Dear MSW Student:

Welcome to the MSW Program at UCLA, and congratulations on your admission to one of the top ranked universities in the country. The students, faculty, and staff of the Department of Social Welfare look forward to getting to know you and working with you over the next two years. Ours is a challenging and exciting two-year program. In order to clarify the way the program is organized and to prepare you better for your time with us, we have prepared this handbook to familiarize you with the program and to anticipate some of the questions you are likely to ask along the way. Best wishes to you.

Sincerely,

The Faculty, Staff & Current SW students
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Before classes and your internship begins…

Incoming Student Checklist

The following tasks should be completed before school starts in September. Deadlines are in bold or underlined.)

☐ **Activate your UCLA Logon ID and Password**

To set up your username and password go to this site [https://logon.ucla.edu/](https://logon.ucla.edu/) If you are a returning Bruin, the UCLA Logon ID used to be called a Bruin OnLine ID or BOLid.

☐ **Update Contact Information**

E-mail is the preferred method of communication for both faculty and staff. Please make sure that your current e-mail address is on file with MyUCLA and the Graduate Advisor, and that you check your messages daily. Your email for URSA and the Graduate Advisor should be the same.

☐ **Register for Fall Classes**

Enrollment at UCLA is done electronically through UCLA’s online records system called MyUCLA. Approximately one week before enrollment opens, students should check their MyUCLA to find out when their specific enrollment window begins. All appointment times are assigned by lottery. Fall enrollment begins in June for continuing students and in July for new students. You will have no problem enrolling in the classes you need for the MSW program because they are restricted to MSW students and there are plenty of slots. Some classes have multiple sections (230A for example). You only need to sign up for one of the sections. In other classes, you may have a lecture and a discussion group for the same class. You will need to enroll in the lecture and one discussion group.

The Fall Schedule of Classes will be available in early June. This information can be accessed online at [http://www.registrar.ucla.edu/schedule](http://www.registrar.ucla.edu/schedule). On your letter of admission and on the Graduate Division Admissions checklist, you were given your nine-digit UCLA identification number this number is the only way to access MyUCLA.

*(REMINDER: MyUCLA Online is: [http://www.my.ucla.edu/](http://www.my.ucla.edu/)).*

You will be able to find out when your enrollment appointment is, and then enroll in classes through [http://www.my.ucla.edu/](http://www.my.ucla.edu/).

As a new MSW student, you will enroll at your scheduled appointment time through MyUCLA in the following courses for the Fall Quarter:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 201A</td>
<td>Human Development</td>
</tr>
</tbody>
</table>
SW 230A  Theory of Social Welfare with Individuals, Groups and Families

SW 240A  Theory of Social Welfare in Organizations, Communities and Policy Settings

SW 221A  History and Policy

SW 401A  Practicum – Social Work*

*PLEASE NOTE: You cannot enroll in 401A until AFTER your Field Education Orientation. Your Field Liaison will be assigned at that time and you will be able to enroll under his or her registration number.

Enroll in these courses only! You will note that some courses have several sections taught by different instructors at different times. As they all have the same course content, you may enroll in the section of your choice (e.g., SW 230A, section 1 or 2, etc). You must be enrolled in the proper courses by the 2nd week of the quarter or you will be charged a late fee.

☐ Health Clearance
   (to be completed before Orientation Week)

The Department of Social Welfare requires that every student obtain a health clearance in order to protect both the student and his/her clients from infection. Some placements require students to have their health clearance requirements taken care of before they begin their internship – this means all vaccinations, including the first two vaccinations Hepatitis B vaccine (which is administered in three separate shots over a six month period). **Therefore, it is advisable that students begin receiving their vaccinations immediately. Students who fail to get health clearances will have holds placed on their records and will not be allowed to enroll in winter classes.**

The Arthur Ashe Student Health and Wellness Center has set up an online Health Clearance Assessment process.

- Students submit the online Health History Form to the Ashe Center.
- Students are advised to print out a copy of the form for their records
- It is the student’s responsibility to ensure that his/her requirements are complete.
- It is the student’s responsibility to contact the Ashe Center to get final clearance once they have completed all of their requirements. A message will not be automatically generated without their request.
- The paper version of the immunization records must be submitted to the Ashe Center in order for the student’s information to be manually entered into the Electronic System.

Students who have registered and have a University ID# and PIN will be able to access the online Health Clearance Assessment by using the following hyperlink: [Health Clearance](#)

Once you have accessed the link, please click on the link that says **Professional School Health Clearance** to access the Student Health log-on page.
Students may get their vaccinations through the Arthur Ashe Student Health and Wellness Center (http://www.studenthealth.ucla.edu/) or through their personal physicians. If not getting vaccinations directly through the Ashe Center, students must provide documentation to the Ashe Center from their physicians and may be required to take certain blood tests to prove immunity.

☐ **Reliable Transportation**

All students must have reliable transportation, not only to attend classes but as a requirement for your field placement. Some field placements may require you to go out into the field or attend meetings outside your agency.

☐ **Apply for a Parking Permit**

Apply online at http://www.transportation.ucla.edu. **IMPORTANT:** At the bottom right of the form, under the heading Graduate Student Information, in box 19 please write 401A as the course code. In box 20 write “1”, as you are a 1st year student at UCLA. Note that parking permits are not effective until the first day of classes. Be prepared to pay for parking ($12) when you come to orientation or arrange for other transportation. It is nearly impossible to find street parking near campus, we encourage you to either obtain a permit or explore other transportation options with the UCLA Parking and Commuter Services Office. The deadline to apply for parking is end of June/ early July for the academic year.

PLEASE NOTE: Depending on how often you plan to drive and park on campus, you may find that it is cheaper to use the pay-by-space parking ($12 a day) than to buy a permit.

☐ **Apply for UCLA Housing**

Students wishing to live in University owned housing should apply ASAP as space is in high demand. Go to http://www.housing.ucla.edu and click on “My Housing.” This website also has a map and information on off-campus housing.

For those students interested in non-university housing these websites may help:

- **Community Housing Office** is UCLA’s resource center for off campus housing. They have listings and their staff can recommend areas and other resources. http://www.cho.ucla.edu
- **Craigslist** has apartment listings for the Los Angeles area, subdivided by region. http://losangeles.craigslist.org/
- **Westside Rentals** requires a subscription fee but has apartment listings for the Los Angeles area, searchable by neighborhood. http://www.westsiderentals.com

☐ **Finalize Financial Aid/Student Loans**

Beginning in May the Financial Aid Office will be sending out Financial Aid Notifications (called FANs) and their electronic versions (called eFANs). The FANs will detail your financial aid awards and request that you make any updates. The financial aid office should also provide you with information about commonly used lenders. If you have questions,
contact the Financial Aid Office over the summer to avoid headaches in the fall. To find out who your Financial Aid counselor is, visit: http://www.fao.ucla.edu/officeinfo.html.

Many students apply for the GradPlus loan to cover living expenses and other costs while they are in school. It is important to be aware that the GradPlus loan takes your credit history into consideration so some students may not qualify for this supplemental loan.

Note: In order to be eligible to receive aid from the Professional Development Fees paid to the University, you must file FAFSA by August 1.

□ Student Liability Insurance

(Due by August 1st)

All students enrolled in the MSW program at UCLA are required to obtain and carry student liability insurance with a minimum coverage of $2,000,000/$4,000,000. The reason that this malpractice insurance requirement is necessary is because the students in our program are not covered by the general liability policy at University of California. If anything were to happen, faculty would be covered by the University, but not students. The liability is too great to practice without insurance. Students may use any carrier they choose, provided they meet the minimum coverage. You must have proof of coverage on file by August 1 to begin Field Placement. YOU WILL NOT BEGIN PLACEMENT IF PROOF OF COVERAGE IS NOT PROVIDED TO US. The department does not endorse any insurance providers. However, we do know that NASW student members are able to obtain coverage for $48 per year (or thereabout) as a member benefit. Information regarding obtaining coverage through NASW is listed below.

To obtain coverage from NASW:

- You must become a student member. You can apply for membership online at the following address: http://www.naswdc.org/. It will take about a week to get your membership.
- Once you have your student membership, you may obtain an insurance application by going to the NASW website listed in number 1 and selecting “malpractice insurance” from the right side of the screen and then selecting Student/School Social Work Liability insurance, then select Print Student Liability Application.
- Complete the application, enclose your check, keep copies of both and mail the application. (continued on following page)

Whichever carrier you choose is up to you. After you receive your insurance packet from the insurance company, please forward only the page of the policy which states the effective date, expiration date, and limits of liability. This may be a “Declarations Page” or a “Certificate of Insurance.” If in doubt, contact the field coordinator at (310) 825-2257. All students must provide proof of coverage to:

<table>
<thead>
<tr>
<th>Anni Thomsen</th>
<th>PHONE: (310) 825-2257</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCLA Dept. of Social Welfare</td>
<td>FAX (310) 825-3799</td>
</tr>
<tr>
<td>3250 Public Policy Bldg., Box 951656</td>
<td></td>
</tr>
</tbody>
</table>
Los Angeles, CA 90095-1656  EMAIL: athomsen@luskin.ucla.edu

- **Bruin ID**
  

Registered incoming UCLA students can obtain their Bruin ID Card in early September from BruinCard Center at Kerckhoff Hall, Room 123. Your **BruinCard** serves as your student ID, can be used to deposit funds into for purchases across campus, serves as your library card, will get you discounts on events as well as discounted fares on the Big Blue Bus. A good time to get your ID card is the campus-wide orientation day for all UCLA graduate students (optional).

- **Pay Your Fees**
  
  Quarterly fees are always due just before the quarter starts. Fall fees are due by **September 20**. Winter fees will be due December 20, and Spring Fees will be due March 20. **PLEASE NOTE:** For those of you receiving financial aid, if your financial aid is enough to cover the full cost of your tuition/fees, you do not need to make a payment. Your fees will be paid automatically when your aid is applied to your BAR account. If your e-mail address is current with URSA you should receive e-mail reminder notices. Fees are paid online through MyUCLA at [http://www.my.ucla.edu/](http://www.my.ucla.edu/). If you have been awarded financial aid, your financial aid disbursements will automatically go into your account (called your BAR account) and any extra funds will be refunded to you a few days later.

- **Waive Graduate Student Health Insurance Plan (GSHIP)** if you already have your own private health insurance. This must be done each quarter – waivers are not applied for the year.

  All graduate students are automatically enrolled in (and required to pay for) the Graduate Student Health Insurance Plan (called GSHIP) unless they prove they have adequate health insurance through another provider. If you do have your own insurance, be sure to waive your GSHIP enrollment so that you are not charged for insurance you won’t need. Students must apply for a GSHIP waiver online at [http://www.studenthealth.ucla.edu](http://www.studenthealth.ucla.edu). Waivers must be submitted by the stated deadline whether or not fees have been paid by that date. Deadlines are strictly enforced. There are no refunds after the deadline. The schedule for waiving GSHIP is as follows: Academic Year, July 1 – September 20.

- **Check out the Department Calendar:**
  
  [https://www.google.com/calendar/embed?src=spasocialwelfare@gmail.com&gsessionid=OK](https://www.google.com/calendar/embed?src=spasocialwelfare@gmail.com&gsessionid=OK)

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**Academics**
Curriculum Overview

The UCLA MSW is a full-time, two-year graduate program combining formal academic course work with more than 1000 hours of practical internship experience in a social welfare agency. The UCLA MSW degree requires a total of 76 academic units generally taken over a two-year period of full-time study. Most first year courses are required, whereas students have considerable discretion in selecting their second year courses and field placements. Students are encouraged to take full advantage of the many outstanding resources of UCLA, and all students must take at least one course in an academic program outside the Department of Social Welfare in their first or second year.

The basic curriculum is organized in six major sequences of courses:

<table>
<thead>
<tr>
<th>Social Work Practice Methods: Social Welfare practice courses are organized by SWIFG and SWOCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SWIFG (Social Work with Individuals, Families and Groups)</strong></td>
</tr>
<tr>
<td><strong>SWOCPS (Social Work with Organizations Communities and Policy Settings)</strong></td>
</tr>
<tr>
<td><strong>Human behavior and social environment</strong></td>
</tr>
<tr>
<td><strong>Social welfare policy and services</strong></td>
</tr>
<tr>
<td><strong>Social welfare research methods</strong></td>
</tr>
<tr>
<td><strong>Practicum in social work</strong></td>
</tr>
<tr>
<td><strong>Integrative seminars</strong></td>
</tr>
</tbody>
</table>

Course Credit For Previous Work Experience

The Department of Social Welfare does not grant course credit for previous work experience. Students must earn 76 credits while they are in the MSW program.

Course Credit for Life Experience

No Course credit is provided for life experience. Students are required to fulfill the requisite number of units necessary to complete the MSW program.

Course Taking Policy For Entering MSW Students Holding A BSW Degree

The information that follows applies to students with a CSWE-accredited Bachelor of Social Work (BSW) degree, earned within the past five years.

Students with a BSW from a CSWE accredited program may wish to apply in order to have some BSW courses approved as meeting requirements of courses normally required of all
first-year MSW students. Students whose selected BSW courses meet departmental approval (See Placement Determination) may then register for other courses within or outside the Department—in lieu of these entry-level courses. Students placing out of one or more courses must still earn 76 credits while they are in the MSW program, i.e., BSW units do not count towards the 76 units required by UCLA for graduation. Eligible students must provide a transcript demonstrating that they have an overall grade point average of “B,” an average of “B” for their last two years of study, a “B” average in all social work courses, and a “B” in any course to be considered as meeting MSW course requirements. Students may place out of a maximum of 6 courses.

What first-year MSW courses are eligible for consideration?

- A course on history and policy (221A)
- A course on evidenced-based practice (280)
- Three courses on human behavior and the social environment (201A, 201B, 201C)
- One of two practice courses focused on SWOCPS (240A, 240B)
- Two of three practice course focused on SWIFG (230A, 230B, 230C)

Students may, of course, opt to not apply for course substitution.

Placement Determination

A review committee, comprised of one faculty member from each Curriculum Planning Group, will evaluate the materials submitted and determine if the applicant has satisfied the MSW first year requirement by virtue of their BSW degree and course work.

Procedures

What types of courses may be substituted for these entry-level MSW courses?

Students may propose elective courses that are in broad areas similar to the courses from which they are exempted. Courses may be found in social welfare, public policy, urban planning or other graduate programs within the University.

- (in lieu of 221A): Graduate courses in some way related to history and/or policy in social welfare, health broadly construed, gerontology or related domains such as urban planning, public policy, health, international development or law.
- (in lieu of 280): Courses focusing on research methods broadly relevant to social work, or to practice, program or policy courses with significant emphasis on evaluation or the weighing of evidence.
- (in lieu of one or more of the following: 201A, 201B, 201C): Graduate level courses in the social sciences focusing broadly on human behavior in the social environment, racism, oppression, individual and social functioning/adaptation. Courses may be found
- (in lieu of either 240A or 240B): Graduate courses focused on change in organizations, communities and society at large as well leadership. These courses would most often be found in applied disciplines such as social welfare, urban planning, public health, business or education for example.
• (in lieu of one or two of the courses in the 230A, 230B, 230C series): Graduate courses focusing on intervention approaches to enhance functioning in individuals, families, and groups. These courses would most often be found in applied disciplines such as social welfare, psychology, or education, for example.

What is the process involved?

During the weeks prior to the enrollment period in the fall of their first year, eligible students will declare their intention to be exempted from selected first year courses (Advanced Standing Course Waiver Form). They will reference the relevant first year MSW course and cite the corresponding course on their undergraduate transcript. The student will also provide a copy of the BSW course syllabi from the semester they took the course, demonstrating the common content across the UCLA MSW course and the BSW course already taken.

These materials will be submitted to a committee for review, while students are searching for appropriate courses to take in lieu of the BSW courses. Students will be notified within one week of the first-year courses for which they have already satisfied the requirements by virtue of their BSW degree.

After being informed of the courses for which they are exempted, students may then submit requests to enroll in substitute courses.

If I am in a stipended specialization or joint/combined degree program, can I apply these required courses (be they SW or in the other program involved)?

The same requirements apply; that is, by exempting out of selected first-year courses, students do not gain any course credits. However, it is possible that BSW holders would have more options with respect to fulfilling the demands of the particular specialization or joint/dual program involved.

What are the challenges in this exemption process?

It is possible that students may not be able to schedule a suitable substitute course. Moreover, students are reminded that they need to be taking courses at a rate commensurate with their peers. Students taking fewer than 38 credits in the first year might have difficulty registering for enough credits in the second year to allow them to graduate.

First Year MSW Courses

Students who are part of stipend or specialized programs (CalSWEC MH, CalSWEC PCW, UCCF, LACDMH, GSWEC, SSW) will have additional and, oftentimes, more specific course requirements. Course requirements for these programs to follow.

In their first year, students are required to take:
- A field course each quarter (401A, 401B, 401C)
- Two practice courses focused on SWOCPS (240A, 240B)
- A practice course each quarter focused on SWIFG (230A, 230B, 230C)
- A course on history and policy (221A)
- A course on evidenced-based practice (280)
- Three courses on human behavior and the social environment (201A, 201B, 201C)**
- Integrative seminars (203) – these courses vary in topic and particular ones are required for specific stipend or credential programs (see specific program requirements below)
- CALSWEC Child Welfare students & UCCF students may take 203C either in the spring of their first year or second year

** Students with a concentration in SWIFG (Micro) and any student interested in the Mental Health Stipends need to also take 202A.

Second Year MSW Courses
In their second year, students are required to take:

- A field course each quarter (402A, 402B, 402C)
- One advanced research course (285's) – See Research Course Option below
- One advanced policy course (290's)
- Three advanced practice courses within concentration *
- A course outside the department - See Outside Course Requirement below

* Students are required to take three Advanced Practice courses in their concentration (micro, 231 or macro, 241 series) in their second year in the MSW program. Students may not take more than two in their concentration (micro, 231 or macro, 241 series) in a given quarter in fulfillment of the 3 course program requirement. Micro students are required to take 231A in the Fall as one of their three required practice courses.

A total of 76 units are required for graduation.

Electives
All MSW students must take at least one course offered outside the department (see below).

Additionally, certain specializations and programs such as CalSWEC PCW, UCCF (formerly known as the IUC), CalSWEC MH, LACDMH, and School Social Work may require additional courses.
Students are welcome to take more courses than are required if they wish. The challenge students often encounter in seeking additional courses relates to the structure of the MSW program – they are generally only on campus Tuesdays and Thursdays.

**Outside Course Requirement**

All MSW students must take one course offered by an instructor outside the Department of Social Welfare. The detailed requirements are listed on the approval form. Before registering for the outside course, the student must:

- Obtain an outside course approval form from the Social Welfare web site, or the Department office in room 3357. This one-page form has all criteria for selecting the outside course.
- Complete the form prior to registering for the outside course.
- Provide the advisor with your form and obtain their signature.
- Submit the form to the Department Chair for final approval.

This process must be completed at least two weeks prior to the start of the quarter in which your outside course is offered. Note: Students following the School Social Work curriculum are required to take Education 237, which after submission of the outside course approval form, fulfills the outside course requirement.

**Second Year Research Course Option**

The second-year research course requirement may be replaced by a year-long research project (SW281ABC). It is the responsibility of the student to find a faculty member to mentor them through the research project. While ideally the student will experience the full range of research activities, this will depend on the current status of the particular project. It is recommended that students identify a faculty member whose research interests are similar to theirs.
Courses For Stipend/Credential Programs

<table>
<thead>
<tr>
<th>Required Courses for the CalSWEC and UCCF Public Child Welfare Stipend Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
</tr>
<tr>
<td>• SW203 SW &amp; the Law/CW Law (or it can be taken in spring of second year)</td>
</tr>
<tr>
<td>• SW202A Adult Psychopathology</td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
</tr>
<tr>
<td>• 285D CW Research (or if they choose yr-long option, 281ABC)#</td>
</tr>
<tr>
<td>• 203 Public Child Welfare Integrative Seminar</td>
</tr>
<tr>
<td>• SWM290J Child Welfare Policy</td>
</tr>
<tr>
<td>• SW231J Adv Practice Child Welfare</td>
</tr>
<tr>
<td>• SW 202B Child/Adolescent Psychopathology</td>
</tr>
</tbody>
</table>

# Research focus of 281ABC must be approved by stipend program coordinator

In addition to the above requirements, PCW Students are expected to complete a special evidence based project to be presented to PCW Faculty and Students prior to graduation.

UCCF (University Consortium for Children and Families) was formerly referred to as the IUC (Inter-University Consortium).
## Required Courses for the CalSWEC/MH and LACDMH Stipend Programs

<table>
<thead>
<tr>
<th>1st Year</th>
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<tbody>
<tr>
<td>• SW202A: Adult Psychopathology</td>
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<table>
<thead>
<tr>
<th>2nd Year</th>
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</tr>
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<tbody>
<tr>
<td>• SW231A: Families and Couples</td>
<td></td>
</tr>
<tr>
<td>• SW231F: Cognitive Behavioral Therapy</td>
<td></td>
</tr>
<tr>
<td>• M290K: Mental Health Policy</td>
<td></td>
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<tr>
<td>• SW231K: Mental Health</td>
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<tr>
<td>• SW231G: Substance Abuse Intervention</td>
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<tr>
<td>• SW202B: Child/Adolescent Psychopathology</td>
<td></td>
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<tr>
<td>• SW285G: Mental Health Research</td>
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<tr>
<td>1st Year</td>
<td>Required Courses for the School Social Work Students</td>
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<tr>
<td></td>
<td>SW202A— Adult Psychopathology</td>
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<td></td>
</tr>
<tr>
<td>2nd Year</td>
<td>SW231A: Families and Couples</td>
</tr>
<tr>
<td></td>
<td>SW285I: Research in Youth Populations</td>
</tr>
<tr>
<td></td>
<td>SW231E: School Social Work</td>
</tr>
<tr>
<td></td>
<td>SW231F- CBT (recommended)</td>
</tr>
<tr>
<td></td>
<td>SW202B: Child/Adolescent Psychopathology</td>
</tr>
<tr>
<td></td>
<td>M290N: Public Policy for Children and Youth</td>
</tr>
<tr>
<td></td>
<td>ED237: Law and Urban Education (Note: The course title and number may change; also, this course fulfills outside course requirement.)</td>
</tr>
<tr>
<td>1st Year</td>
<td>Required Courses CalSWEC Mental Health and LACDMH Stipend/School SW Students</td>
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<tr>
<td></td>
<td>• SW202A Adult Psychopathology</td>
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<td>2nd Year</td>
<td>• SW231A: Families and Couples</td>
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<td>• SW231F: CBT</td>
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<td>• SW231E: School Social Work</td>
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<td>• M290K: Mental Health Policy</td>
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<td>• SW231K: Mental Health</td>
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<td>• SW231G: Substance Abuse Intervention</td>
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<td></td>
<td>• SW202B: Child/Adolescent Psychopathology</td>
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<td></td>
<td>• SW285G: Mental Health Research</td>
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<tr>
<td></td>
<td>• ED237: Law and Urban Education (Note: The course title and number may change. This course fulfills outside course requirement.)</td>
</tr>
</tbody>
</table>
Scheduling

All MSW classroom courses are scheduled on Tuesdays and Thursdays, and you are expected to be available for classes on those days. Classes are currently scheduled between 8:00 AM and 7:00 PM. Courses usually meet twice per week. There are usually no classes scheduled between 12:15 noon and 2:00 PM, so that seminars, Student Alliance/Caucus meetings, and other events can be held during these times. Field instruction is scheduled for Mondays and Wednesdays all day (8 hours) and Fridays are reserved for additional Field Education activities (modules, seminars, meeting, etc.). During the 2nd year, Fridays are an additional field day.

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<tr>
<th></th>
<th>Monday</th>
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<th>Friday</th>
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<tr>
<td>1st Year</td>
<td>Field Placement</td>
<td>Classes</td>
<td>Field Placement</td>
<td>Classes</td>
<td>Additional Field Activities</td>
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<tr>
<td>2nd Year</td>
<td>Field Placement</td>
<td>Classes</td>
<td>Field Placement</td>
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<td>Field Placement</td>
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Grading

To receive a Master's degree, the university requires that you achieve at least a B (3.0) average in all courses taken in graduate status on any UC campus and in all courses applied toward the degree. If your cumulative GPA falls below 3.0, the Department is obliged to review your record, and the Graduate Division must determine whether or not you should be put on academic probation. If your cumulative GPA or quarterly GPA is below 3.0 for any three quarters, you will be asked to withdraw from the program or you will be dismissed by UCLA Graduate Division. If you received a failing grade in your field course, 401ABC or 402ABC, you will be in danger of being dismissed from the MSW program. Also, the University will not award your degree if your GPA is below 3.0. Note that all courses in your major must be taken for a letter grade, unless they are offered only on a S/U basis.

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding in every respect: originality, clarity, completeness, and so forth</td>
</tr>
<tr>
<td>A-</td>
<td>Outstanding work that might have some particular shortcoming, but is considered exceptional in many ways</td>
</tr>
<tr>
<td>B+</td>
<td>Solid, though less than exceptional work</td>
</tr>
<tr>
<td>B</td>
<td>Average work in a graduate program</td>
</tr>
<tr>
<td>B-</td>
<td>Adequate but below desirable standards</td>
</tr>
<tr>
<td>C</td>
<td>‘C+’, ‘C’, and ‘C-’, are given for work which is passing but considerably below average.</td>
</tr>
<tr>
<td>D</td>
<td>Not used in graduate programs</td>
</tr>
<tr>
<td>F</td>
<td>Indicates failure</td>
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</tbody>
</table>
Incomplete Grades

You should be aware of the fact that incomplete grades are the single most frequent cause of low grade point averages in the Social Welfare Program. After one quarter, a grade of ‘I’ (incomplete) automatically becomes an ‘F’, which counts heavily in the computation of your average. You should make every effort to avoid ‘Incompletes’ and you should recognize that ‘Incompletes’ are granted at the professor’s discretion, only for good cause and only if a student has made satisfactory progress in a course. If you do receive an ‘Incomplete’ you should consider carrying a reduced course load or fewer hours of work outside of the University during the following quarter while you complete the work. The assignment of an incomplete is permanently reflected on your academic record. The resolution of an incomplete is reflected in the quarter all required coursework has been completed.

Grade Assignment

The instructor in charge of a course is responsible for determining the grade of each student in the course. The standards for evaluating student performance are based on the course description as approved by the appropriate course committee.

Grade Complaints

A grade may be appealed, on any reasonable grounds, to the instructor, the chair of the department, and the dean of the division or school.

If the student believes that the instructor has violated the Faculty Code of Conduct by assigning the grade on any basis other than academic, the matter should first be taken up with the instructor. If the matter is not resolved, the student may go for counsel to the Office of Ombuds Services (310-825-7627) or may follow the procedures for the formal filing of charges. If a charge is sustained by the Academic Senate Committees on Charges and on Privilege and Tenure, an ad hoc committee is appointed within two weeks to review the disputed grade, and any warranted change is made within four weeks.

Correction Of Grades

All grades, except DR (Deferred Report), I (Incomplete), and IP (In-progress), are final when filed by the instructor in the end-of-term course report. However, the Registrar’s Office is authorized to change a final grade (1) on written request of an instructor, provided that a clerical or procedural error is the reason for the change or (2) on written request of the chair of the UCLA Academic Senate in cases where it has been determined by the Committee on Privilege and Tenure that an instructor has assigned a grade on any basis other than academic grounds. No change of grade may be made on the basis of reexamination or, with the exception of the I and IP grades, the completion of additional work. Any grade change request made more than one year after the original filing must be validated for authenticity of the instructor’s signature by the
department chair. Any grade change request made by an instructor who has left the University must be countersigned by the department chair. All grade changes are recorded on the transcript.

**Academic Dishonesty**

Please be aware that the Department of Social Welfare will not tolerate academic dishonesty in any form including plagiarism, cheating, fabrication, etc. All academic misconduct will be investigated and may result in sanctions against the student if the student is found to be culpable. Please see the “Student Conduct Code” which is published by the Office of the Dean of Students for a complete listing of the student code as well as the student discipline procedures. Their web address is:

http://www.deanofstudents.ucla.edu/assets/documents/StudentCC.pdf

When on an examination or other work submitted by a student, the student is suspected of having engaged in plagiarism or otherwise having cheated, the suspected infraction is to be reported to the appropriate administrative officer of the University for consideration of disciplinary proceedings against the student. Until such proceedings, if any, have been completed, the grade DR (Deferred Report) is assigned for that course. If in such disciplinary proceedings it is determined that the student did engage in plagiarism or otherwise cheat, the administrative officer, in addition to imposing discipline, reports back to the instructor of the course involved, the nature of the plagiarism or cheating. In light of that report, the instructor may replace the grade DR with a final grade that reflects an evaluation of that which may fairly be designated as the student’s own achievement in the course as distinguished from any achievement that resulted from plagiarism or cheating.

**Note:** Any act of academic dishonesty inclusive of field placement professional misconduct may incur sanctions at both the University and Departmental levels including suspension and dismissal.

**Advising**

Student advising is an integral part of the social work MSW curriculum. The purpose of the advising process is to assist the students to (a) articulate their professional development objectives; (b) develop an optimal course of study, within the MSW requirements, that meets these objectives; (c) monitor student progress; and (d) respond to academically related issues and devise solutions.

Each student is assigned to a faculty member who will be his/her academic advisor for the entire program and to a field faculty liaison who will advise on field related matters for one year. In the second year, an attempt will be made to match the specialization of the students with those of the academic advisor.

Student advising is a joint undertaking by the faculty and the student. Its success depends on both the faculty advisor and the student meeting their respective responsibilities.
Academic Advisors
Each faculty member is expected to meet with his/her advisees at least once each quarter. During the meeting, student progress in the program and overall program experiences can be discussed. In addition, student program-related issues, concerns and questions should be addressed. Should the student experience any academic difficulties, it is the responsibility of the academic advisor to consult with the field faculty liaison and the student in formulating a plan of action.

Student’s Responsibilities
Each student should meet with his/her academic advisor at least once a quarter. Students should make responsible efforts to contact their advisors. If students do not receive responses from their advisors, they should promptly inform the Chair of the Department. It is the responsibility of the students to contact and inform their academic advisors of any issues they may experience that may impede their educational progress.

Responsibilities Of The Department Chair
The Chair of the Department is responsible for assigning students to academic advisors in keeping with departmental guidelines about workload assignments. The approval of the Chair is required for any request by either students or faculty to change advising assignments. In the event that students or academic advisors report difficulties in making contact, the Chair will take appropriate actions to remedy the situation.

Leave Of Absence
In rare cases, a continuing student may wish to request a leave of absence. The University allows a continuing student in good academic standing to submit a “request for leave of absence” form. Time in leave of absence status may not exceed 3 academic quarters. The student must speak with his/her faculty advisor before submitting a request. Forms are available in the department advising office, 3357F. The leave of absence (LOA) form must be filed with the Graduate Division no later than the end of the second week of classes of the quarter during which the leave is to be started. In cases where a leave of absence is requested and filed after the start of the academic quarter, tuition refunds follow the university refund schedule. Under certain circumstances the Department may request that a student receive a 100% refund of that quarter’s tuition payment after the start of the quarter.

Comprehensive Exam
Each year, the UCLA Masters of Social Welfare Program requires that second year students complete and pass an oral comprehensive examination prior to receiving their MSW degree. This comprehensive exam is based on an outline prepared by the student that assesses her/his MSW learning experiences. These outlines can be constructed in consultation with the student’s faculty advisor. Specific guidelines and due dates will be distributed several months before the outline is due. The actual exam will take place during Spring Quarter of the second year. You will not be excused from the exam or provided an opportunity for a make up for ANY REASON other than a
medical reason with a doctor’s certification, or a religious holiday. Students should arrange *jury duty* so it does not conflict with the day(s) or times of the oral comprehensive examination.

**Graduation**

Students graduating in the Spring Quarter are invited to attend the School of Public Affairs annual commencement ceremony, held on a Friday, Saturday or Sunday in June. Invitations will be available, and each graduate will be given approximately four tickets for guests. The event lasts approximately 3 hours. For detailed information on UCLA commencement activities, ordering of caps and gowns, and purchase of graduation announcements, students should access the internet at [http://www.commencement.ucla.edu](http://www.commencement.ucla.edu).

**Department of Social Welfare & University Support Services**

The **Student Alliance** is the student government body for the MSW program. Its officers are responsible for planning events, advocating for students, and helping students navigate the department. If you have a question or a concern about your experience in the MSW program, please contact your Student Alliance representatives first. They are here to help. For contact information of the current student representatives, please visit the Social Welfare website under “Students”: [http://luskin.ucla.edu/content/social-welfare-students](http://luskin.ucla.edu/content/social-welfare-students).

The **Social Welfare Bulletin** is a weekly e-mail newsletter that Student Alliance distributes to all MSW students. The Bulletin contains information about upcoming caucus meetings and events, as well as announcements from fellow students. It is important that all students read the Bulletin to know what is happening.

**Caucuses:** Student Caucuses are student groups made up of Social Welfare and/or other School of Public Affairs students. These groups are concerned with a variety of issues and host events throughout the year pertaining to those issues. Students are welcome to join as many caucuses as they like. Time commitments in caucuses vary between caucuses and often depend on how much time the individual wishes to put in. Caucuses usually meet every few weeks on a Tuesday or Thursday between 12 and 2pm.

**Coffee with the Chair:** On Tuesday morning/afternoon of the 3rd and 8th weeks of fall, winter, and the 5th week of the spring quarters. All students are invited to bring questions, concerns, and other items of interest to an informal meeting with the Department Chair which will take place approximately twice a quarter. The Chair encourages all students to stop by, if only to enjoy a beverage and get better acquainted with the person at the helm of the Social Welfare Department. While the meeting is scheduled in an available room it is typically held in the 5th floor Faculty Lounge.

**LSPA Computing:** The Computer Lab is on the 1st floor at the south end of the building, room 1015. The LSPA Computer Center is reserved for the use of UCLA LSPA students. Students are
responsible to pay for all printing charges incurred. There are also numerous places on campus where you can print for free or low cost.

**Senior Fellows Program:** The Senior Fellows Program connects 10 to 12 distinguished leaders from the public, non-profit, and private sectors to the Luskin School of Public Affairs. These Senior Fellows take on graduate student mentees from the three departments making up the Luskin School of Public Affairs. Students compete for placement as mentees by writing an essay, and mentorship assignments are made based on compatible subject matter interests and commitment to the mentorship process. The formal program begins in October and students connect with their Fellows throughout the year via e-mail, phone calls, and personal meetings.

**Bruin Online:** [http://www.bol.ucla.edu](http://www.bol.ucla.edu)
Bruin Online (also known as BOL) is a collection of services offered to UCLA students and faculty. As a student you are eligible to have a ucla.edu email address. Your BOL username and password will also be your password for a number of other on campus systems including the registrar, the student health records system, library collections and more. Be sure to go online and set up an account before the school year starts.

**MyUCLA:** [http://www.my.ucla.edu](http://www.my.ucla.edu)
Enrollment

**Registrar:** [http://www.registrar.ucla.edu](http://www.registrar.ucla.edu)
The Registrar’s page contains lots of useful information including the schedule of classes, academic calendar and fee information. Their office is in Murphy Hall.

**Financial Aid Office:** [http://www.fao.ucla.edu](http://www.fao.ucla.edu)
Hopefully you’ve already applied for financial aid using the FAFSA. In addition to loans, the financial aid office also has information about work study and scholarships.

**Libraries:** [http://www.library.ucla.edu](http://www.library.ucla.edu)
The closest library is the Young Research Library (YRL). This is where books are held on reserve for graduate courses. This library has photocopiers, computer stations, and laptops that can be borrowed for free (CLICC Lab). Other library of note is the Biomedical Library (where some psychology journals and books are kept).

**Ashe Student Health Center:** [http://www.studenthealth.ucla.edu](http://www.studenthealth.ucla.edu)
UCLA has its own clinic for students on campus. The Ashe Center provides all of your basic medical services (including some non-traditional medical services such as acupuncture) and can make referrals to additional services. If you have GSHIP (student insurance) you will be required to acquire most of your medical services at the Ashe Center. Their website has information about making appointments, fees, and services.

**Counseling and Psychological Services:** [http://www.counseling.ucla.edu/](http://www.counseling.ucla.edu/)
While the MSW program does not require students to be receiving their own counseling, some clinicians recommend it for future clinicians. Whatever your reasons, UCLA does have a program offering free or low-cost psychological/psychiatric services to students. Students are
usually limited to a fixed number of appointments per school year, but see CAPS for details. Group, individual and couples counseling are available.

Bruin Card: http://www.bruincard.ucla.edu
Your student ID card is known as your Bruin Card. This card will also serve as your library card, your gym membership and your identification for accessing medical services at the Ashe Center. It is University policy that students carry their Bruin Cards with them at all times in case a student is asked to prove that he or she is a student. It can also get you discounts on the Big Blue Bus and at certain Westwood eateries. You can get you card at Kerckhoff Hall, Room 123 after you’ve paid your fees Fall quarter.

Office for Students with Disabilities: http://www.osd.ucla.edu
OSD is there to provide support for UCLA students who have either temporary or permanent disabilities. They offer a variety of services including testing accommodations, note taking, transportation, etc. UCLA Professors understand the role of the OSD and will be accommodating to students who go through the OSD. If you have a disability, it is important to work with OSD well in advance of requesting accommodation from your professors.

Dashew Center for International Students & Scholars: http://www.internationalcenter.ucla.edu
The Dashew Center is there to help students with issues such as immigration regulations, understanding employment options, and making cultural, educational and personal adjustments to the campus and the community. This includes an orientation program for entering international students. The Dashew Center is housed in Bradley Hall near the Residence Halls.

LGBT Resource Center: http://www.lgbt.ucla.edu
Staff at the LGBT Resource Center work throughout UCLA to ensure that LGBT voices are represented for sensitive and inclusive UC policies and practices. They provide confidential assistance and support to students, faculty, and staff who feel they have experienced harassment or discrimination, or who have questions pertaining to issues of health, housing, financial aid, classroom, and personnel.

UCLA Office of Equity, Diversity and Inclusion: (310) 794-1232
The Office of Equity, Diversity and Inclusion (OEDI), a part of the Chancellor’s Organization, is a neutral office charged with investigating complaints of discrimination, harassment, and bias. OEDI also investigates complaints of retaliation related to such conduct. OEDI accepts complaints brought by students, staff and faculty (the complainant) against faculty members (the respondent). For discrimination or related complaints against a student, contact the Dean of Students’ Office at (310) 825-3894. For complaints against staff, contact the Staff Diversity & Compliance Office at (310) 794-0691. For all complaints against students, staff or faculty concerning sexual harassment, sexual assault or gender discrimination (including discrimination based on sex, gender expression, gender identity, or sexual orientation), contact the Title IX Coordinator and Sexual Harassment Prevention Officer, at (310) 206-3417. For the official complaint form, please refer to Appendix II.
**UCLA Recreation (Gym):** [http://www.recreation.ucla.edu](http://www.recreation.ucla.edu)
Most people just think of the gym (Wooden Center) but UCLA Recreation offers a variety of services. Basic gym membership is included in graduate student fees, but UCLA also offers a variety of additional services for extra fees (classes, locker rental, access to additional facilities, etc.)

**Parking and Transportation:** [http://www.transportation.ucla.edu/](http://www.transportation.ucla.edu/)
Parking is sold on campus for $12/day or you can buy a quarterly or yearly pass. This is done through Transportation Services. Transportation Services operates the free shuttle bus that circles campus and a number of other public transportation programs.

**Campus Safety:** [http://www.ucpd.ucla.edu](http://www.ucpd.ucla.edu)
UCLA has its own state police department (UCPD) with its station located on Westwood Blvd, just south of Strathmore. If you are victim of a crime, you should report it to UCPD. UCPD also operates a student campus safety program called Community Service Officer (CSO) Programs. CSOs are UCLA students who have been trained by the UCPD to help keep UCLA safe. They provide walking escorts from dusk until 1am, 365 days a year. They run an evening van service, patrol libraries, and control access to other campus buildings. CSO programs also operate a laptop registration program (called STOP) which has proven to reduce laptop theft and increase the likelihood that a stolen laptop is recovered and returned to the owner.

**UCLA Store & Textbooks**
Social Welfare textbooks are on sale in the Lu Valle campus store (not Ackerman Union where most undergraduate texts are sold). Sometimes professors will request the books in advance and students will be able to see the requested books online at [www.uclastore.com](http://www.uclastore.com). Unfortunately, in recent years, this hasn’t been consistent. The best way to know what books will be required is to go to the book store in person, or wait until you get the syllabus.

**Graduate Student Association:** [http://gsa.asucla.ucla.edu/](http://gsa.asucla.ucla.edu/)
GSA is UCLA’s student government for graduate students in all areas of study. They work to promote graduate students’ interest on campus and within the University of California. GSA has a combination of elected and appointed positions if you would like to get involved. Student Alliance also reports to GSA as the representative body for our department.

**The UCLA Neighborhood**
UCLA is located within the city of Los Angeles, in the neighborhood of Westwood. The campus is located approximately 5 miles from the ocean and 15 miles from downtown Los Angeles. Students moving to the area from out of town should expect traffic both around UCLA and the greater Los Angeles area. You may wish to use the following websites when trying to make decisions about living arrangements and transportation.

Although most choose to travel by car in Los Angeles, L.A.’s public transportation system is constantly expanding. UCLA supports public transportation through a number of innovative transportation programs. [http://www.transportation.ucla.edu](http://www.transportation.ucla.edu)
UCLA Vanpool
A low fee service that will pick you and other UCLA students/staff up in your community and do the driving for you. No need to pay for parking or worry about the cost of gas.

UCLA Bruin Go!
The Santa Monica Big Blue Bus and the Culver City Bus both operate programs where UCLA students ride for a reduced rate during the academic year. Just swipe your bruin card as you board. MTA also sells discounted student bus passes.

Bicycles and Motorcycles
Bike racks are located throughout campus, including in front of the Public Affairs Building. Motorcycles park for free and have their own additional parking lots around campus.

Expectations of Students
While some of the points below may seem obvious, these issues arise. These are a few things to keep in mind about what the faculty and staff expect of you, the new UCLA MSW student.

- If you don’t know or understand, ask the appropriate person.
- Take advantage of department resources – like this handbook!
- Meet with your Academic Advisor at least once a quarter.
- Meet with your Field Liaison at least once a quarter.
  - Check your e-mail daily and read all department e-mails.
  
  **Reminder: it is essential that the Department Graduate Advisor has your current email address. Department Records are separate from MyUCLA databases so if you change your information on MyUCLA, you must still notify the Department.**

- Finish all required tasks and paperwork by stated deadlines.
- Address grievances through appropriate channels.
- Take advantage of the textbook yard sales to buy your books from 2nd year students – it’s cheaper!
- Find allies to support you through the year. This means professors, field faculty, and your peers
- Remember that social work is based on cooperation, not competition. Practice this with your peers. No one knows what you’re going through better than they do, when you’re dealing with them practice empathy and understanding. Your clients will need you to be nonjudgmental and not critical, if you can’t do that with your peers, you may not be able to do it with you clients either.
To Access our various Departmental Forms, please visit our online website at:

www.luskin.ucla.edu

Department of Social Welfare
Field Education

Introduction
Historically, social agencies and social work education have worked in close collaboration. The Master's degree in Social Welfare is a practice-oriented degree which is predicated on the assumption that the schools and the community of social work agencies are engaged together in the process of education. This has been accomplished through the practicum course of fieldwork that is mandated for accreditation by the Council on Social Work Education (CSWE). This joint endeavor is based on a mutual commitment to the profession, to the development of high quality practitioners and to the provision of quality services to those we serve.

The UCLA Department of Social Welfare utilizes approximately 125 agencies each year for the placement of its 200 master’s students. Because of the students’ varying interests and learning needs, we seek a variety of settings serving diverse populations. The Department considers the placement agency as a laboratory where the student puts into action that which is being taught in the classroom. The students then incorporate these experiences into their professional development. Because there is seldom a perfect sequential tie between course content and experiences in the placement, creative Field Instructors are needed to facilitate the generalization, carry-over, and integration of knowledge.

This joint endeavor is one that is mutually rewarding. Students bring to the agencies different life experiences, dedication, commitment, and vitality. They often pose challenging questions that stimulate thinking and reappraisal. It is hoped that the agencies derive benefits from their affiliation with the Department.

The goal of providing the best learning/teaching opportunity for the student is primary. This can be achieved only if mutual regard exists for the integrity of each partner to the agreement based on clear definitions of the respective roles and the responsibilities of the Department, the agency, and the student as learner. It is in this spirit of partnership that the Department has outlined the following objectives to be used in the joint efforts to educate social workers.

Field Education Objectives
Field education is required of all students in both years of the M.S.W. program. While the overall field objectives and their content are shared with other components of the curriculum, the method of teaching and learning differs. Because it is based in the realities of practice, field education provides the student with supervised experience for defining and discharging a variety of social work tasks on behalf of individuals, families, groups, and communities. The field education objectives in this Department's curriculum are designed to help the student to:
• acquire professional skills in the sequential process of problem definition and resolution through various methods of social work; re-specify and apply theoretical and general knowledge gained elsewhere in the curriculum to the specific and immediate problems encountered in practice;

• acquire the specialized knowledge and skills relevant to a particular social problem or population which are not necessarily included in classroom instruction;

• critically assess and modify the effectiveness of various patterns of service delivery in conjunction with other social institutions and other personnel (professional and nonprofessional);

• obtain a holistic (person-in-environment) view of the needs of a given population or social problem area, as a basis for engagement. Achieve and demonstrate those ethical behaviors and attitudes essential to a professional; namely, personal integrity and responsibility, self-discipline, self-awareness, commitment to those he/she serves, and to the achievement of the goals of the social work profession; and this includes the capacity to consider the importance of culture, race, ethnicity, social economics status, age, gender, sexual orientation, disabilities, different community experiences, geographic location(s), and other social dimensions that influence the lives of individuals, families, groups, and communities.

Agency Affiliation Agreements

The Field Instruction program of the Department is made possible by affiliation agreements entered into between local health and welfare agencies as independent institutions and the Regents of the University of California acting on behalf of the Department of Social Welfare. There is a formal Affiliation Agreement which specifies the responsibilities of the affiliate agency and the Department of Social Welfare, arrived at with respect to the integrity and mission of each institution. The Department sets the criteria to be used in the selection of field agencies and agency-based Field Instructors, but in all instances the agency reserves the right to protect the interest of those it serves and to set its own standards and methods of practice, policies and procedures. The consequences of this arrangement are significant to the student in the following ways:

• The student is required to observe agency policy in all matters, with the agency Field Instructor having final authority as to the nature of service provided by the student.

• The agency assumes the cost of Field Instruction and may determine when instruction of the student exceeds that agreed upon by the Affiliation Agreement.

• The agency Field Instructor is an employee of the agency with prime responsibility to the agency and is responsible to the Department only to fulfill the teaching functions specified in the Affiliation Agreement.

• A Learning Agreement will be developed between each student and his/her Field Instructor.
Field Education Course (401abc & 402abc)

The Field Course provides the student with an opportunity to practice, develop, and enhance professional experiences within the field of Social Work. Clients, Field Instructors, agencies, and communities join with the Field Liaison and academic faculty in providing learning experiences and challenges to the social work student. The Field Placement experience is a critical part of the students learning process. It is the point of interaction between the university, the community, and the student. Field Placement provides a laboratory-type experience for testing practice skills and theory while simultaneously allowing for a set of real-time experiences to assess the value of that knowledge in the lives of people in the community.

The Field Course is comprised of a field placement, field modules, trainings, seminars, and joint student, field instructor, and Field Liaison evaluations for the first year students. During the second year, the Field Course is comprised of additional hours of field placement experience with the continuation of student, field instructor, and Field Liaison interaction and evaluation.

Field Education Liaison

Each student is assigned to a member of the university based Field Education Faculty who acts as the Department Liaison to the placement agency. In addition to certain administrative responsibilities inherent in the Department’s Affiliation Agreement with the agency, the Field Liaison:

- works with the agency Field Instructor to develop the content of Field Instruction with regard to learning experiences and assignments;
- reviews the student’s performance and consults with the Field Instructor and the student on the assessment of level of performance;
- and has final authority for grading.

The Field Liaison is available to the student to discuss progress and other issues related to the placement. Students should meet with their Field Liaison at least once per quarter and prior to field site evaluation visits. Students are encouraged to meet with their Liaison at any point they have questions about any aspect of their placement. When the student believes that the Liaison has not taken action to resolve issues of concern in the placement, the student should see the Director of Field Education. It is the Department’s experience that the agency Field Instructor and the student can resolve most matters provided the student accepts responsibility to openly discuss areas of concern.

When in doubt as to what may be reasonably expected of the agency and Field Instructor, the student should discuss the issue of concern with the Liaison. It should be noted that it is the intent of the Department and its field instruction agencies that every reasonable effort will be made to facilitate a positive learning experience for the student.
Field Instructor
In most cases this person is an employee of the agency where you will be completing your field placement.

Field Instruction Documents
Field Education Forms are available online at http://www.runiptca.com/web/login.php for students and agency Field Instructors. Student performance expectations and evaluation procedures are delineated.

Placement Of Students
Assignment of students to a given agency for Field Instruction is the responsibility of the Department, under direction of the Director of Field Education and the Field Faculty in consultation with the agency. The agency determines the number of students it will accept. Whether these will be first or second year students is determined mutually.

Among the agencies available to the Department each academic year, Field Assignments of students are made on the basis of the following criteria:

- educational needs;
- past experience of the student;
- methods chosen (micro/clinical or macro/planning and administration);
- geographical residence of the student;
- stipend obligations of the student when pertinent; and
- in the second year, preferences of students (according to their concentration).

Students DO NOT contact a placement directly to arrange their Field Placement. This is done by the Field Faculty. Students only contact agencies after instruction from their Field Faculty Liaison.

Once placement assignments have been announced, student requests for change of placement are not ordinarily granted. Exceptions to this policy are based on unusual extenuating circumstances.

Grades
First and second year field courses are defined as separate, year-long courses.

A student may not advance to second year field instruction until successful completion of the first year. Successful completion of both years of field instruction is required for the M.S.W. degree. The University records only one official grade for each full year of field instruction. Satisfactory grades assigned for field instruction will range from “A” to “B”. Student work
evaluated at below a “B” for the purposes of field instruction is considered failing. The final grade is given at the end of the spring quarter. The final determination of the grade is made by the Field Liaison based upon the field instructor and student evaluations. A failing grade in field course 401ABC or 402ABC will put a student in danger of being dismissed from the MSW program

Unsatisfactory Performance

Students whose Field Instruction in either year is interrupted due to unsatisfactory performance in the opinion of the Department and/or dismissal from the field agency will not receive credit for any prior quarter of the year. The grade of "F" at the end of either year of Field Instruction shall necessitate the repetition of the full year of Field Instruction. Permission to repeat a full year of Field Instruction is the decision of the Department Chair in consultation with the Director of Field Education and appropriate faculty committees.

If a student’s performance is unsatisfactory at any time during the academic year, the Field Liaison is to be notified immediately by the Field Instructor. Depending on the performance issue(s), a decision will be made regarding the student’s ability to continue in the field placement. The School recognizes that the agency reserves the right to unilaterally terminate a student if his/her behavior is deemed to be highly inappropriate and places the agency, its staff, or clients at risk. Most decisions concerning the student’s status in the placement should not be unilateral. The Field Instructor, student and Liaison are partners in arriving at a recommendation and a plan for resolving problem(s).

It is recognized that problems in the Field course are often complex. If a decision is made for the student to continue in the placement, a plan of action is required to ameliorate the performance deficits. Every effort should be made to help the student improve and meet the Learning Agreement objectives.

To facilitate this process, a “Performance Improvement Contract” (contract on website) is developed to:

- delineate the issues;
- specify the steps to be taken by the student, Field Instructor, and Field Liaison;
- establish a time line for correction.

Student participation in this process is essential. There is a defined grievance procedure (Appendix I) students may follow when differences in perception occur. Remember, early notification and intervention combined with clearly defined issues with specific examples, are the best strategies for problem solving. Most problems that arise in the field placement, whether personal, academic, or administrative can be resolved by open professional discussion.
Notice Of Failure To Meet Performance Expectations

When it becomes clear to the Field Instructor that a student is not meeting performance expectations, it shall be the responsibility of the Field Instructor to inform the student’s Field Liaison and the student of this judgment. A joint conference of the Field Instructor, the Liaison and the student shall be convened to discuss the situation, and identify the student’s performance difficulties. If it is determined that the student will continue in the agency, steps will be formulated in writing via Performance Improvement Contract, to be taken by the agency staff, the faculty, and the student in order to provide the maximum opportunity for the student to meet standards. Insofar as possible, a reasonable time period will be established within which time the student will be expected to bring his or her performance up to the required standard.

The following options are available in the event that a student is terminated by the agency, because of his/her inability to meet standard expectations:

- Plan to redo the first or second year placement in a subsequent year, in a different agency under the supervision of a different liaison, with approval from the director of field education.
- The student may receive a failing grade in the field course, putting them in danger of being dismissed from the MSW program

Nothing in the foregoing procedure shall be interpreted to abridge the right of the agency, as stated in the Affiliation Agreement, to terminate a student in placement when, in the opinion of the Field Instructor or agency personnel, the student has failed to follow agency policy, has misused agency resources, or the quality of performance is such as to negate the responsibility to its clients. However we encourage the Field Instructor to make no unilateral decisions as to a student’s remaining in the agency.

NOTE: In either case an appeals process is available.

http://www.naswdc.org/rthomas@ucla.edu

Field Education Days/Hours

First Year Students are in field placement two days a week, on Mondays and Wednesdays for 8 hrs/day. Fridays are reserved for Community Modules in the fall and winter quarters. Field Seminars are held on Thursday mornings on campus but not every week; dates will be provided.

Field Hours: First Year: 64 Days / 512 Hours / 34 Weeks

The first year field placement is designed to be a generic experience including both micro and macro activities. In addition to the field placement, the first year fieldwork course also includes field modules, Public Counsel training, and field training seminars.

Second Year Students are in field placement three days a week, on Mondays and Wednesdays for 8 hrs/day, and on Fridays for 4 hours.
Field Hours:  Second Year:  97 Days /  644 Hours/  34 Weeks
Credit Hours:  First Year Field Instruction: (401A, 401B, 401C) carries 9 units of credit granted for successful completion.
              Second Year Field Instruction (402A, 402B, 402C) carries 12 units of credit granted for successful completion.

Students must adhere to the agency's working hours on the designated days of Field Education. The days of Field may NOT be changed without prior approval of the Field Liaison, and then only for compelling educational reasons. If the agency program requires evening hours, the student will fulfill the specified number of hours allocated to Field Education each week, presumably on designated Field days. Compensatory time for evening hours should be reflected in modifications to the Field Schedule made by the Field Instructor. Field Hours are scheduled in concert with campus class schedules, thus any modifications must be done with class time having first priority.

At least two meetings per academic year with the Field Liaison, usually accomplished in conjunction with the completion of a task i.e., learning agreement, evaluation, decision making about 2nd year placement. Students are encouraged to meet with the Field Liaison as often as needed.

Field Modules
During the Fall and Winter quarters, first year students are assigned to groups that meet at various agencies in the community. Students are provided with an opportunity to understand the current agency-based organization, policy, and practice of social work across selected populations, the micro/macro continuum, and fields of practice in the Greater Los Angeles Metropolitan area. Each group rotates between modules that explore: Public Child Welfare (PCW) / School and Youth Services; Mental Health Services; Health Services; Aging Services; and Inter-Agency Community Based Services (Skid Row Module). Each module is designed and attended by a team of social work field faculty in collaboration with agency-based social workers. All first year modules take place on Fridays.

Field Education Seminars
The seminars are quite different from the modules, as they are principally experiential learning opportunities. Students will be assigned to groups facilitated by a field faculty member. Students will be encouraged to join in group decision making and leadership as active participants in the learning process. As such, students will generate the problems, issues, and mechanisms for interacting with one another in the group guided by the facilitator and the suggested topics for each session. The purpose of the group is to provide a forum in which students can focus upon issues and encounters which:

- Emerge from student-participants concerns;
• Have been found by field faculty to be critical to many students in the learning process;
• Develop a peer and faculty supportive learning environment;
• Create a forum for risk-taking, problem solving, and integration of classroom and field learning;
• Focus awareness upon increasing the student-participants self-reflection, self-knowledge, self-expression, and use of self in the learning and problem solving process;
• Provide an opportunity for the group as a whole to explore group process, the effect of group members on one another, and the effect that an individual group member has upon the group as a whole;
• Provide an opportunity for group members to engage in group decision making, group leadership, and group exchange;
• Provide an opportunity for students to engage in active listening, empathic attunement, reflection, challenges, formulating understandings of themselves and others, learning to utilize others as resources, while actively participating in their own learning process.

Field Placement Process
Field faculty members coordinate all field placement assignments for both first and second year students. First year assignments are made during the summer prior to the beginning of the academic year.

Beginning in the winter quarter of the first year, students participate in a series of activities that facilitate the selection of a second year field placement. This process begins with an “Orientation” to the second year placement process, which is then followed by “Share Day.” “Share Day” provides an opportunity for second year students to share their agency experiences with first year students. All first year students are required to meet with their respective liaisons to identify two agencies where they would like to be interviewed.

Interviews take place from mid-April to mid-May (the time frame for interviews is coordinated with the other M.S.W. programs in the Los Angeles area). Following the interviews, students rank their first and second choices. The agencies submit a list of students who they deem to be acceptable or unacceptable. The field faculty then matches the students to the field placements. Students who are not accepted by either agency are sent on a subsequent interview. Students who fail to be selected by an agency after this third interview will have a meeting with their Field Liaison and faculty advisor. The Field Liaison and faculty advisor will then make a recommendation to the chair, which may include termination from the program.

Field Placement Process For Dual Degree And Combined MSW/PhD Students
During the Winter Quarter (WQ) the 2nd Year Placement Process begins and continues into the Spring Quarter (SQ). There are many activities that take place during this process to support students, including individual and group meetings with the student’s 1st Year Field Liaison, meetings with other Field Liaisons, Specialization and Concentration Orientations, the Placement Fair, and the Student Alliance Lunch-and-Learn.  If you are a Dual Degree or combined student your second year field will proceed along a slightly different trajectory based on
several factors. These factors are in large part dependent on which Dual Degree program you are participating and when you entered the Dual Degree program. All Dual Degree students should contact Gerry Lavina (glavina@ucla.edu), who will support all Dual Degree and combined students in selecting and navigating the second year placement process. When all first year students receive their initial information about the 2nd year placement process, that is your cue to contact Gerry Lavina. Some students will be required to participate in a summer block placement (e.g., combined MSW/PhD students, MSW/JD) in fulfillment of their second field placement. Summer block placements require summer session enrollment including registration fees as determined by UCLA Summer Sessions.

Agency Visit

In support of the student and Field Instruction, Field Liaisons visit occurs twice each academic year. The purpose of the visit is to evaluate the student’s performance as well as the effectiveness of the field instruction. It is an opportunity to share successes and disappointments. The learning agreement is reviewed, evaluated, and at times, revised. On occasion, the liaisons also meet with agency administrators and preceptors. Field instructors are informed that the Field Liaisons are available on short notice to meet with them or consult over the telephone if issues arise that demand immediate attention.

Learning Agreement

The Learning Agreement is a flexible document that can be modified throughout the year by the field instructor and student working together. Major changes should be cleared with the Field Liaison. The learning agreement for first year students uses a format that complements a competency-based evaluation instrument. The second year learning agreement uses a narrative format that also complements the evaluation format. The learning agreement provides a structure for the placement experience and expectations are delineated. It is the focus of both the student’s and field instructor’s attention during the first weeks of placement. It is the student’s responsibility to complete the written document, while the content should represent mutually agreed upon objectives. Students are responsible for submitting the learning agreements on the dates specified in the Field Education Calendar. Like the evaluations, the learning agreements are to be signed by the student, field instructor, and Field Liaison. NOTE: Students assigned to the Title IVE programs (CalSWEC, UCCF) may use learning agreements and receive evaluations specifically designed to prepare them for work in public child welfare settings.

The Agreement is to be developed between the Field Instructor and the student. The students have the responsibility for writing up the Agreement. Following a review of the Agreement with your Field Instructor, it is to be submitted to your Field Liaison. It will form the basis for part of each evaluation. Make a copy for yourself, your Field Instructor and your Field Liaison.

Student Self-Evaluation

In accordance with the on-going evaluation of the student by the agency and by the university, the student is also expected to complete an evaluation of his or her own performance at the conclusion of each quarter. As the evaluations are used to gauge the student’s performance in the Field in order to further enhance learning, the student self-evaluation is a way for the student to assess his or her own level of accomplishment at different intervals throughout the year-long internship. Within the evaluation, the student should address themes essential to social work practice, such as identity as a professional and as a learner, experiences that have developed the
student’s knowledge base of fieldwork, and identification of areas that may need improvement within the next term. The student should complete a self-evaluation at the termination of each quarter of field work, building on the previous evaluation or experience as an intern. A guideline for successfully completing the evaluation is located at the Field Education Web site: http://www.runiptca.com/web/login.php, as the student is encouraged to be an active participant in his or her education.

Student Absence From Field Instruction

Three (3) absences PER ACADEMIC YEAR (1 ABSENCE PER QUARTER) from Field Education, field instruction, modules and seminars, due to illness or other valid reasons may be excused at the discretion of the Field Instructor (field instruction) or Field Liaison (modules and seminars), as long as they do not interfere with the student's agency responsibilities or overall learning. After 3 absences (for ANY reason) from field instruction, make-up time is required (see Make-up Time). If a student is absent more than three times, please notify the Field Liaison. Since graduate credit for Field Education is dependent on the number of hours in the Field, as well as the student's performance, the agency Field Instructor and the student must report immediately to the Field Liaison any unexcused or extended absences so that makeup time may be arranged. All students are expected to notify the Field Instructor immediately of any absences, however brief. Note: Missing internship hours can be made up, but seminars/modules, obviously, cannot. Missing seminars may affect the student’s grade for field.

Holidays: Please note the academic holidays listed in the Field Education and Academic Calendar on which students are excused from Field Education. In addition, students are excused from Field Education on all agency holidays with no makeup time expected.

Field Instruction Make-Up Time

Make-up time may be required during University recesses, at the conclusion of regular Field Instruction in the Spring Quarter or at other times during the week which do not interfere with class attendance. When make-up time for prolonged absences cannot be scheduled with the time available in the academic year, the student will be required to repeat the field work course in its entirety in a later academic year or at a time to be determined by the Department.
What I Wish I Knew When I Was A First Year Student…

- Save money on textbooks by using the free electronic versions in the Dropbox folder.
- You’ll use your 230 text all year!
- If you need to go down to Westwood village parking is free for 2 hours in the lot on Broxton until 6. After 6, you can use your pass to park in lots 32 or 36. Read the details on your parking pass to be sure.
- A great way to get the reading done is by dividing it among classmates and sharing summaries.
- Check your enrollment appointments about halfway through the quarter. Enrollment appointments for next quarter usually get assigned via a lottery on URSA around 5th week.
- You can rent a locker in PAB for a small fee every quarter, this is helpful if you bring a laptop, books and your workout gear to school with you.” To rent a locker go to the front desk of the Dean’s office.
- You might find that it is cheaper to buy parking for $12 a day rather than the quarterly pass, especially for winter and spring. We just aren’t on campus that much. Do the math to check.
- The campus shuttle is a great way to get around campus and Westwood. It runs about every 10 - 15 minutes and it’s free!
- Make sure to have a life out of school. This requires balance, but it’s important to take time for you!
- Your field placement is supposed to be a learning experience. If you don’t feel like it is, advocate for yourself at your placement and let your Field Liaisons know so they can advocate for you as well.
- Get involved! Make your MSW experience everything you want it to be!
- Do the instructor evaluations! The department takes these extremely seriously and it is the most effective way to influence which guest lecturers are asked back to teach.
- Orientation starts at the end of August/ first week of September so make sure to take that into account if you are relocating and signing a new lease.
- Although classes don’t start until the end of September, you’ll still be busy with orientations, seminars, and modules. That said, take advantage of your free time and lack of homework!
- Second years are more than willing to share any bit of information they have about their first year experience. If you have a question, don’t hesitate to ask!
• Emailing or stopping by Tanya’s office is a great way to get curriculum or department-related questions answered quickly. Your faculty advisor is also a good resource (and visiting your advisor is nice excuse to build relationships within the department).

• If you have questions or concerns about the department, schedule a meeting with the Chair of the Department, Todd Franke or Tanya Youssephzadeh, the program’s Graduate Advisor. In addition to bi-quarterly “Coffee with the Chair” events, both are happy to meet with students individually.

• The Dean is more accessible than you think! He has weekly office hours, and is happy to meet with (scheduled) students during this time.
NEW STUDENT GLOSSARY

**Academic Advisor**: Tenured faculty member who is here to help you with course planning and other academic matters. He/She will be assigned to you during the first week of school.

**Concentration**: One of two choices you selected when you applied: Micro (aka SWIFG) or Macro (aka SWOCPS).

**DCFS**: Department of Children and Family Services (for LA County)

**Field Faculty/Field Liaison**: The faculty member who will assist you with your field placement. He or she will make site visits, meet with you and your field instructor, and be responsible for grading you in your field placement course (401 series).

**Field Module**: Required Friday introductions to a variety of topics in social work practice.

**Field Practicum/Field Education**: Your field placement or internship. This is a required pass/fail class.

**Field Instructor/Field Supervisor**: Most often this person is employed by your placement agency and is an MSW. They will provide you with supervision and instruction while at your agency.

**Field Seminar Leader**: This person will be a member of the faculty. Their role is to facilitate the discussion process.

**LCSW**: Licensed Clinical Social Worker

**Macro**: Social work in communities, organizations & policy settings. Think big picture and systems.

**Micro**: Clinical social work. Therapy (individual & group) and case management are micro skills.

**PAB / PPB**: Public Affairs Building (formerly known as Public Policy Building).

**Specialization**: After choosing if you are micro or macro, MSW students can choose to specialize in children/youth, health, mental health, gerontology or the non-profit sector. These specializations are optional and require that you take second year classes in that area of specialization.
Faculty/Staff Directory

3250 Public Affairs Bldg., Information: (310) 825-2892
Box 951656 Main Dept. Fax (310) 206-7564
Los Angeles, CA 90095-1656

The Department Office is located near the elevators on the east side of the 3rd floor (3357 Public Affairs Building).
Faculty offices are located on the 5th floor, on the north end of the building.
Faculty and staff mailboxes are located in room 3250B, in the northwest corridor of the third floor. The faculty have mailboxes on the fifth floor also (northeast corner) in room 5320.

*Note: All area codes are 310 unless otherwise specified.

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<td><strong>STAFF</strong></td>
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<tr>
<td>Brooks, Shelly</td>
<td>3357G</td>
<td>825-1429</td>
<td><a href="mailto:brooks@luskin.ucla.edu">brooks@luskin.ucla.edu</a></td>
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<tr>
<td>Management Services Officer</td>
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<tr>
<td>Fooks, Lance</td>
<td>3357R</td>
<td>825-7737</td>
<td><a href="mailto:fooks@luskin.ucla.edu">fooks@luskin.ucla.edu</a></td>
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<tr>
<td>Admissions Officer</td>
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<tr>
<td>Franke, Todd</td>
<td>3357S/ 5218</td>
<td>825-5932</td>
<td><a href="mailto:tfranke@ucla.edu">tfranke@ucla.edu</a></td>
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<tr>
<td>Professor, Department Chair</td>
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<td>206-6102</td>
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<tr>
<td>Laviña, Gerardo P.</td>
<td>5235</td>
<td>206-1405</td>
<td><a href="mailto:glavina@ucla.edu">glavina@ucla.edu</a></td>
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<tr>
<td>Director of Field Education</td>
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<tr>
<td>Lee, Anthony</td>
<td>3357</td>
<td>825-2892</td>
<td><a href="mailto:ralee@luskin.ucla.edu">ralee@luskin.ucla.edu</a></td>
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<td>Administrative Specialist</td>
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<tr>
<td>Kearns, Cristina</td>
<td>5239</td>
<td>206-6048</td>
<td><a href="mailto:UCLACalSWEC@luskin.ucla.edu">UCLACalSWEC@luskin.ucla.edu</a></td>
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<td>CalSWEC Admin. Analyst</td>
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<td>Youssephzadeh, Tanya</td>
<td>3357F</td>
<td>206-8563</td>
<td><a href="mailto:tyousseph@luskin.ucla.edu">tyousseph@luskin.ucla.edu</a></td>
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<td>206-0693</td>
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<td>Alongi (Brinderson), Laura</td>
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<td>206-9201</td>
<td><a href="mailto:alongi@luskin.ucla.edu">alongi@luskin.ucla.edu</a></td>
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<tr>
<td>Field Education Faculty</td>
<td>5224</td>
<td>206-9201</td>
<td><a href="mailto:alongi@luskin.ucla.edu">alongi@luskin.ucla.edu</a></td>
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<tr>
<td>Becerra, Rosina</td>
<td>5313</td>
<td>206-7975</td>
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<td>Benjamin, A.E. (Ted)</td>
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<td>206-0044</td>
<td><a href="mailto:tedbenj@ucla.edu">tedbenj@ucla.edu</a></td>
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<td>Cohen, David</td>
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<td>206-0044</td>
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<td>206-6102</td>
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<td>Hasenfeld, Yeheskel (Zeke)</td>
<td>5333</td>
<td>825-2194</td>
<td><a href="mailto:zekeh@ucla.edu">zekeh@ucla.edu</a></td>
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<td>Holloway, Ian</td>
<td>5244</td>
<td>825-7840</td>
<td><a href="mailto:holloway@luskin.ucla.edu">holloway@luskin.ucla.edu</a></td>
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<td>Assistant Professor</td>
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<tr>
<td>Hur, Woo (Toby)</td>
<td>5334</td>
<td>825-9736</td>
<td><a href="mailto:thur@luskin.ucla.edu">thur@luskin.ucla.edu</a></td>
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<td>Iglehart, Alfreda P.</td>
<td>5240</td>
<td>825-7377</td>
<td><a href="mailto:iglehart@luskin.ucla.edu">iglehart@luskin.ucla.edu</a></td>
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<td>Jackson, Aurora</td>
<td>5319</td>
<td>825-4198</td>
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<td>Leap, Jorja</td>
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<td>206-6170</td>
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<td>Adjunct Full Professor</td>
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<tr>
<td>Levy-Storms, Lene’</td>
<td>5226</td>
<td>825-7388</td>
<td><a href="mailto:llstorms@ucla.edu">llstorms@ucla.edu</a></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Moon, Ailee</td>
<td>5331</td>
<td>825-6219</td>
<td><a href="mailto:aileem@ucla.edu">aileem@ucla.edu</a></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Oliveri, Mary Kay</td>
<td>5342</td>
<td>206-6282</td>
<td><a href="mailto:mko@ucla.edu">mko@ucla.edu</a></td>
</tr>
<tr>
<td>Coordinator, CalSWEC</td>
<td></td>
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<tr>
<td>Schilling, Robert</td>
<td>5315</td>
<td>794-7665</td>
<td><a href="mailto:rfs@ucla.edu">rfs@ucla.edu</a></td>
</tr>
<tr>
<td>Professor</td>
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<tr>
<td>Talley, Michelle</td>
<td>5237</td>
<td>206-2697</td>
<td><a href="mailto:talley@luskin.ucla.edu">talley@luskin.ucla.edu</a></td>
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<tr>
<td>Field Education Faculty/ UCCF</td>
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<tr>
<td>Torres-Gil, Fernando</td>
<td>5341</td>
<td>794-5993</td>
<td><a href="mailto:torres@luskin.ucla.edu">torres@luskin.ucla.edu</a></td>
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<tr>
<td>Professor</td>
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UCLA DEPARTMENT OF SOCIAL WELFARE: Outside Course Approval Form

Students in the MSW program are required to take one course outside the Social Welfare Department. To document the completion of the requirement, this form should be: 1) completed by the student; 2) approved by the student’s academic advisor; and 3) submitted to the Graduate Advisor, 3357F PPB, two weeks prior to the start of the quarter for inclusion in the student’s file.

1. Course must be a graduate level course.
2. Course must be at least three (3) units.
3. Course must be taken for a letter grade (A, B, C or F).
4. Course must have assignments.
5. Course must reflect the student’s program of study or area of interest.
6. Course must be taught by non-Social Welfare faculty.
7. Course must not be cross listed with Social Welfare.
8. Course must be approved by the faculty advisor and Department Chair.

STUDENT NAME: ___________________________ EMAIL: ___________________________

CONCENTRATION: ___________________________ SPECIALIZATION: ___________________________

COURSE NUMBER: (ex: Anthro 234) ___________________________

COURSE NAME: ___________________________

# of Units: __________

COURSE INSTRUCTOR: ___________________________

TERM COURSE IS TO BE TAKEN (check one):

☐ Fall  ☐ Winter  ☐ Spring  ☐ Summer

BRIEF DESCRIPTION OF COURSE (Refer to General Catalog):

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

BRIEF DESCRIPTION OF HOW COURSE RELATES TO STUDENT’S AREA OF INTEREST:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

FACULTY ADVISOR’S NAME: ___________________________

FACULTY ADVISOR’S SIGNATURE ___________________________ DATE: ___________________________

CHAIR’S SIGNATURE ___________________________ DATE: ___________________________

You will receive email notification upon final approval.

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APPENDIX I – Field Education Appeal Procedures

The Department of Social Welfare is strongly committed to helping students maximize their learning opportunities and experiences in both field work settings and in the classroom. Potential problems and demonstrated difficulties, both personal and educational in nature should be identified and acted upon as early as possible, to allow resolution and/or corrective action as necessary. Every effort is made to assure that the student’s rights to due process are carefully protected as well as to assure that appropriate protection to agency personnel and clients is afforded.

When a problem arises, early intervention is essential. Problems addressed by this procedure may be related to student performance in the field, agency issues, or faculty conduct. The Student Code of Conduct is referenced in the UCLA General Catalog, Appendix A and in the UCLA Schedule of Classes. The Faculty Code of Conduct is contained in the Appendices of the UCLA Faculty Handbook, Supplement A.

Step 1: Formal Consultation Between Student and Field Instructor

The purpose of this formal consultation is to:

- clarify problems/issues
- identify strategies for improvement/resolution
- Obstacles to learning are identified by both parties and communicated verbally.
- Remedial steps to be taken by one or both parties are agreed upon and outlined. A time frame is established. The steps and time frame are written down by the field instructor with copies to both parties.
- Either the student or the Field Instructor has the right to invite the UCLA Field Liaison to participate in these activities. When the Field Liaison is present, he/she should document Steps A and B (outlined above) in writing

Possible Outcomes:

- Identified problems are resolved.
- Extenuating circumstances may result in student being reassigned to a new field work agency.
- Identified problems are not resolved, proceed to Step 2.

Step 2: Formal Three-Way Conference

When the problem is related to field or agency issues or student’s performance in the field, the three way conference will include the student, the Field Instructor and the Field Liaison. The following tasks will be completed and documented by the Field Liaison.

- The Field Liaison will notify the Director of Field Education that the meeting is taking place.
• The party that requests this conference (student and/or Field Instructor) should submit the request in writing (telephone requests from Field Instructors are appropriate with the written request submitted on the date of the conference). This should all take place within 10 business working days after failing to resolve the problem in Step 1.

• The parties clearly identify the problem, remediation efforts, and obstacles to resolution.

• The Field Liaison communicates with the student and Field Instructor prior to the three-way conference to identify the nature of the complaint.

• The three-way conference is held within 10 business working days of receipt of the request for a formal conference.

• Following the conference, a formal agreement is written by the Field Liaison. If the problems relate to student performance, the Field Liaison will complete the “Performance Improvement Contract” (located online). The formal agreement/contract:

  ❖ Identifies problem area(s)
  ❖ Notes steps for remediation
  ❖ Outlines process for evaluating progress within a time frame
  ❖ Outlines possible outcomes/consequences
  ❖ The Field Liaison, Field Instructor and student sign the document
  ❖ Copies go to student, student’s file, Field Instructor, Field Liaison, Director of Field Education.

• Possible Outcomes:

  ❖ Parties follow through with the terms of the agreement/contact. Problems are resolved.
  ❖ Parties follow through with significant contract terms. Not all terms are completed, but sufficient progress towards resolution warrants an extension of the contract. The extension of the agreement/contract is determined by the Field Liaison in consultation with the Director and/or Assistant Director.
  ❖ Attempts to follow through on the agreement/contract are not successful.
  ❖ If the agency and/or Field Instructor fail to meet the terms of the agreement/contract, the student may be assigned to a new field placement.
  ❖ If the student fails to comply with the “Performance Improvement Contract,” he/she may be terminated from field with an unsatisfactory grade.
  ❖ Any situation where the Field Liaison or Field Instructor determines that there is imminent danger of harm to clients, the student will be removed from the field placement.

• At any step in the process, if the student and/or Field Instructor has specific concerns regarding the Field Liaison’s efforts, a conference with the Director can be requested.
Grade Appeals

The assignment of a course grade for field is the responsibility of the UCLA Field Liaison. Grade Appeals must be consistent with University Policy.

Appeals are considered only if based on appropriate cause. (See Appendix A, under "Grading Regulations" in the UCLA General Catalog:  http://www.registrar.ucla.edu/catalog/.)
COMPLAINT FORM

UCLA OFFICE OF EQUITY, DIVERSITY AND INCLUSION
2255 MURPHY HALL, BOX 951405
LOS ANGELES, CA 90095-1405
TEL: (310) 794-1232  FAX: (310) 825-9105

Name: ____________________________________________

Address: __________________________________________
Street  City  Zip

Contact Information:

Home: ______________  Cell: ______________  Work: ______________

Email address: _______________________________________

I prefer to be contacted at:  □ Home  □ Work  □ Cell Phone  □ Email

My status is:  □ Faculty  □ Student  □ Staff  □ Applicant

□ Other (please explain):
__________________________________________________________________________________

Title: _______________________________________________________

Department Name: ____________________________________________

Department Address: _________________________________________
1. How did you hear about our office?  

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Did you try to resolve this matter informally, such as through mediation, discussing it with a supervisor, Human Resources, Ombuds Office, etc.? If so, whom did you contact and what were the results? Please provide as much information as possible, such as dates of contact, names, titles, and offices of those involved. Use additional sheets if necessary.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Would you like to try mediation or another form of informal complaint resolution?  
   ___ Yes    ___ No  

4. Have you filed a grievance with UCLA? ___ Yes    ___ No  
   
   a. If yes, with whom? ____________________________________________________
   
   b. Date you filed the grievance: ________________________________
   
   c. What was the outcome?
5. Are you a member of the Academic Senate? ___ Yes ___ No ___ I don’t know

6. Are you a member of a union and/or represented by a collective bargaining unit?
   ___ Yes   ___ No

7. If yes, name the bargaining unit.
   _____________________________________________________________

8. Name(s) of the person(s) who you believe engaged in discriminatory, harassing, biased
   and/or retaliatory behavior:
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

9. Basis of Complaint:
   □ Age
   □ Pregnancy
   □ Medical Condition (cancer-related or genetic characteristics)
   □ Retaliation (for complaint of discrimination or harassment)
   □ Service in the Uniformed Services (as defined by the Uniformed Services
     Employment and Reemployment Rights Act of 1994 as well as state
     military and naval service)
   □ *Race
     □ *Ancestry
   □ *Religion
   □ *Other
   * Please specify: ________________________________________________________

10. Describe in detail the event(s) on which you base your complaint, including: date(s), place(s),
    person(s) involved, witness(es), what happened, words used (state whether you are quoting
    directly or paraphrasing), etc. Be sure to include details to support each category you
    checked as a basis for your complaint. If it is not obvious, also explain what leads you to
believe the conduct was discrimination, harassment, bias or retaliation. Use additional sheets if necessary. Attach any documentary evidence, including email printouts, memoranda, job descriptions, notes, etc.

11. What would you like to happen as a result of your complaint?
12. Do you have any specific suggestions about how this situation might be improved or prevented in the future?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I certify that the information I have provided in this complaint form is true to the best of my knowledge. I authorize the release of copies of any documents from my personnel file, or other pertinent documentation, to OEDI. I also authorize OEDI to contact the person(s) named in this complaint.

I understand that the information I have provided in this complaint may be shared with the respondent.

________________________________________________________________________  ____________
Signature  Date

The State of California Information Practices Act of 1977 requires the University to provide the following information to individuals who are asked to supply personal information:

1. Information is requested on this form by OEDI in compliance with Federal Revised Order 4, Affirmative Action Guidelines issued pursuant to Executive Order 11246, and will be used in the investigation of complaints.

2. The official responsible for maintaining the information supplied on this form is the director of OEDI.

3. Information supplied on this form will be given to government agencies responsible for enforcement of civil rights laws if these agencies request such information.

4. Information may be released without prior authorization in order to comply with university policy and state or federal statutes.

Return the complaint form with attachments to OEDI. Keep the cover page for future reference.