



CSUN

CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

MASTER OF

SOCIAL WORK



Be the difference you envision



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About the Program

The Master of Social Work (MSW) program prepares participants to work with a variety of client systems and is grounded in a framework to promote the wellbeing of urban communities. The program trains professionals to practice ethically and competently, and to integrate knowledge, process and values into professional social work practice.

The MSW program:

- Prepares graduates to work successfully within a variety of environments, cultures and organizational systems
- Emphasizes critical and creative thinking that enables graduates to initiate, evaluate and adapt interventions appropriate to the relevant contexts – local, regional, national or global
- Creates a context for professional, ethical and effective practice by incorporating content on the profession's history, philosophy and values

Two- and Three-year Options

Designed in collaboration with the Department of Social Work in CSUN's College of Social and Behavioral Sciences, the program is offered fully online in two- and three-year formats. The two-year option is a full-time program with an intensive curriculum designed to help students complete their degrees and enter the field in as little time as possible. The three-year option, on the other hand, is an excellent choice for those who would prefer the same great curriculum at a less intensive pace.



"The skills that I've learned in the Master of Social Work program are an investment not only for myself, but an investment for my community and the people I serve"

— **Daniella Alvarado, MSW**
MSW Program Graduate



Social workers help people solve and cope with problems in their everyday lives. Clinical social workers also diagnose and treat mental, behavioral and emotional issues.

Work Settings Include:

- Mental Health
- Clinics
- Schools
- Child Welfare and Human Service Agencies
- Hospitals
- Settlement Houses/Residential Care Facilities
- Community Development Corporations
- Private Practice

Clinical positions require a master's degree in social work (MSW).

— U.S. Bureau of Labor Statistics,
Occupational Outlook Handbook
(updated as of June 18, 2019)



Learn by Doing

MSW Field Education

CSUN's MSW program features a substantial field education component. A keystone of graduate social work, field education enables students to practice the program's concepts and methods in a variety of situations. It is where theory, practice, policy and research move from the abstract to the applied. Instead of lessons in a textbook, participants learn through the lived experiences of real people and communities. This augments what is learned in class, providing the robust foundation necessary for success in advanced social work practice.

Students begin weekly field placements during the first semester of study.

Designed for Career Advancement

The urban setting of CSUN's MSW program supports its focus on community practice. Based in the heart of Los Angeles County's San Fernando Valley, this program gives students the opportunity to work with vulnerable and at-risk populations and cultivates an appreciation of the planned-change process.

Unlike many social work programs, CSUN's MSW expands participants' career possibilities by offering a generalist approach. This enables graduates to work at ALL levels of the field: individual/family (micro); group/community (mezzo); and societal/policy (macro).

CSUN's MSW degree prepares students for careers as direct service providers, administrators, community advocates, counselors, policy makers, researchers, supervisors and service workers in a wide variety of settings, including community and government organizations, health care centers, schools and more.



Professionally Focused Curriculum

CSUN's Master of Social work program features a curriculum designed to meet the career development needs of students. Delivered in the cohort format, each course builds on the content of the last and lays the groundwork for those that follow.

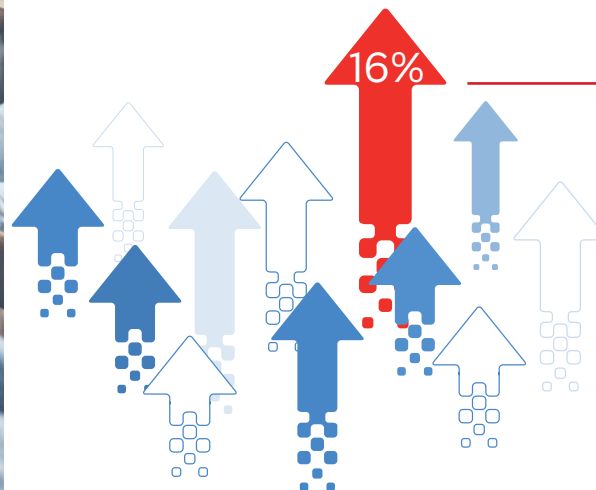


Program Features

Understanding that students have special needs, our staff and faculty are committed to providing participants with the highest level of support. What participants can expect:

- **Exceptional support services** – Chief among these is the personal assistance of a program coordinator whose expertise with program-related administrative matters frees students to focus on their studies.
- **Clinical placements** – CSUN makes every attempt to place students within an hour commute of home.
- **A community of peers** – Students enter and progress through the program as a group or cohort. The cohort format not only ensures on-time completion and maximizes interaction with faculty, but also encourages the development of valuable professional relationships with classmates who share similar career interests and goals.
- **Guaranteed enrollment** – CSUN automatically enrolls participants in all courses, providing them with the peace of mind to continue their studies uninterrupted.
- **Federal financial aid** – Many of our students access financial aid to help pay for their education. A team of financial-aid specialists dedicated exclusively to our professional students is available to help process applications and distribute funding for those who qualify.

*Social Worker **employment** is expected to **grow 16 percent** from 2016-2026, much faster than the average for all occupations.*



*As of May 2018, **California had the highest employment level** in this occupation of all the states and ranked fifth in top-paying states for this occupation. The Greater Los Angeles region ranked second for U.S. metropolitan areas with the highest employment level in this occupation.*

— According to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook (updated as of June 18, 2019)

Course Highlights

SWRK 501: Human Behavior and Social Environment

This is the first of two human behavior and social environment courses that provide understanding of human behavior and social environmental relationships from an ecological perspective. This course focuses on child development from pre-birth to maturity. Child development is a complex interplay between the emerging child and his/her primary caregiver; the caregiver's intimate relationships; the extended family; and the family's relationships to larger social systems. This class examines the transactions between family members and their transactions in three primary arenas—the intimate relationships within the family, daycare/school and the neighborhood. Students will understand the impact of risks and protective factors in human development as identified in groundbreaking longitudinal studies. Additionally, the family's systems of interdependence with political, social, cultural, economic and natural environments are explored.

SWRK 502: Human Behavior and Social Environment II

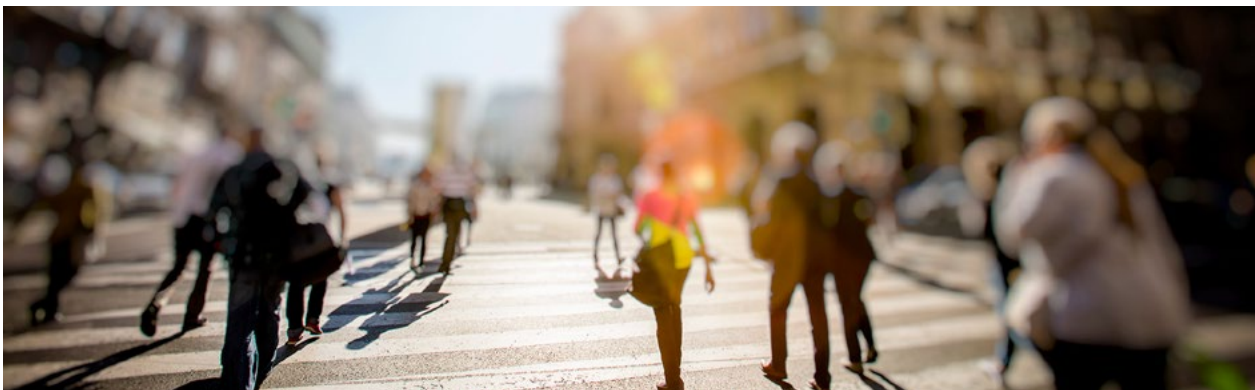
This is the second of two human behavior and social environment courses that provide understanding of human behavior and social environmental relationships from an ecological perspective. It will focus on the developmental dynamics of larger social systems, specifically groups, organizations and communities, and their influence on individuals and families. The systems' interdependence with political, social, cultural, economic and natural environments is explored. Content emphasizes multiculturalism, diversity and social justice in relation to social systems. This course will examine adult development in the context of social relationships and societal systems (both as shaped by and as shapers of) across early, middle and late adulthood. The class will focus on individuals and families living in an urban setting from a strengths-based perspective. Special attention will be given to diverse and vulnerable individuals and families living in urban settings—LGBTQIA, emancipating foster youths, community-released prisoners, immigrant families and returning veterans.

SWRK 503: Psychosocial Assessment and Diagnostic Formulation

Social workers are often required to practice within multidisciplinary teams of professionals. The role of the social worker within the larger mental health arena is the conceptualization of an individual or family system within a social/cultural/political/economic context and from a strengths-based perspective. This course will teach students to conduct a comprehensive psychosocial assessment of individuals and families living in an urban setting. Students will critique assessment and diagnostic tools, including the Diagnostic and Statistical Manual of Mental Disorders. Students completing the course will demonstrate competency in writing and orally presenting a psychosocial assessment, including a multiaxial diagnostic formulation.

SWRK 510: Generalist Social Work Theory and Practice

This is an introductory course in generalist social work knowledge, values and skills. Attention is given to the historic development of social work practice; the nature and application of social work values and ethical principles; the theoretical framework of helping methods; and the helping process of engagement, assessment, planning, intervention and evaluation. Emphasis is on a generalist approach to helping within the person-in-environment and eco-systems perspectives of services with individuals, couples, families and small groups.



SWRK 520: Social Work Practice in Multicultural Contexts

This course is designed to assist graduate social work students in understanding and interacting in a culturally competent manner with the multitude of groups that are identified by race, culture, ethnicity, class, religion, gender, age, sexual orientation, mental or physical disability, and regional and national origins that compose the diverse cultural mosaic of the U.S. The course also will cover issues relating to international social work practice and the increasingly interconnected global economy.

SWRK 521: Generalist Social Work Theory and Practice II

This course is designed to help students understand organizations, institutions and communities, and the knowledge bases of social work generalist practice for interventions at this level. It provides an opportunity to explore selected macro models of practice and learn about human service organizations that often serve as an immediate context for community practice.

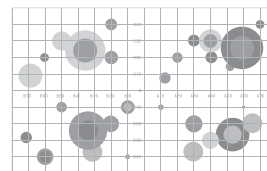
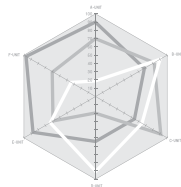


SWRK 522/SWRK 522P: Foundations of Field Education I & Placement

Field education in the professional foundation year is designed to permit the student to apply the knowledge, skills, and values learned in courses in the liberal arts, social work practice, social welfare policy and services, human behavior in the social environment, and social research in an educationally supervised experience. Students are required to complete approximately 200-250 hours of supervised practice during the course in an assigned social service agency. Agency assignments are made by the field coordinator after consultation with the student. (Letter grade only.)

SWRK 523/SWRK 523P: Foundations of Field Education II & Placement

Field education in the professional foundation year is designed to permit the student to apply the knowledge, skills and values learned in courses in the liberal arts, social work practice, social welfare policy and services, human behavior in the social environment, and social research in an educationally supervised experience. Students are required to complete approximately 250-300 hours of supervised practice during the course in an assigned social service agency. Agency assignments are made by the field coordinator after consultation with the student. (Letter grade only.)

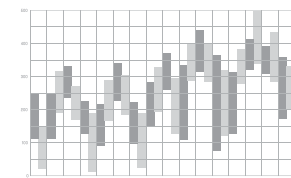


SWRK 525: Social Welfare Policy and Services

This course examines economic, historical, political, intellectual, socio-cultural, leadership, values, ideologies and other such factors shaping social welfare, economic policy, programs and services. It addresses various frameworks for studying social welfare policy, programs and services, and examines the roles of policy-makers, the processes of social change and the roles of social workers as facilitators of positive social change. Emphasis is placed on effects of social and economic policy decisions on impoverished and oppressed people.

SWRK 535: Social Work Research Methods I

This foundation course is designed to provide an introduction to research methods and to produce an appreciation of the research process. The course provides an overview of social science research methods useful for social work practice. The class provides the foundation of knowledge and skills that enable students to be intelligent consumers of science-based information, to conduct social research and to critically evaluate social work practice. Students will be prepared to participate in a range of social work research activities, including: (a) conceptualization of research problems; (b) review of the literature; (c) research designs; (e) measurement; (f) data collection; and (g) evaluation of data. The student will gain an understanding of how research can facilitate and inform practice decisions and on-going evaluation of one's practice.



SWRK 601: Advanced Social Work Practice with Urban Families I

This course advances students' theoretical knowledge and practice skills in working with urban families and small groups. The course utilizes a family-systems perspective and integrates such concepts as family stress and resilience, prevention and recovery in understanding and treating families through the phases of treatment from engagement and assessment to termination and evaluation. Emphasis is placed on the development and enhancement of knowledge, skill, theories and values specific to family practice. Various family therapy models will be introduced, with an emphasis on those substantiated by evidence-based research. Theories of the family, family development and diverse family structures are examined. Several specific issues commonly faced by families in urban environments also are examined, including specific models in prevention and recovery.

SWRK 602: Advanced Social Work Practice with Urban Families II

This course advances student's knowledge and practice skills in working with individuals and couples. Utilizing a strengths-based, person-in-environment perspective, students are taught engagement, assessment, intervention, evaluation and termination skills. Evidence-based practice models will be introduced, teaching students to evaluate and critique their effectiveness with diverse clients. The major focus is on developing skill and competence with individuals within the context of their urban family and system.

SWRK 621: Advanced Social Work Practice in Urban Communities

This course is designed around social justice and critical multicultural theoretical frameworks to help students understand and apply mezzo-macro social work interventions in urban settings with families/groups, communities, organizations and institutions. Building upon the material in SWRK 521, the course will provide an opportunity to explore and apply selected advanced social work mezzo-macro practice skills such as planning, organizing, program development and implementation, organizational assessment, and evaluation. In addition, students will learn about leadership integration and human service organizations that often serve as an immediate context for community practice.

SWRK 622/SWRK 622P: Advanced Field Practicum with Urban Families I & Placement

Advanced Field Practicum I is the first semester of the advanced concentration field practicum courses. In the advanced field practicum, students continue to build upon the knowledge and skills gained during the Foundation program. The course provides field education about the advanced concentration curriculum, which focuses on social work with urban families. The first practicum is designed to provide experience in direct work with families or subsets of families, offering an opportunity to put classroom learning into practice. Students are required to complete approximately 250-300 hours of supervised practice in their assigned social service agency and attend the field practicum course designed to integrate classroom learning and field experience. (Letter grade only.)

SWRK 623/SWRK 623P: Advanced Field Practicum with Urban Families II & Placement

Advanced Practice with Urban Families Field Practicum II is the second semester of the advanced concentration field practicum courses. The course provides field education about the advanced concentration curriculum, which focuses on social work with urban families. This second practicum is designed to provide experience in larger system work with and on behalf of families, coordinating with the content classroom learning. During the second semester of field practicum, students continue at their first semester assigned placement site while continuing to enhance their social work practice skills. Students are required to complete approximately 300-360 hours of supervised practice in their assigned social service agency. (Letter grade only.)



SWRK 630: Family Crisis, Trauma and Grief

This course examines the complex issues of family crisis, trauma and grief for social workers working with urban families and individuals who have experienced these conditions. Several theoretical approaches are examined, with an emphasis on crisis intervention in traumatic and stressful situations, as well as issues of death and dying and the grief and loss associated with them. In the modern urban environments, many people experience traumatic events in their daily lives. The purpose of the course is to acquaint social work students with the nature and impact as well as some of the concepts, theories and principles for dealing with client systems of all sizes when they face crisis, trauma and grief. The significance of crisis, trauma and grief for fields of such practice as mental health, hospital social work, child welfare, gerontology and other social services, and in community violence and terrorism are explored.

**SWRK 635: Social Work Research Methods II**

This course provides a more in-depth view of social science research methods useful for social work practice with urban families. It provides the knowledge and skills that enable students to be intelligent consumers of information, to conduct social research and to critically evaluate social work practice. Students also will learn how to use research to scientifically evaluate their own practice. This advanced-year course builds on knowledge of research concepts and methods developed during foundation year research courses, particularly SWRK 535, as well as on the expansion of knowledge students acquire about human behavior, social work practice and social welfare policies and programs. It extends students' understanding of research methods and their ability to evaluate social work practice using a variety of research designs. Students will learn the skills of problem formulation, operationalization and examination, and utilization of the peer-reviewed literature by focusing on a research topic they are passionate about. This work will serve as the foundation on which students' Capstone projects will be based.

SWRK 645: Urban Social Policy and Advocacy

This course is designed to help students gain knowledge and skills of policy practice (including both analysis and advocacy) to effectively participate in the development and advancement of policies that support and effect change at multiple levels of diverse client systems in urban environments. This course helps build skills in both formal and informal policy analysis, identifying underlying values and communicating and organizing to effect policy formation and change.

SWRK 650A-Z: Selected Topics in Social Work

In-depth study of a selected theme or issue in social work. Topics offered may change from semester to semester. Critical writing and reading is required. (A) Child Welfare Services; (B) Addictions; (C) Mental Health Wellness and Recovery; (D) Practice in Child Welfare Settings; (F) Suicide Prevention; (G) Macro Practice; (I) Aging and Families; (J) Immigration; (K) Dreams; (L) LGBT; (M) Group Therapy; (N) Couples Therapy; (O) Health-Care Settings; (P) Family Therapy; (Q) Pre-Licensure Course; (R) Social Work in Schools; (S) Pre-Licensure Course; (U) International Social Work: Issues and Challenges; (V) Integrative Healthcare.

SWRK 698: Capstone Project

Offered as the culminating experience of the Graduate Program, students complete an individual or group research project reflecting the students' interests and needs in working with urban families. Outcomes of this seminar will require students to collect, analyze and report direct observations; write a research paper that includes a title page, abstract, background, methods and discussion sections conforming to APA Publication Manual guidelines; and present a poster in an open community-invited forum. This project meets the culminating experience requirements

Distinguished Faculty

Mark Abelson, MFA, MSW

Mark Abelson is a guest lecturer in the Social Work Department at UCLA (macro practice) and at CSUN (human behavior and macro practice). He is a human relations consultant with more than 18 years in social service planning, administration and training, more than 15 years in human relations education and seven years in public education. The primary focus of his consulting practice is the design, implementation and evaluation of programs on a wide variety of human relations issues, particularly programs/interventions related to sexual orientation and gender identity. As part of his consultant practice, Abelson worked for the Gay & Lesbian Adolescent Social Services (GLASS) as Training Director. GLASS provided long-term residential treatment, case management, family reunification and emancipation services to self-identified lesbian, gay, bisexual and transgender (LGBT) youth. There, he trained staff in nine residential group homes on best practices for working with LGBTQ youth in foster care.

Prior to his work as a human relations consultant, Mark worked at United Way of Los Angeles addressing the needs of children, people with HIV/AIDS and homeless populations, as a teacher in the Los Angeles Unified School District, and as the coordinator of a legal advocacy effort for General Relief recipients in Los Angeles County.

He is the Board Chair of the Los Angeles County LGBT Child Abuse Prevention Council, co-chair of their Los Angeles Police Department Professional Advisory Committee, and the chair of the LAUSD Human Relations, Diversity and Equity Commission. Abelson received his

MSW from UCLA (1991). He has been a field instructor for UCLA, and conducted introductory lectures on LGBT practice issues for first year MSW students.

Eli Bartle, Ph.D., MSW

Eli Bartle, professor of social work, joined the CSUN faculty in the Fall of 1998. Dr. Bartle received his Ph.D. in Social Work from the University of Kansas, Lawrence, and his MSW from the University of Nebraska, Omaha. Dr. Bartle has practical experience as a caseworker and youth counselor in both Child Protective Services and other child welfare agencies in Nebraska and Arizona. His MSW Internship involved establishing a research center to assist students and faculty in conducting and disseminating their research. During his Ph.D. work, Dr. Bartle was part of a team of ethnographers who worked with staff and clients to document the empowerment progress of families who had pre-school-aged children at risk for developmental difficulties.

Prior to being hired at CSUN, Dr. Bartle worked for a year as a researcher at the Family & Children Research Center and Social Work Program University of Illinois, Urbana-Champaign campus. Dr. Bartle's research interests are in the areas of public assistance, workplace policy, child welfare supervision, hate crimes, and gay, lesbian, bisexual, and transgender health care issues. He has published several juried articles. Dr. Bartle also serves on the editorial board of the Journal of Poverty.



Jodi Constantine Brown, Ph.D., MSW

Jodi Constantine Brown, associate professor and director of Online and Offsite Programs, joined the CSUN faculty in the Fall of 2011. Dr. Constantine Brown received her MSW from the University of Illinois-Chicago and her Ph.D. from Washington University in St. Louis. She completed a post-doctoral research fellowship in mental health economics at the Department of Health Care Policy, Harvard Medical School before moving to California in 2001.

In her previous position as program director for Team Survivor, a non-profit that provides free exercise for women with cancer, Dr. Constantine Brown developed and implemented the organization's first program evaluation, expanded the program by six percent annually, and generated over \$300,000 in grant funding. Her teaching and research interests include mental health care policy, program evaluation, organizational networks, and access to care.

James T. Decker, Ph.D., LCSW

James T. Decker, professor of social work, joined the CSUN faculty in the summer of 2006. He was appointed the director of the Institute of Social and Behavioral Science in the summer of 2009. His degrees include a Ph.D. in Organizational Development from the University of Minnesota, Ph.D. in Clinical Psychology from Pacifica Graduate Institute, and MSW degree from the State University of New York at Stony Brook. Dr. Decker has been the director and graduate coordinator of three different MSW programs: Bridgewater State College, University of North Dakota, and Radford University. Dr. Decker was also chair of the Department of Social Work, Human Services, and Allied Health at Northern Kentucky University, as well as the Department

of Social Work at California State University, Northridge, and director of the BSW Program at the University of Texas at El Paso.

Dr. Decker has consistently received high teaching evaluations, published twenty-eight juried articles, has one book published, twenty book chapters, monographs, and has presented over 100 juried papers at international and national conferences. He presently serves on three editorial review boards and has served as principal investigator for more than thirty-one federal and state grants totaling over \$10,542,897. Dr. Decker also has experience in organizing and writing self-studies for CSWE in addition to his role as a site reviewer for CSWE. Dr. Decker was the Senior International Non-Resident Scholar (2005-2006, 2006-2007) in the Academic Fellowship Program at Tbilisi State University in the Republic of Georgia, assisting in the development of a new Master of Social Work program, and since January, 2007, is the co-director and professor of the Social Work Department at Ilia Chavchavadze State University, Tbilisi, Georgia.

Dr. Decker has more than twenty-five years of private practice experience working with families and individuals, and in the areas of substance abuse and domestic violence. He was executive director/CEO for seventeen years of a large managed behavioral health organization in California. He is a Jungian Analyst and a Licensed Clinical Social Worker in the state of California since 1982.

Julie Gould, LCSW

Julie Gould, CalSWEC project coordinator and part-time lecturer, joined the CSUN faculty in 2008. She received her MSW from University of Southern California in 1993. She teaches the Child Welfare Services elective course for students in their concentration-year. In addition, she also teaches foundation year Generalist Social Work Theory and Practice and several sections of the required field education course.

Professor Gould has sixteen years of child welfare and community mental health experience, serving in both direct practice and administrative roles. After holding several clinical positions, she has also served as regional coordinator, program director of the Children's Bereavement Program, clinical supervisor, and program director of Therapeutic Behavioral Services (TBS) in several L.A. County social service agencies.

Additionally, she has worked providing clinical services and supervision in Ventura County. Prior to joining California State University, Northridge, her teaching experience has included clinical, policy, and theory-based training for both post-bachelor and post-graduate level employees in an agency setting.

Theresa Knott, MSW, Ph.D.

Theresa Knott, associate professor of social work, joined the CSUN faculty in the Fall of 2010. Dr. Knott received her MSW and Ph.D. in Social Work from the University of Toronto. Dr. Knott has fourteen years of practice experience as a clinician in mental health in Toronto, ON. In her previous position at the Centre for Addiction and Mental Health in Toronto, ON, Dr. Knott was a staff social worker on an in-patient trauma unit for women, clinician in an out-patient child-psychiatry unit, and Mood & Anxiety unit. Dr. Knott has also worked within hospital administration at the Centre for Addiction and Mental Health.

Prior to joining the CSUN Department of Social Work, Dr. Knott held an appointment as an assistant professor at York University in Toronto, and also as an instructor at the University of Toronto, and other research intensive universities within Ontario. Dr. Knott's research interests involve the epidemiological analyses of child maltreatment, child welfare policy & practice; women's mental health, violence against women, and program evaluation.

Dr. Knott has published peer-reviewed articles in prominent journals, presented invited and peer reviewed papers at local, and national conferences, and disseminated published research reports. Dr. Knott is currently serving as principal investigator for a child sexual abuse prevention study, and is acting as a co-investigator for a Community University Research Alliance Federal Grant (CURA) valued at over one million dollars, which aims to identify developmental assets of urban youth.

Allen E. Lipscomb, Psy.D., MSW

Allen E. Lipscomb earned his master's degree in social work from the USC School of Social Work. He is a certified registered addiction specialist Intern and has worked for the City of Los Angeles Department of Recreation; the Women, Infant and Children's Agency; and the UC Santa Barbara Research Department, where he examined the dynamics of intimate relationships. He has worked extensively with children in various settings: schools, community mental health clinics/agencies and juvenile correctional facilities, and has collaborated with community hospitals. His focus has been working with children and adolescents in the juvenile justice system, and he has experience providing individual, group, couples and family psychotherapy. He has also worked within the Los Angeles Unified School District as a school counselor and developed life skills program for Transitional Aged Youth. He has been inducted into the Phi Kappa Phi All-University Honor Society and is a member of the National Association of Social Workers.

Susan Love, Ph.D., LCSW

Susan Love, professor of social work, joined the CSUN faculty in the Fall of 2007. Dr. Love received both her Ph.D. in Social Work and MSW degree from the University of Washington. Dr. Love has taught at California State University, Long Beach and University of Southern California. She was also a trainer at University of California, Los Angeles and the IUC Field Education Coordinator at CSU, Long Beach.

Dr. Love has more than twenty years of direct mental health practice experience with children, youth and family. She has seven peer-reviewed articles in print and has presented papers at social work conferences. Her passion is understanding how social contexts influence psychological and neurological human development. Currently, she is a member of an international research team to improve the parent child relationship – the most decisive context in child development.

Katie Mortimer, LCSW

Katie Mortimer, executive director of grants, field education and contracts and part-time lecturer, joined the CSUN faculty in 2006, where she oversees the university's Field Department and various stipend programs. She received her MSW from University of Southern California. She teaches the Child Welfare Services elective course for students in their concentration-year. In addition, she also teaches the required course Family Crisis, Trauma and Grief in Urban Settings, and Advanced Practice courses for concentration-year students.

Ms. Mortimer has fourteen years of child welfare and community mental health experience, serving in both direct practice and administrative capacities in the field. After holding clinical positions, she was promoted to clinical supervisor, program director of Therapeutic Behavioral Services (TBS), and program director of Outpatient Services.

Prior to joining California State University, Northridge, her teaching experience has included clinical, policy, and theory-based training for both post-bachelor and post-graduate employees in an agency setting. Ms. Mortimer serves on multiple committees relevant to CalSWEC funding, events supporting students, and other general field support events. Currently, those committees include heading the Los Angeles Field Education Joint Symposium Committee and membership in the CalSWEC Job Fair Committee. Each committee involves the seven MSW programs located in Southern California, including UCLA, USC, CSU Los Angeles, CSU Long Beach, CSU Dominguez Hills, CSU Fullerton, and CSU Northridge.

José Miguel Paez, LCSW

José Miguel Paez, full-time lecturer, joined the CSUN faculty in the Fall of 2009. Mr. Paez received his MSW from the University of Southern California in 2001, with an emphasis on families and children. His theoretical and research interests include postmodern theory, trauma and restorative Justice, social and racial Justice, intersectionality, liberation and transformative-based social work practice, examining social inequality and pursuing change efforts toward equity and peace. He has many years of experience working with children and families. He served as a bilingual outpatient clinician for Hathaway-Sycamores Child and Family Services for 6 years. In 2007, he worked in collaboration with the USC School of Social Work, and USC Civic and Community Relations, and the USC Community Education Academy to create and develop a social work program that serves as a free community resource to residents within the area, and also as field education placement for USC first year social work graduate students. He served as the program director, field instructor, and clinical supervisor. He continues to provide ongoing consultation, mentoring, and psychoeducational trainings to families and professionals. Mr. Paez has a background in theatre, improv, spoken word, and was also a basketball coach at various levels for more than 10 years.

Hyun-Sun Park, Ph.D., MSW

Hyun-Sun Park, assistant professor of social work, joined the CSUN faculty in the Fall of 2008. Dr. Park received both her Ph.D. in Social Work and MSW degree from the University of Texas at Austin. She is chair of department assessment since Fall 2009. Her area of interest is psychological well-being among immigrant and elderly populations. Dr. Park has published peer-reviewed articles in journals with high impact scores and presented at the most competitive national conferences including the CSWE (Council on Social Work Education), the SSWR (Society for Social Work and Research), and the APA (American Psychological Association).

Jose Ramos, Jr., MSW

Jose Ramos, full-time lecturer, joined the CSUN faculty in 2007, serving as a field liaison and assumed his position as a full-time lecturer in Fall 2008. Mr. Ramos received his MSW from California State University, Long Beach. He has fourteen years of experience in the social work field including three years as an adjunct professor and one year of Field Liaison experience at CSUN in the MSW Program



For More Information

(818) 273-6877

programs@csun.edu

go.csun.edu/aboutMSW

Admission Requirements

To be admitted to the program, applicants must possess (at the time of enrollment):

- **Educational Background:** Bachelor's degree from an accredited college or university and be in good standing at the last institution attended.
- **Grade Point Average (GPA):** an overall GPA of 2.5 or higher.

Competitive candidates to the Master of Social Work program will:

- Have earned a bachelor's degree in sociology, psychology, the liberal arts or similar program, with an overall GPA of 3.0 or higher;
- Have post-baccalaureate work experience; and
- Demonstrate evidence of personal maturity, a readiness to learn advanced clinical and macro practice and research skills, a commitment to social justice and to the profession's [Code of Ethics](#), and a capacity for flexibility and creativity.

Accreditation

California State University, Northridge is accredited by the Commission for Senior Colleges and Universities for the Western Association of Schools (WASC), an institutional accrediting body recognized by the Council on Higher Education and Accreditation. CSUN's MSW program is also fully accredited by the Council on Social Work Education (CSWE).