system and may be amended by faculty. Faculty may adopt stricter requirements than those listed below, see course syllabus for details.

For blended courses, regular attendance is defined as attending face-to-face instruction or academically engaging with online course material once a week at a minimum. Failure to attend the online or the onsite portions of a course during a one-week period will result in an absence. Students registered for blended courses who neither attend the face-to-face instruction nor academically engage with the online course material during the first week will be marked absent and administratively dropped from the course.

In an accelerated, nontraditional degree program attendance is mandatory, so there are no "excused" absences. For blended courses, an absence is defined as nonattendance for all or a portion of the face-to-face class session exceeding 20 minutes or failure to engage in an online activity. Students who are up to 19 minutes late will be marked tardy. Being tardy three times equals one absence. Students who are absent for more than one face-to-face or two online portions of class automatically receive a grade of F.

Students who do not attend the first week of class will be administratively dropped from the course unless the instructor grants a notified absence. A notified absence at the first-class session is still counted as an absence for course purposes.

Incomplete Grade

Students may request a grade of incomplete for a course when illness, family tragedy or similar difficulty makes it impossible for them to complete course requirements on time. Requests for incompletes are not approved in cases where students have not completed work due to negligence or lack of effort or are not satisfied with their grade. Requests for incompletes must be submitted prior to the university [registrar's policy](#) dates through Sunbird Central. Incompletes must be approved by the instructor and the dean. Students do not re-register to finish incomplete coursework; however, students are required to finish coursework no later than the stated deadline period indicated by the professor of the course. Incomplete grades that are not removed by the end of the deadline period will be converted automatically to the grade assigned by the instructor. A degree cannot be granted with an incomplete grade on the transcript.

When an incomplete is granted, the maximum deadline for completing course requirements is the end of the next sequential term (spring, summer, fall). Graduate students have a maximum of 30 calendar days from the last day of class to finish incomplete coursework.

Registration Status

If a student is not officially enrolled or on the class roster, they cannot attend the class. This may be due to financial holds or other areas that need to be resolved before they can be in class. Any questions regarding registrations status can be directed to the assigned academic advisor to resolve any issues that may hinder enrollment.

Field Education Requirements

For students in the 2 Year MSW Program, students must have two separate agency settings and begin placement in Year 1, Semester 1. Advanced standing students in Year 2 of the program begin field instruction in semester 1 of year 2. Students are required to apply for the field placement by submitting an 1. Application, and 2. Experiential & learning goals statement. The MSW Field Director or designated clinical field faculty meets with the student to assess placement fit. The FPU MSW program utilizes the SONIA field software to maintain field student records and agency partner contracts. Students complete 2 field interviews with varying agency partners for potential placements. In collaboration with the student and agency partners, the Field Director determines final placement assignments.

Students in Year 1 must complete a total of 15 hours a week of internship. Students in Year 2 of the program must complete a total of 16 hours a week. The MSW Program requires a total of 950 hours of field internship. Students will complete at minimum 450 hours in Year 1 and in Year 2, students complete 500 hours. Seminar courses do not contribute to overall field hours. Students and field agency representatives attend their respective field orientation meetings prior to the internship commencing. For further details on the policies and procedures, see MSW Field Manual.

Field Experience Continuation

Acceptance to the Field Experience portion of the major involves separate eligibility requirements, including a C- or better in Year 1 classes to move into the Year 2 field experience. Visit the *MSW Field Manual* for detailed information related to the field experience portion of the major.

The MSW's Admissions Policies

All students must first be accepted into the university and meet all university requirements. Upon submitting the Candidacy Eligibility Application, the program began marketing the program to the university's current BSW students and working with the university's enrollment and marketing offices to strategically market the program for all program options, especially to reach prospective students who are underrepresented and from historically and currently oppressed groups, such as people of color, impoverished peoples from rural communities, and people of high-need, in hopes that the program can recruit them. The MSW program would particularly like to partner with the marketing office to offer funded campus visits and/or open houses with childcare for its program options so that prospective students with various work-life priorities can attend. Further, the HCAI grant awarded to the social work program in February 2023 has scholarship funds with the intention to recruit students from underserved communities. These scholarships are time-limited as grant funding ends in June 2025.

The MSW program welcomes students who qualify academically, who demonstrate physical and emotional capacity for graduate-level studies and practices in social work, and who accept the purposes and standards of the university. To make the program equitable and inclusive, a holistic admissions rubric will be utilized. Additionally, the MSW program does not charge a fee for application to its program, nor are standardized test scores required.

Students considered for admission in the MSW program must meet the following criteria:

An earned baccalaureate with a minimum 3.00 GPA. Criteria for admission to the MSW program includes an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization, such as WSCUC and HLC, with a minimum 3.00 GPA in the degree's major courses.

- (If lower than a 3.00 GPA, applicants must address this in their admissions to the program packet – *letter of petition*)

The MSW program follows the university's offerings of financial aid, funding, and/or scholarship programs.

To prioritize equity and inclusivity and to eliminate any admission barriers, including platform, process, and criteria, the MSW program will annually review its implicit curriculum through its annual Graduate Implicit Curriculum Survey (which includes the admissions process) that seeks feedback from its fourth semester students. Improvement efforts will be planned to address any identified challenges.

Unconscious bias training for application evaluators is an example of a possible improvement effort.

The MSW program welcomes students who qualify academically, who demonstrate physical and emotional capacity for graduate-level studies and practices in social work, and who accept the purposes and standards of the university.

After students have been accepted to the university, the university's enrollment office will notify the MSW program, and program-specific application materials will be requested of the prospective students. Requested application materials include the following items:

- Resume that includes volunteer/employment history (if not already included in what the university received from the student)
- One letter of reference from a volunteer and/or employment supervisor
 - This letter can be from one of the same individuals who completed the reference forms required for admission to the university.
- A written commitment to professional growth, excellence, and servanthood regarding social work practice.
 - The Statement of Intent required for admission to the university can meet this criterion provided practice in social work is the stated career goal.

Transfer Admittance

Prospective students cannot transfer from another institution's MSW program into FPU's MSW program.

Process for Evaluation of Applications

Notification of acceptance to FPU will be sent as soon as all necessary documents are on file and have been reviewed by the university admissions committee. The process for the evaluation of applications to the MSW program begins with students submitting the above-mentioned program-specific application materials by May 1st. **Applicants are reviewed on a first come basis upon meeting priority deadline and submission of a completed application.** Late applications will still be received and reviewed for admission until slots are filled.

The following process for evaluation of applicants follows is as follows:

1. The admission application will be forwarded from the institution's graduate admissions office to the program administrative assistant. The assistant will remove applicant identifiers before forwarding to the admissions committee.
2. A program admissions committee will review the application materials. The admissions committee consists of the program director, at least two full-time MSW faculty, and a social work practitioner in the field.
3. The program's admission committee will utilize a rubric to evaluate applicants for rank and potential acceptance.
4. Candidates will be selected to fulfill student slots available in the program based on highest to lowest rank. If there are more applicants than available slots, the committee will evaluate remaining applicants for potential waitlist acceptance, deferred acceptance, denial of admission, or conditional admittance.
6. Students will be emailed of their admission status within 30 days of the evaluation. Should students be accepted to the MSW program, their welcome letter will include information about attending the required orientation to graduate social work studies which will cover the graduate social work student handbook as well as the graduate social work field manual. This orientation seeks to support students in navigating higher education and their new degree program as well as provide strategies to reengage students who took a leave of absence.

Notification of Admissions Decision

Upon admissions committee review of applicant's admission documents, students will receive notification of an admission decision within 30 days of applying to the MSW program. Applicants will be notified via email with one of the following decision responses:

Full Acceptance by the MSW Program

This decision type invites students to join their fall-start cohort and to attend the required orientation to graduate social work studies which will cover the graduate social work student handbook as well as the graduate social work field manual.

Waitlist Acceptance by the MSW Program

This decision type informs students that they have been accepted by the program, but the fall-start cohort is full. Should space open before the fall-start cohort begins, they will be notified immediately when the fall-start cohort begins and to schedule an orientation meeting within 6 days with the program should they have missed the originally scheduled required orientation that covers the graduate social work student handbook as well as the graduate social work field manual.

Deferred Acceptance by the MSW Program

This decision type informs students their admission to the program has been deferred due to incomplete and/or missing program application materials.

Denial of Admission by the MSW Program

This decision type informs students that their application does not meet all the requirements for admission to the program.

Conditional Admittance

Although students who have applied to a graduate program and are conditionally admitted by the university pending the completion of certain application requirements, students are not conditionally admitted to the MSW program.

Advanced Standing

To ensure students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level, the MSW program offers advanced standing. Advanced standing to the MSW program is awarded only to those with a 1) CSWE-accredited baccalaureate social work degree from a college/university with recognized regional accreditation; 2) CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE); and 3) Internationally earned ISWDRES-evaluated degree comparable to a baccalaureate social work as indicated on the official transcript.

The MSW program contingently grants advanced standing status to students that graduated from a baccalaureate social work program in candidacy with CSWE if the program receives initial accreditation while the student is enrolled in the master's program. However, in such cases, students cannot be fully awarded advanced standing status until they document that their baccalaureate program was granted initial accreditation and that accredited status retroactively covers their degree. If the student is unable to document their baccalaureate program's CSWE accreditation before the end of the MSW program's fourth and final semester via an official transcript, the student will need to go back and complete the program's first and second semesters (i.e., year 1 foundational courses) before receiving the MSW degree

from Fresno Pacific University. The above-written policy is also communicated with students at the optional informational meetings held prior to enrollment deadlines and the required orientation for applicants accepted into the program. A notification of this policy is also found on the MSW Program website.

Procedures in ensuring students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level consist of the following:

- Clearly identify policy in MSW program website for potential applicants to access.
- Print policy on MSW admission materials and applications, where students are asked to notate their baccalaureate institution, degree award date, and CSWE accreditation status at time of graduation.
- Provide admissions informational meetings for potential applicants and discuss advanced standing policy.
- Upon receiving admissions applications, the program administrative assistant will review the CSWE directory of accredited programs to verify accreditation status of institution that applicant received degree.
- Notify admitted students in the program of the policy at the mandatory orientation meeting held prior to the fall start date.
- Inform students at semester advising appointments of policy if student has been identified as entering the program with provisional advanced standing with pending BSW retro-accreditation status.

Although the university may accept transfer credit to pursue graduate work at the university, the MSW program does not accept transfer credit from another institution's MSW program.

Transfer of Credit/Field Hours

The MSW program only accepts BSW field education and practice course transfer credits from other CSWE-accredited or candidacy social work programs.

- The Graduate Admissions office will evaluate applicant transcripts to screen for university admission criteria.
- MSW admission committee will evaluate applicant transcripts for transfer of BSW credits and BSW field education hours from BSW CSWE-accredited or candidacy social work programs.
- After the evaluation of transfer credits of the CSWE-accredited BSW degree, the admission committee will determine applicants eligibility for advanced standing.
- Transfer of field hours will be matriculated by MSW Field Education team and will be documented in the SONIA record-keeping software.

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

Students are notified of this policy prior to admittance to the program. The MSW program website explicitly articulates the statement that the program does not grant social work credit for life experience or previous work experience. In addition, the program communicates this policy to the university graduate admissions office to further state and explain this policy to potential applicants.

Academic Advising

Once graduate students are admitted to the university, they are assigned to a faculty advisor. Students are introduced to their faculty advisor at the mandatory MSW program orientation meeting held prior to the commencement of the fall semester. The assigned faculty advises students about the program courses and helps them enroll in the correct sequence of courses in the program. This faculty continues with students until graduation or as long as they persist in the major.

MSW faculty advisors meet with students once a semester to discuss academic performance. The faculty coordinates advising sessions with students. The advisor may set up maintenance contracts for students who are on academic probation and approve educational plans so students may register for classes. This allows the MSW faculty team to know the students and their educational and professional goals more personally.

Professional Advising

Students are assigned to a faculty for not only academic advising, but this faculty member also is instrumental in providing professional advising. Students meet with their assigned faculty once a semester at minimum to provide professional advising during their graduate program. Faculty are available to meet with students outside of the regular semester meeting, upon scheduled appointment. Field faculty, (i.e., Field Director and Field Liaisons), give advisement to students regarding internship and professional opportunities in addition to the assigned faculty. See the [MSW Field Manual](#) for advisement regarding the field internship.

Criteria for Evaluation of Performance and Graduation

Students are informed of the policies and modes of evaluation in the University Catalog, *FPU Student Handbook*, the *MSW Field Manual*, and course syllabi. Fresno Pacific University is required by federal law to establish specific standards for measuring Satisfactory Academic Progress (SAP) for students receiving financial aid.

As part of the university standards for continued enrollment (see FPU [Graduate Academic Catalog](#)), a student must meet the requirements of the SAP policy to be eligible to receive federal, state and need-based institutional financial aid assistance and to register for classes. Scholarships and other awards may require students to meet higher standards. Veterans Affairs students have additional requirements. (Please refer to the current [Graduate Academic Catalog](#) for more complete information.)

In addition to the University graduation requirements listed in the University Catalog, students' academic performance is evaluated utilizing the programmatic measures below:

- **Required courses:** Students are evaluated on an ongoing basis in the required courses throughout the program by way of course exams, assignments, and faculty feedback. Furthermore, each course syllabus and course assignment have distinct criteria in terms of how performance in the classroom is evaluated.

Additionally, students must meet the following criteria throughout the program to graduate with an MSW degree:

- The program requires an overall GPA of 3.00 to remain in good standing within the program.

- The faculty advisor, field director, and program director review student academics at the end of each semester to determine student academic status above a GPA of 3.00.
- Students must obtain a B- or better in all courses. If students fall below a B- in any course, they are required to retake the course. Professors who have students who fall below the B- in any courses are required to complete a **student update form**, alerting the program administration of a student needing further academic advisement and a course of action plan for unit recovery.
- Students must successfully complete field designated field hours every semester (approximately 240 per semester) and finish year 2 with 950 field hours.
- Articulated and demonstrated understanding of the professional and ethical practice guidelines detailed in the NASW Code of Ethics.
- Obtain a final evaluation of credit from the field instructor, faculty liaison, and the field director confirming the student is adequately prepared to graduate as an advanced generalist social work practitioner.
- Maintain ongoing evidence of professional conduct and emotional maturity required for professional practice, via feedback from field faculty and agency field instructor/task supervisor.
- Actions inconsistent with the above expectations include inappropriate or disruptive behaviors toward peers, colleagues, faculty, or staff members at the university, including field practicum placement.

Criteria for Evaluating Professional Performance

Field education: Students receive feedback, while in the field placement, which evaluates their performance of the core competencies of the program. Field instructors within the agency provide feedback for students at the initial phase of the internship and at the end of their internship, then again in the formal midterm and final field evaluations each year, that are completed by the field instructor and shared with the student. The **MSW Field Manual** describes procedures in evaluating social work professionalism and practice while out in the field internship.

Additionally, students must meet the following criteria throughout the program to graduate with an MSW degree:

- Students must successfully complete field designated field hours every semester (approximately 240 per semester) and finish year 2 with 950 field hours.
- Articulated and demonstrated understanding of the professional and ethical practice guidelines detailed in the NASW Code of Ethics.
- Obtain a final evaluation of *credit* from the field instructor, faculty liaison, and the field director confirming the student is adequately prepared to graduate as an advanced generalist social work practitioner.
- Maintain ongoing evidence of professional conduct and emotional maturity required for professional practice, via feedback from field faculty and agency field instructor/task supervisor.
- Actions inconsistent with the above expectations include inappropriate or disruptive behaviors toward peers, colleagues, faculty, or staff members at the university, including field practicum placement.

School Grievance Policy

The MSW program adheres to university graduate grievance policies and procedures. The policies and procedures contain values and behavioral standards, restorative discipline procedures, discrimination, harassment, sexual misconduct policies/procedures as well as academic policies that include the handling of grievance, academic integrity, and grade change policies. Please refer to the [Graduate Catalog](#) found on the web.

Program Grievance Policy

STUDENT-FACULTY DISPUTE RESOLUTION

Occasionally a student may find cause to question the action of a professor regarding requirements of a course, teaching effectiveness, comments made in a class that seem derogatory or inflammatory, criticism of the student, general performance or sanctions given for academic dishonesty. Students should first discuss their concerns with the instructor. If the student and faculty member cannot resolve the issue satisfactorily or if the student does not feel comfortable speaking directly with the instructor the student should consult with the chair of the division in which the course is lodged, who will attempt to resolve the issue. Decisions may be appealed to the dean of the appropriate school for a final resolution.

Petitions/Appeals

A request for an exception to a published university academic policy must be made in writing and initiated through the Registrar's Office. For additional details, please refer the [Registrar's Office website](#).

Student Complaint Process and Form

The student complaint procedures below will provide you with the guidelines needed to assist you in submitting and resolving your complaint in the MSW program.

A student who has a complaint may take action in the following sequence:

Step 1: Discuss the problem directly with the faculty, staff, or student involved and seek a mutual resolution.

Step 2: If a mutually satisfactory resolution has not been reached at step one, please complete the online [FPU MSW Student Complaint Form](#). Your form will be reviewed within 48-72 hours by the social work program and forwarded to the appropriate administrator.

Step 3: If the student's concern(s) remains unresolved after step one and step two, the complaint will be forwarded to the Social Science Division Chair for further consideration. The Chair will review the complaint and outcomes from the previous steps and attempt to address/resolve the complaint.

Step 4: If the student's concern(s) remain unresolved after step three, as a final step, the complaint will be forwarded to the Humanities, Religion, and Social Sciences Dean for further consideration. The Dean will review the complaint and outcomes from the previous steps and attempt to address/resolve the complaint.

Sonia Medina Pranger, LCSW, PPSC, PhD ABD

Master of Social Work, Program Director sonia.pranger@fresno.edu
(559) 453-2066

Marshall Johnston, PhD
Social Science Division, Chair marshall.johnston@fresno.edu
(559) 453-7132

Ron Herms, PhD
Humanities, Religion and Social Science, Dean ron.herms@fresno.edu
(559) 453-2075

Additionally, MSW students are expected to adhere to the Code of Ethics of the National Association of Social Workers (NASW www.socialworkers.org) in relation to their conduct in the classroom, on the university campus, and in the community when in field education.

Termination from the University and the Social Work Program

Students at the university may be terminated for cause for violence, violations of academic integrity, illegal or unethical behavior, sexual harassment, and other breaches of codes of conduct. The policy is outlined in the Community and Academic Standards section of the [Graduate Academic Catalog](#).

The university desires to see students complete their academic goals, whether a degree, a certificate, or a credential. Support is available to students who are experiencing difficulties. (See the Student Services section of the [catalog](#).) However, students must follow university policies and achieve academic progress to remain enrolled in the university. Registration signifies that the student agrees to abide by the rules, regulations, and requirements of the university. The university reserves the right to cancel the registration of any student who does not comply. This agreement is in keeping with the university's philosophy that students should be aware of the dimensions and constraints of the educational community in which they participate during the years of their enrollment.

The following areas may affect a student's eligibility to continue attending the university.

- Satisfactory academic progress
- Program standards
- Registration processes
- Veterans affairs standards
- Academic integrity
- Standards on disruption to the educational environment
- Standards on harassment and sexual harassment
- Illegal and Criminal offenses
- University **community expectations**

Failure to Meet Standards

When one or more of the above standards are not met, the following actions may be taken: warning status, probation, mandatory leave of absence, or termination.

Student's Rights and Responsibilities

MSW Program Advisory Council

The MSW Program Advisory Council is composed of the program director, field director, social work faculty members, at least two field instructors, and two student members, representing the MSW program. The program director chairs the council. Non-faculty members of the council agree to serve one year on the council and to attend two meetings per year; once per semester. One absence, without proper rationale for missing, results in a replacement on the committee.

The MSW Program Advisory Council serves as advisory function in these areas:

1. MSW program policies and procedures.
2. MSW explicit and implicit curriculum.
3. Student engagement.
4. Program research/initiative agendas
5. Student scholarship policies and procedures.
6. Field policies and procedures.
7. Planning of special programs and services for field instructors and students.
8. Recommendation to the MSW program regarding field agency and field instructor approvals.

Hiebert Library

The Fresno Pacific University is physically situated on the Fresno main campus and is available to all students, faculty, and staff during regular library hours six days a week. The library also maintains a vast array of digital materials, online access books and journals, which may be accessed at any time (24 hours a day). In addition, the library has a large selection of videos and other supplementary materials available.

The librarians are knowledgeable and helpful. They frequently offer classroom presentations to enable students to make better use of the library materials. They also procure interlibrary loan materials. Social work students can access materials necessary for research and reports via the Hiebert Library.

Access to Services for Students with Disabilities

Fresno Pacific University values the diversity of students with disabilities and is committed to providing equal access and opportunity for all students. Students with documented disabilities can expect to have their privacy protected while being assured of reasonable and appropriate accommodations for all educational experiences. The **Academic Support Center** serves as the liaison between faculty and students in the coordination of academic accommodations and services.

The Academic Support Center offers many services to students who require assistance to meet their educational potential. Any student who requests services is asked to submit information about their specific disability. They meet with the Director of Academic Support Services, who designs plans for accommodations for eligible students. The office then notifies the students' professors of the plan on file and requests specific accommodations for the students. The students' privacy is safeguarded at all times. The Americans with Disabilities Act guidelines are adhered to always to assure full and equal participation in the services and activities of the university.

The types of services available include: adaptive PE, assistive technology, audio text, braille text, breaks during exams, calculator use during exams, carbonless paper for note takers, CCTV magnifier, closed/open captioning, assistive listening devices, computer screen readers, distraction reducing

settings, electronic texts, enlarged print, extended due dates, extended time on exams, ground floor room (housing), handicapped accessible (housing), lab assistants, leniency with attendance, mobility orientation, need-to-go box (dietary), non-shared bathroom (housing), note-takers, on-campus transportation, oral description of whiteboard, oral interpreter, permission to stand/move/leave during class, preferential seating, priority registration, quiet room (housing), readers for exams, real time captioning, reduced full-time course load, registration assistance, scribes for exams, separate table and chairs, shared notes, sign language interpreters, single room (housing), speech to text software (exams), spell checker (exams), tape/digital recorders, text to speech software (exams), emotional support animals (housing), personal attendants (housing), meal plan exemption (dietary), and meal plan reduction (dietary). The Center for Online Learning on campus has the capacity to create closed captioning for videos as required.

Types of disabilities accommodated include: ADHD, autism spectrum disorder, chronic illness, hearing impairment, learning disability, mobility impairment, speech/language disorder, traumatic brain Injury (including concussion), and psychological or visual impairment.

A copy of the Rights and Responsibilities for Accommodations for Students with Disabilities can be found in the [University Student Handbook](#).

Faculty/Staff

The MSW program currently has three full-time faculty members primarily assigned to the MSW program and one staff member. The MSW program also has faculty who teach in the graduate program but are primarily assigned to the BSW program.

Sonia Medina Pranger, LCSW, PPSC, PhD ABD is the MSW program director. Her BSW and MSW degrees are from California State University, Fresno. Pupil Personnel Services Credential from the California Commission on Teacher Credentialing, with an emphasis on School Social Work, School Counseling, and Child Welfare and Attendance. Professor Pranger is a licensed clinical social worker from the California Board of Behavioral Sciences. She is currently a Ph.D. candidate.

Interest Areas: child welfare, mental health, research, and integration of faith and practice.

Major Teaching Areas: research, field experience and social work practice.

Sonia.Pranger@fresno.edu

Rebekah Gutierrez, B.A., is the program administrative assistant. Ms. Gutierrez helps with Moodle implementation of classes, work study verification for students, communication to adjuncts and students, and a host of other tasks that makes her a valuable member of the social work team.

Rebekah.Gutierrez@fresno.edu

Edgar Manriquez, DSW, is the Clinical Assistant Professor and Field Liaison for the MSW undergraduate program. He earned his BSW and MSW at California State University, Fresno. His internships were in Advanced Child Welfare, Title IV-E and Central Valley Regional Center. He earned his Doctor of Social Work degree from the University of Southern California. Focused on social innovation, management, leadership, and the American Academy of the 12 Grand Challenges of Social Work, Welfare and Society. Dissertation focused on ending homelessness, for the homeless patients with mental illnesses and chronic diseases.

Interests Areas: Healthcare Medical Social Work, Ending Homelessness, Child Welfare, Rural Communities, Immigration, Children and Families and People with disabilities.

Major Teaching Areas: Integrative Seminar, Social Workers Working with Groups, Introduction to Social Work, Urban Society and the Welfare State, Mexican Folklorico Dance in the Latin American Studies.
Edgar.Manriquez@fresno.edu

Patricia Salas, MSW, is the MSW & BSW Field Director for all campuses. Her BSW and MSW are from California State University, Fresno.

Interest Areas: At-risk Youth, Child Welfare, Adoptions, School Counseling,

Major Teaching Areas: Integrative Seminar, Foundations of Social Work Practice, Social Problems and Public Policy.

Patricia.Salas@fresno.edu

Other Teaching Faculty in the Program

Kizzy Lopez, Ed.D., is an Assistant Professor currently assigned primarily in the BSW program. She has earned her B.A. in Interdisciplinary Studies and M.S. in Educational Counseling and Pupil Personnel Services Credential from National University and her E.d.D., in Higher Education Leadership from Azusa Pacific University.

Interest Areas: Postsecondary educational attainment for students with foster care histories, equity for minoritized communities, qualitative methods

Major Teaching Areas: BSW & MSW Introduction to Social Work Research Methods and Senior Thesis
Kizzy.Lopez@fresno.edu

Sai Mouanoutoua, MSW, is an Instructor and Associate Program Director in the BSW program, primarily assigned to the traditional undergraduate format at the main campus. Ms. Mouanoutoua received her BA in Sociology and Master of Social Work from California State University, Fresno. She graduated with honorable distinctions and published a thesis on perinatal adolescent depression amongst teen mothers in Fresno County. Ms. Mouanoutoua advises the Phi Alpha Honor Society.

Interest Areas: Child Welfare, Social Justice, Interfaith and Social Work Practice, Medical Social Work

Major Teaching Areas: Social Problems and Public Policy, Cultural Competency, Group Work, Theoretical Framework, and Marriage and Family

Sai.Mouanoutoua@fresno.edu

Jon Clark, DSW, is the Program Director of the BSW program, overseeing and teaching primarily in the undergraduate program. Dr. Clark received his BA in Sociology from California State University, San Marcos; his MSW from California State University, Fresno; and his DSW from Capella University. His dissertation was on foster youth attending college.

Interest Areas: Child Welfare, Adoptions, Immigration Issues, Community Organizing, Integration of Faith and Practice.

Major Teaching Areas: Urban Society and the Welfare State, Social Problems and Public Policy, Cultural Competency in Social Work Practice, and Becoming a Change Agent.

Jon.Clark@fresno.edu

I, _____, have read and understand the Fresno Pacific University MSW Student Handbook.

Signature

Date