It is with great pleasure that California State University, Chico (CSUC) School of Social Work (the School) faculty presents the 2008 BSW Self Study. This document represents the collaborative work of faculty, students, and the Community Advisory Boards of the School. This document captures the many diverse perspectives that represent the voice of undergraduate social work education at this institution.

Social Work studies in Chico began in 1956. Due to a growing need for trained social workers throughout northern California, the Northeastern County Welfare Directors enlisted the support of the California state legislature and lobbied Chico State College to establish a program to deliver undergraduate and graduate degrees in social welfare. The undergraduate Social Work program has held “constituent membership” and “approved status” with the Council on Social Work Education from 1960 until 1974. It has been fully and continuously accredited since 1974. The high quality of the undergraduate program and its collaborative relationship with agencies throughout the region during this time provided a solid foundation for expansion of the School and its programs.

The CSU, Chico Academic Senate approved the new designation, “the School of Social Work” within the College of Behavioral and Social Sciences. The MSW program was added to the School and awarded full accreditation in February 2005 by the Council on Social Work Education (CSWE).

Since August 2006, our program has changed leadership and hired new faculty. The BSW program is grounded within the unique location of Northern California and the community perspectives of the 12 northern counties we serve.

**Northeastern California (12 Northern California Counties)**

The service area of the Bachelor of Arts in Social Work program at CSU, Chico covers 12 Northeastern California counties (Butte, Colusa, Lassen, Glenn, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity). This region is unique in that there are only two urban areas located in Butte and Shasta counties respectively (US Census Bureau, 2000). The 12 counties consist predominantly of small towns with large areas of rural countryside. The two cities with the largest number of residents are the city of Chico currently 71,728 inhabitants and 80 miles north of Chico, lies Redding 89,012 persons (US Census Bureau, 2006).

The Sacramento Valley portion of the Central Valley of California in which CSU, Chico is located, is bounded by three major mountain ranges: the Northern Sierra Nevada range to the east and south; the Southern Cascade range to the north and east; and the Pacific Coastal range to the west. These mountains provide majestic scenery and abundant recreational opportunities. Lassen Volcanic National Park is located in Tehama County, and the Whiskeytown-Shasta-Trinity National Recreation Area is situated in Shasta and Trinity Counties. Mount Shasta, located in Siskiyou County has an elevation is 14,162 feet and dominates the landscape in this
northernmost portion of the Central Valley. The Central Valley provides flat, fertile farmland for
the agricultural economy of the state.

The Sacramento Valley area has access to the Sacramento and San Francisco Bay metropolitan
areas via Interstate 5, but the mountain regions bounding the Valley are relatively geographically
isolated. The major federal highway in the Central Valley is Interstate 5, running north and south
from the Canadian border to the Mexican border. Agriculture, mining and forestry are the major
industries in the region and the leading commodities are cattle, rice, hay, wood and wood
products (Northeastern California Small Business Development Center, 2000).

Due to the geographic vastness of northern California, it is difficult to easily categorize our
populations and characterize their diversity. The “North State,” as our region is locally known,
covers an area approximately the size of the state of Ohio (44,828 square miles) and has many
rural and frontier areas where there are distinct needs (McNall, 2004). According to the US
Census Bureau (2006), the population of the 12 northeastern California counties was 684,735.
This was 2.02% of California’s total 33,871,648 population (US Census Bureau, 2006). The
most populous urban county, Butte, (population 203,171) has 18% of our residents living in
areas designated as rural in character. By contrast, Sierra County (population 3, 555) has 100%
of its population residing in rural areas. Thus, our service region provides a range of
environments with high population density in geographically isolated cities and relatively low
population density in the rural and frontier counties (U. S. Census Bureau, 2006).

In addition to urban-rural diversity, ethnic diversity in the region varies. Euro-Americans
comprise the majority (75.83%) of the population. Latinos comprise 14.5% of the area’s
population, and the Latino community similar to the Asian community in the state is growing
rapidly. Asians comprise 3.7%, and include more recently arrived Hmong immigrants from
Southeast Asia and an older established Chinese American population. African Americans make
up only 1.44% of the population in our region (California Department of Finance, 2004).
Individuals from Native American communities constitute 2.13% (16,642 persons) of the North
State’s population. It is important to note that these reported numbers may be smaller than the
actual population as Census Bureau counts tend to be conservative and thus may not include all
persons residing within the counties served by the CSUC.

A shortage of social workers in California and especially Northern California
There is severe statewide shortage of social work practitioners in all areas of social work
practice. This shortage is a continuing concern culminating in legislative hearings in an effort to
find solutions to the problem. The issue is of such consequence that it has attracted national
attention in the form of several articles in NASW News from 2000 and continuing to the present
(NASW News, 2000 through 2002). The shortage of social workers was clearly documented
through the Senate Bill 2030 Child Welfare Workload Study and Legislative committee hearings
in 2001 (California Deans and Directors and the California Social Work Education Center,
2004). There is an even greater shortage of social workers in CSUC’s service region where nine
of the twelve counties experience higher levels of poverty e.g. Modoc County 20.4% overall than
the state (13.3%) as a whole. Similarly there are higher levels of poverty for youth and children
in these same counties e.g. Siskiyou County 27.4% than the state average of 18.5% (U.S. Census
Bureau, 2006).
References


Mission of the School of Social Work

The mission of the School of Social Work is to provide high quality social work education for
genralist social work practice at the baccalaureate level, advanced practice and leadership at the
master's level, and high quality general education courses. Our intent is to educate social work
practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and
urban areas throughout the region and state. Through collaborative efforts with community
service agencies, social work professionals and organizations, the program educates social
workers who will become lifelong learners and culturally competent practitioners who work to
promote social and economic justice in an increasingly complex, diverse, and interconnected
world.

AS 1.0 The social work program has a mission appropriate to professional social work
education as defined in Educational Policy, Section 1.1. The program's mission is
appropriate to the level or levels for which it is preparing students for practice and is
consistent with the institution's mission.

The School of Social Work’s mission and the goals of the undergraduate social work program
are consistent with EP 1.1 and appropriate to professional social work education. The BSW
program provides content about generalist social work practice with client systems of all sizes
and types, including client systems within the northern California region. Students are prepared
to work as entry level professionals and leaders that promote social and economic justice. Given
California’s highly diverse population, students develop awareness of their own backgrounds,
values and beliefs in addition to those of diverse populations in order to become culturally
competent social workers. The School’s mission statement speaks directly to educating students
about the profession’s history, the changing contexts of social work practice, institutions and
organizations and to understand the dynamics of change. Integral to the curriculum design are
the values and ethics that guide professional social work practice. With the rapid social changes
and developments within the profession, students develop knowledge that will enhance culturally
competent practice and foster lifelong learners.

Within California, BSW graduates continue to be in demand. This shortage is exacerbated in
Northern California where there are higher levels of poverty, as well as social and economic
challenges. The BSW program’s intent is to strategically decrease this shortage with
professionally educated social workers experienced in working with the endemic poverty and
arduos social and economic conditions of Northern California. These communities need social
work professionals with knowledge, value and skills to work in multiple levels of practice. It is
this overarching commitment and purpose that provides the most essential linkage between the
University’s mission and the School of Social Work’s mission that are appropriate for social
work education and appropriate to levels of practice.
Mission of California State University, Chico

California State University, Chico is a comprehensive university serving Northern California and other regions of the state, as well as the nation and the world, through instruction, research, and public service.

Our first priority is the education of our students by creating and maintaining selected quality undergraduate and graduate programs. We will be known for the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and moral and intellectual virtues that form the basis for life-long learning and contribution.

We affirm the importance of scholarship and public service. We support the exploration of the frontiers of knowledge, the integration of ideas, the connecting of thought to action, and the inspiring of students.

We make the results of these academic efforts available for public scrutiny by all our constituents. We will maintain extensive continuing education and public service programs that serve the needs of our varied constituencies.

We stand for academic freedom, the exploration of the frontiers of knowledge, and a strong sense of intellectual community characterized by reason, respect, civility, and openness of expression.

*Please note that the University's general Mission Statement is based on a set of specific core values which are included here immediately below.*

We share a commitment to academic excellence and will communicate high expectations to our students.

We seek the purposeful integration of liberal and applied learning and the provision of full access and equal opportunity for all our students to the knowledge, skills, and habits that form the basis for life-long learning, civic engagement, and enlightened service in a diverse society and the global community.

We promote active learning, curiosity, and the recognition that learning occurs in our classrooms, studios, and laboratories, and beyond, through the co-curricular experience, service engagements, social interactions, and other expressions of a full and healthy student environment.

We teach not only with the command of our disciplines, but with the force of personal example, enabling us to transmit knowledge effectively through integrity, intellectual honesty, kindness, and enthusiasm.

We emphasize both the quality and the spirit of services to our students, employing "student friendly" policies and practices that foster student achievement and progress to degree.
We acknowledge not only the obligation of service, but also the value of service to others in defining institutional character and measuring institutional performance.

We hold dear the values of multicultural respect, awareness, and understanding and we pursue diversity not just as an idea to embrace, but as a community to form.

We aim to be a community connected in our conversations, confident in our strengths, and intentional in our aspirations.

We celebrate a distinctive institutional culture through a keen sense of place, a deep respect for our natural environment, an orientation to the principles and practices of sustainability, and the use of the campus’s entire physical environment to promote the University’s goals.

We appreciate the loyalty and achievements of our alumni and retired faculty and staff and the importance of a strong alumni organization to keep alumni informed and engaged with their alma mater.

We affirm that we are "One University" where collaboration, mutual support and trust, and common goals define our work together and the spirit of its engagement.


Consistent with the Mission of CSUC with the School of Social Work (BSW/MSW Programs)

With a strong commitment and value to public service, the missions of CSUC, the School for the BSW/MSW Programs) and the social work profession hold a strong association. As a liberal arts institution that offers both undergraduate and graduate programs, the University provides a strong liberal arts base for the undergraduate social work program. Providing quality education, the School uses applied learning within the context of a liberal arts foundation. Throughout the mission statement of the University and the School, there is strong congruency in the value of lifelong learning and continuing education, multicultural respect and awareness, community connection, high quality undergraduate and graduate education, and collaborative communication. Although the term “scholarship” is not used within the School’s mission statement, it is implied in the preparation of its students and is operationalized further in the faculty’s personnel process (see School of Social Work Personnel and Procedures, Appendix II-1; CSUC Personnel Policy and Procedures, Appendix II-2) Thus, there is strong consistency between the mission of the University and the BSW program mission. (see Table 1).
<table>
<thead>
<tr>
<th>University Mission</th>
<th>BSW Program Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University, Chico is a comprehensive University serving Northern California and other regions of the state, as well as the nation and the world, through instruction, research, and public service.</td>
<td>The mission of the School of Social Work is to provide high quality social work education for <strong>generalist social work practice at the baccalaureate level</strong>, advanced practice and leadership at the master's level, and high quality general education courses. Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state. . . . to promote social and economic justice in an increasingly complex, diverse, and interconnected world.</td>
</tr>
<tr>
<td>Our first priority is the education of our students by creating and maintaining selected quality undergraduate and graduate programs. We will be known for the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and moral and intellectual virtues that form the basis for life long learning and contribution.</td>
<td>Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state. . . . the program educates social workers who will become lifelong learners and culturally competent practitioners who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.</td>
</tr>
<tr>
<td>We affirm the importance of scholarship and public service. We support the exploration of the frontiers of knowledge, the integration of ideas, the connecting of thought to action, and the inspiring of students.</td>
<td>Through collaborative efforts with community service agencies, social work professionals, and organization, . . .</td>
</tr>
<tr>
<td>We make the results of these academic efforts available for public scrutiny by all our constituents. We will maintain extensive continuing education and public service programs that serve the needs of our varied constituencies.</td>
<td>. . . the program educates social workers who will become lifelong learners and culturally competent practitioners who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.</td>
</tr>
</tbody>
</table>
The alleviation of poverty and promotion of social justice is a value strongly held by the School of Social Work. The description of the region’s problems, particularly for vulnerable populations outlined in the introduction, indicate a need for addressing these issues at multiple levels.

The School believes that one of the key elements in becoming a change agent is to provide professional education in leadership. It is through leadership in agencies, communities, organizations, and the profession that BSW graduates will be in positions to influence policy that affect the services and agencies in our region. The BSW graduates will use the generalist social work practice skills, knowledge and values to invite a strengths-based approach and model collaboration with systems that directly impact the clients, communities, and the well being of agencies in Northern California.
Preparing culturally competent BSW graduates to serve all individuals throughout the region is a high priority. Many of these vulnerable populations, particularly immigrant populations, face problems of social and economic justice. In order to address those issues effectively, sufficient preparation in cultural competence is necessary.

Critical to a BSW graduates’ professional development is continuing education and lifelong learning. The School prepares generalist level practitioners through a broad educational base that provides a foundation and socializes graduates into a continuous professional education pattern to increase the depth and breadth of their social work education. The School ensures that appropriate continuing education courses will be made available to graduates. This is accomplished through cooperation and/or collaboration with NASW, the California Board of Behavioral Science Examiners, and other professional providers.

The relationship between the mission and goals of the program to the preparation for professional practice, knowledge development and leadership in service are clearly reflected in Table 2.

<table>
<thead>
<tr>
<th>Table 1. Relationship between the School’s Mission and BSW Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>The mission of the School of Social Work is to provide high</td>
</tr>
<tr>
<td>quality social work education for generalist social work</td>
</tr>
<tr>
<td>practice at the baccalaureate level, advanced practice and</td>
</tr>
<tr>
<td>leadership at the master's level, and high quality general</td>
</tr>
<tr>
<td>education courses.</td>
</tr>
<tr>
<td>Our intent is to educate social work practitioners at both</td>
</tr>
<tr>
<td>levels who are ethical, knowledgeable, and versatile in</td>
</tr>
<tr>
<td>serving rural and urban areas throughout the region and state.</td>
</tr>
<tr>
<td>Through collaborative efforts with community service</td>
</tr>
<tr>
<td>agencies, social work professionals and organizations,</td>
</tr>
<tr>
<td>the program educates social workers who will become lifelong</td>
</tr>
<tr>
<td>learners and culturally competent practitioners who work to</td>
</tr>
<tr>
<td>promote social and economic justice in an increasingly complex</td>
</tr>
<tr>
<td>and interconnected world.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Achieving the purposes of social work education, the BSW goals are appropriate for social work education and are consistent with EP 1.2. The School of Social Work states firmly that it provides “high quality social work education.” This is achieved through faculty research and scholarship, participation in the University’s Center for Excellence in Learning and Teaching (CELT) forums and annual conferences, active membership in professional organizations including the Council on Social Work Education (CSWE), the Association of Baccalaureate Social Work Program Directors, Inc. (BPD), attendance at conferences related to social work practice and teaching and our practice of utilizing social service professionals and social service agency directors as adjunct faculty and guest lecturers.

The BSW curriculum is built on a liberal arts perspective which includes coursework components using critical thinking and communication skills. Breadth of knowledge is accomplished through courses in mathematics, written and oral communication, sciences, humanities, ethnic, and cultural studies, social sciences and lifelong learning. The faculty contributes to developing knowledge as part of their requirements for tenure and promotion. Within the BSW program, students are prepared through the research, policy, and practice curriculum to contribute knowledge through evaluation of programs, policy, and practice.

With the intention of providing students with a “high quality social work education for generalist social work practice at the baccalaureate level …”. School faculty stay abreast of new technology and software programs that have involved developing and implementing on-line communication networks including electronic bulletin boards and chat rooms as well as on-line or hybrid on-campus/on-line courses that use the internet and websites.

The BSW program recognizes that it is only through collaborative and reciprocal relationships with the community and social work professionals that the program can maintain and promote professional development. The School’s mission and BSW goals clearly focus on promoting the well-being of people, through preparing social work practitioners to be culturally competent for multiple system levels of practice, influence policy, and evaluate both their own and agency practice.
Program Objectives

The BSW program has 13 specific objectives that are developed from the six general goals of the undergraduate program. Each program objective listed below connects to and is accomplished through the corresponding BSW Goals and EP 3.0. Each EP 3.0 foundation program objective is linked to our foundation objective and is noted in parenthesis.

BSW Program Objectives

1. Apply critical thinking skills in all learning environments to multiple units of concern and levels of social work practice. (EP 3.0.1)

2. Assess personal values and demonstrate knowledge of the NASW Code of Ethics and the interaction upon professional social work practice. (EP 3.0.2)

3. Demonstrate knowledge of diverse populations and respect for their concomitant values and practices. (EP 3.0.3)

4. Understand the forms and mechanisms of oppression and discrimination including environmental racism and apply multi-level strategies of advocacy and social change that advance social and economic justice. (EP 3.0.1)

5. Understand the history of the social work profession, its contemporary issues and structures. (EP 3.0.5)

6. Apply knowledge and skills of empowering, strengths-based, collaborative practice with multi-level systems. (EP 3.0.B6)

7. Use theoretical frameworks supported by empirical evidence to understand and assess individual development and social behaviors across the life span. (EP 3.0.7)


9. Evaluate research studies and corresponding theories to assess one’s own practice and large systems interventions. (EP 3.0.9)

11. Use supervision and consultation appropriate to generalist practice. (EP 3.0.10 and EP 3.0.11)

12. Demonstrate collaborative practice within the structure of organizations and service delivery systems seeking organizational change to provide comprehensive and effective services. (EP 3.0.12)


Table 3 outlines the relationship and linkage between the six BSW Goals and the 13 BSW Program Objectives. The BSW Objectives are consistent with Education Policy, Section 3.

### Table 3 Relationship of BSW Program Goals with 13 BSW Program Objectives

<table>
<thead>
<tr>
<th>BSW Goals</th>
<th>BSW Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare social workers with the knowledge, values and skills necessary for entry-level generalist professional practice with multi-level systems;</td>
<td>1. Apply critical thinking skills in all learning environments to multiple units of concern and levels of social work practice. (EP 3.0.1)</td>
</tr>
<tr>
<td></td>
<td>2. Assess personal values and demonstrate preliminary knowledge of the NASW Code of Ethics and the interaction upon professional social work practice. (EP 3.0.2)</td>
</tr>
<tr>
<td></td>
<td>6. Apply knowledge and skills of empowering, strengths-based, collaborative practice with multi-level systems. (EP 3.0.B6)</td>
</tr>
<tr>
<td></td>
<td>7. Use theoretical frameworks supported by empirical evidence to understand and assess individual development and social behaviors across the life span. (EP 3.0.7)</td>
</tr>
<tr>
<td></td>
<td>9. Evaluate research studies and corresponding theories to assess one’s own practice and large systems interventions. (EP 3.0.9)</td>
</tr>
<tr>
<td>2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on practice within the urban and rural areas of Northern California.</td>
<td>3. Demonstrate knowledge of diverse populations and respect for their concomitant values and practices. (EP 3.0.3)</td>
</tr>
<tr>
<td>BSW Objectives</td>
<td>School of Social Work BSW Objectives</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Prepare social workers for advocacy and social or political action promoting social and economic justice to alleviate poverty, oppression, and other forms of discrimination</td>
<td>The BSW objectives are derived from and linked to each of the program goals. The BSW objectives remain consistent with EP 3.0 standard. The objectives of the program are met through the demonstrated knowledge and skills of our graduates. These objectives guide the development of the educational course objectives and the field evaluations of our BSW students. The goals and objectives of the program have undergone a process of refinement to better reflect this linkage. The course objectives that are derived from these objectives are monitored and assessed (see AS 8, p. ). Each EP 3.0 foundation program objective is linked to our foundation objective and is noted in parenthesis. These objectives allow students to develop greater autonomy, and apply knowledge and skills as generalist social work practitioners uniquely suited to fulfill the mission of the program.</td>
</tr>
<tr>
<td>4. Understand the forms and mechanisms of oppression and discrimination including environmental racism and apply multi-level strategies of advocacy and social change that advance social and economic justice. (EP 3.0.1)</td>
<td>4. Understand the history of the social work profession, its contemporary issues and structures. (EP 3.0.5)</td>
</tr>
<tr>
<td>8. Analyze historical and current social policy and concomitant social service delivery patterns to formulate alternative, empirically based proposals. (EP 3.0.5 and EP 3.0.B6)</td>
<td>12. Demonstrate collaborative practice within the structure of organizations and service delivery systems seeking organizational change to provide comprehensive and effective services. (EP 3.0.12)</td>
</tr>
<tr>
<td>4. Maintain connections with the professional community and the social services system throughout the region and work toward improvement of services and the programs;</td>
<td>1. Apply critical thinking skills in all learning environments to multiple units of concern and levels of social work practice. (EP 3.0.1)</td>
</tr>
<tr>
<td>5. Participate in the University’s General Education program through course offerings.</td>
<td>11. Use supervision and consultation appropriate to generalist practice. (EP 3.0.10 and EP 3.0.11)</td>
</tr>
<tr>
<td>6. Prepare social workers who will engage in continuing professional education and life-long learning to enhance their social work knowledge and skills.</td>
<td>13. Demonstrate professional use of self that includes awareness of personal and professional visibility in our North Valley. (EP 3.0.B6 and EP 3.0.11)</td>
</tr>
</tbody>
</table>
The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

The BSW program conveys the mission, goals, and objectives to its constituents in various ways. Documents which include this information include the BSW Student Handbook (see Appendix II-3) and the BSW Field Education Handbook (see Appendix II-4), recruitment materials, and the School's website. The 2007-2009 CSU, Chico University Catalog (p. 591) has the School’s mission embedded in the narrative section for the School of Social Work http://www.csuchico.edu/catalog/cat07/. The BSW program objectives are directly linked to each course objective on the respective syllabus.

Faculty
The School apprises the faculty of the mission and BSW goals and objectives through these documents as well as other means. As the faculty is responsible for revising the School’s section of the University’s catalog every two years, they reexamine the mission and goals as part of this process. In addition, faculty serving on each of the School’s five curriculum committees (Field, Human Behavior and the Social Environment, Policy, Practice, and Research) draw on the School’s mission, goals and objectives in the curriculum development and revisions process. Through the assessment of course objectives to program objectives, faculty reviews the on-going and continuous program assessment process annually (see AS 8. p. 210).

Students
The BSW Director provides all students with the BSW Student Handbook (see Appendix II-3) through the School’s website as part of the mandatory advising process and during the orientation for new students and transfer students prior to the first week of fall semester and spring semester classes respectively. The BSW Student Handbook includes the mission, BSW goals and objectives as well as the CSWE Educational Policy and Accreditation Standards in Social Work Education (EPAS). Students are assigned faculty advisors after being admitted to the Professional Sequence (see Appendix II-5) and meet with these advisors during the first semester they are enrolled in the Professional Sequence. Upon admission to the Field Education Program, students purchase the BSW Field Education Handbook (see Appendix II-4) that includes the mission, BSW goals and objectives as well as the CSWE Educational Policy and Accreditation Standards in Social Work Education (EPAS).

Community
Program documents are provided to all faculty, adjunct faculty, and field instructors. This includes the CSUC School of Social Work Faculty Manual (see Appendix II-6), the BSW Field Education Handbook, the Faculty Retreat Minutes, Monthly Faculty Meeting minutes, Faculty Reports, the monthly BSW Program Meeting minutes (see Appendix II-7) and Bi-Annual Faculty Training for fulltime and adjunct faculty.

Each year the BSW Field Education Handbook is provided to all Agency Field Instructors. Regional training sessions conducted by the Director of Field Education and the Field Liaisons also include discussions of how the mission, goals, objectives, and the EPAS relate to the field education program and overall curriculum. Several of these field instructors serve on the Field
Education Advisory Committee, which makes recommendations on possible revisions to and implementation of the mission, goals and objectives. The School provides the School of Social Work Community Advisory Board with the same program documents and continuously familiarizes these advisory bodies with the School’s mission statement, the BSW goals and objectives and the EPAS.

Faculty and students have been actively involved with local region ‘D’ and the Chico sub-unit of the California Chapter of the National Association of Social Workers since its inception over 15 years ago. The faculty regularly presents progress reports on the development of the School and its concomitant programs. As part of these presentations, the faculty distributes documents including the School’s mission statement, the BSW goals and objectives and the EPAS.

**Administration**

Through diverse means, multiple levels of University administration are informed about the School and its programs. The Director of the School is a member of the College of Behavioral and Social Science Dean’s Executive Council of Department Chairs that meets weekly. The School has had high visibility on this body as well as many other decision-making bodies throughout the University. All School faculty members serve on committees at the School, College and University levels; they have ongoing opportunity to inform the campus about the School and its programs. With the BSW program being a component within a professional school, continuous education with the University administration and the Graduate school has been a true benefit for the School of Social Work. This enhanced pattern of communication will continue, particularly with the College Dean, Dean of the Graduate School, Provost, President, Advising Educational Opportunity Program (EOP), Community Action Volunteers in Education (CAVE), and other offices on campus, as all are heavily invested in the School and its programs.

The School has a number of documents distributed throughout the campus that contain the School’s mission, goals and objectives. Some of those include: University Catalogue (www.csuchico.edu/catalog/), School Personnel Policies and Procedures (see Appendix II-1), *BSW Student Handbook* (see Appendix II-3) and *BSW Field Education Handbook* (see Appendix II-4), Professional Sequence (see Appendix II-5), *CSUC School of Social Work Faculty Manual* (see Appendix II-6), *BSW Program Assessment* (All University Responsibility for Assessment—AURA) Reports to the Dean and Provost (see Appendix II-8), School of Social Work Website (www.csuchico.edu/swrk), and Advising Materials (see Appendix II-9).
AS 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

The BSW program prepares students for entry level generalist social work practice through a curriculum that builds on a liberal arts base and includes the Social Work Core, and the Professional Sequence. The BA in Social Work is the entry level professional degree. To attain this entry level degree, students must complete three complementary educational components including: a) a liberal arts base; b) the Social Work Core; and c) the Professional Sequence. The liberal arts base is typically completed at either at California State University, Chico or a community college. The Social Work Core is composed of eight courses which extend the liberal arts base and introduce students to basic social work knowledge and values. The Professional Sequence consists of courses typically completed in three semesters in accordance with standards and guidelines established by the Council on Social Work Education (CSWE).

The liberal arts base is described in the University’s total course requirements which provide an integrative educational experience that is shared by all undergraduates who matriculate at CSU, Chico. General education requirements help to provide students with general skills and interrelated knowledge which form the foundation of all majors. Skills which are provided to students through the liberal arts base include skills in locating and gathering information, critical thinking and writing skills and skills related to students’ responsible participation in both social and physical environments. Interrelated knowledge includes an appreciation for different cultures, American political foundations, and a basis for understanding mathematics and science and the logic associated with these academic endeavors.

**Total Course Requirements for the Bachelor's Degree: 120 units**

There are nine sets of graduation requirements which all undergraduate students must minimally meet in order to earn a bachelor’s degree from California State University, Chico: 1) 120 total units; 2) 48 General Education units; 3) 6 Cultural Diversity units; 4) 6 American Institutions units; 5) Mathematics and Writing requirements; 6) 2.0 Grade Point Average; 7) General Education Upper Division units; 8) Residence Units; and 9) an approved major. These nine sets of requirements provide the framework within which students develop an academic program. See Bachelor’s Degree Requirements pp. 122 - 139 in the 2007 - 2009 University Catalog for complete details on general degree requirements.

**General Education (GE) Requirements: 48 units**

Many but not all of the course requirements listed here may usually be applied toward General Education units. A minimum of 9 the 48 GE units must be taken at CSU, Chico. A complete
description of the GE requirements for graduation can be found in the in the 2007 – 2009 University Catalog pp. 127 – 139 and online at the GE Requirements: http://www.csuchico.edu/catalog/req/05ge.html#generaleducationupper.

**Cultural Diversity Course Requirements: 6 units**
There are two portions to the Cultural Diversity course requirements which provide students with a breadth of exposure to understanding different cultures. One course must be selected from Ethnic Studies and a second course must be selected from Non-Western Studies. See Cultural Diversity Requirements pp. 135 - 137 in the 2007 – 2009 University Catalog.

**American Institutions Requirements: 6 units**
There are two portions to the American Institutions set of requirements which provide students with a depth of understanding policy arenas. One course must be selected from the U. S. History portion and the second course must be selected from the Constitution and Ideals portion. Courses used to satisfy this requirement do not apply to General Education. This requirement must be completed prior to entering the senior year in the major. See American Institutions Requirements p. 122 in the 2007 – 2009 University Catalog.

**Mathematics and Writing Requirements: 6 units**
A grade of C- or better in ENGL 001 (or its equivalent) is required before admission to a Writing Proficiency (WP) course. Writing proficiency in the major is a graduation requirement and may be demonstrated through satisfactory completion of a course in the major which has been designated as the WP course for the semester in which the student takes the course. Students who earn below a C- in this designated course are required to repeat the course and earn a C- or better to receive WP credit. SWRK 435: Social Work Methods I offered in the Fall of the Senior year, is the WP course in the Social Work major. See Mathematics and Writing Requirements in the 2007 – 2009 University Catalog pp. 125 - 126.

**Grade Point Average:**
Students must attain at least a 2.0 cumulative grade point average which includes both transfer work and CSU, Chico work overall. In addition, students must maintain at least a 2.0 GPA in courses specifically required for the Social Work major. See Grade Point Average Requirements in the 2007 – 2009 University Catalog p 122.

**Upper Division Units: 40 units**
A minimum of 40 units, including those required for the Social Work major, must be upper division (CSU Chico courses numbered 300 – 499). The 9-unit Upper Division Theme requirement, included within the 48-unit GE requirement, may not be taken until the student has completed 45 semester units or the quarter equivalents and GE core requirements. All nine Upper Division theme units must be completed within one of the 21 approved themes as noted in the 2007 – 2009 University Catalog. See Upper Division Themes in the 2007 – 2009 University Catalog p 140.

**Course Requirements for the Social Work Major: 60 - 61 units**
Any student admitted to CSU, Chico may specify Social Work as their major. The Social Work Core consists of 25 units which are completed before taking any courses from the Social Work
Professional Sequence. The Social Work Core is composed of eight courses; generally five of these core courses may be taken at community colleges prior to transferring to CSU, Chico. These core courses include Human Biology or Human Physiology, General Economics or Micro Economics or Macro Economics, Statistics, Psychology and Sociology courses. The eight Social Work Core courses are prerequisite courses to be completed by the student before entering the Professional Sequence.

The Social Work Core courses generally extend and complement the liberal arts base and provide basic knowledge for Professional Sequence courses. The core courses, including the five general education courses, introduce Social Work majors to general concepts and models which are necessary to understand the problem solving perspective and utilize the generalist practice framework employed by Social Work practitioners including entry-level social workers. Social Work core courses by contrast specifically introduce students to terms, history, core values and the current context of the profession. Social Work core courses also familiarize students with populations at risk served by the multiple fields of practice and levels of practice associated with the profession. This introduction is accomplished through approximately 70 hours of service learning in at least two different fields of practice. Service learning experiences are integrated into all three social work courses embedded within the Social Work Core through a series of in-class exercises and papers which require students to critically reflect upon the events and practices associated with their respective service learning experiences.

Students generally complete all eight Social Work Core courses prior to enrolling in Professional Sequence courses in the Spring semester of their Junior year. Specific courses approved for the Social Work major are noted in articulation agreements between community colleges and CSU, Chico. The CSU Chico courses are indicated here.

<table>
<thead>
<tr>
<th>Social Work Core (8 courses)</th>
<th>24- 25 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 104 Human Physiology or Human Biology</td>
<td>4.0 units</td>
</tr>
<tr>
<td>ECON 101 Introduction to Economics or ECON 102 Principles of Macroeconomic Analysis or ECON 103 Principles of Microeconomic Analysis</td>
<td>3.0 units</td>
</tr>
<tr>
<td>MATH 105 Statistics</td>
<td>3.0 units</td>
</tr>
<tr>
<td>PSY 101 Principles of Psychology</td>
<td>3.0 units</td>
</tr>
<tr>
<td>SOCI 101 Principles of Sociology</td>
<td>3.0 units</td>
</tr>
<tr>
<td>SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity</td>
<td>3.0 units</td>
</tr>
<tr>
<td>SWRK 200 Multicultural Awareness for Human Services</td>
<td>3.0 units</td>
</tr>
<tr>
<td>SWRK 302 Human Behavior Across the Lifespan</td>
<td>3.0 units</td>
</tr>
</tbody>
</table>

The admission process to the Social Work program begins with the Professional Sequence Application (see Appendix II-10) occurs in the Fall semester of the Junior year. The Social Work Professional Sequence of 36 units commences Spring semester of the Junior year. The three semesters must be completed in sequential fashion and are designated as Professional Sequence I, II, and III respectively. An additional 3-unit elective course must be completed at some point in the Professional Sequence. There are three elective courses for students to choose

The Professional Sequence consists of one human behavior course, SWRK 303: Human Behavior and the Social Environment; one social welfare policy and services course, SWRK 485: Social Welfare Policy, Programs and Services; three practice courses SWRK 325: Basic Skills in Social Work Practice, SWRK 435: Social Work Methods I, and SWRK 445: Social Work Methods II; one research course, SWRK 330 Social Work Research Methods; one elective course: SWRK 320: Child Welfare, SWRK 474: Policy and Programs for Older Adults or SWRK 480: Law and Disadvantaged Persons; one semester of service learning including 60 hours in the Spring of the Junior year with a concomitant course, SWRK 305: Socialization into the Social Work Profession and 480 hours of practica completed over two consecutive semesters in the Senior year SWRK 489A/B Social Work Practicum I/ Social Work Practicum II and an integrative seminar, SWRK 490A/B Seminar for Practicum I/ Seminar for Practicum II. Content on populations at risk and social work core values and ethics is integrated throughout the Professional Sequence. Additionally, students may opt to complete SWRK 499H, Honors in Social Work, a year-long honors course in their senior year.

<table>
<thead>
<tr>
<th><strong>Spring</strong> Professional Sequence I (12 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 303 Human Behavior and the Social Environment</td>
</tr>
<tr>
<td>SWRK 305 Socialization into the Social Work Profession</td>
</tr>
<tr>
<td>SWRK 325 Basic Skills in Social Work Practice</td>
</tr>
<tr>
<td>SWRK 330 Social Work Research Methods</td>
</tr>
</tbody>
</table>

| **Fall** Professional Sequence II (12 units) | **Spring** Professional Sequence III (9 units) |
|-----------------------------------------------|
| SWRK 435 Social Work Methods I | 3 units | SWRK 445 Social Work Methods II | 3 units |
| SWRK 485 Social Welfare Policy, Programs, and Services | 3 units | SWRK 489B Social Work Practicum II | 5 units |
| SWRK 489A Social Work Practicum I | 5 units | SWRK 490B Seminar for Practicum II | 1 unit |
| SWRK 490A Seminar for Practicum I | 1 unit |
AS B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum content, identified in Educational Policy Section 4 and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

The School of Social Work BSW Program clearly defines the concept of generalist social work practice and its coverage with the EP section 4. The BSW program implements all the components of the professional curriculum.

Generalist Social Work Practice
CSU Chico’s service area extends over 12 counties and encompasses urban, suburban, rural and frontier areas. Social service agencies in the private and public sectors in these areas need entry level social workers who can provide services to individuals, couples, families, groups, communities, and organizations. CSWE mandated curriculum content for Generalist Social Work practice prepares students with a broad-based set of knowledge, skills, and values necessary for entry-level social work professional practice with individuals, families, groups, organizations and communities. The major emphases for generalist practice are: direct services to individuals, families and groups; community and organizational practice; policy analysis and practice; and research as practice.

The baccalaureate curriculum is based upon the skills and knowledge necessary for entry level social work practice. Faculty members assess students' progress in acquiring knowledge and skills throughout their coursework, including all field experience. The baccalaureate curriculum provides courses in the following areas: Values and Ethics; Diversity; Populations-at-Risk and Social and Economic Justice; Human Behavior and the Social Environment; Social Welfare Policy and Services; Social Work Practice; Research; and Field Education. The curriculum is grounded in the mission of the School of Social Work and operationalizes the six overarching goals and 13 specific objectives of the undergraduate Social Work program.

Mission of the California State University, Chico School of Social Work (BSW/MSW Program)
The mission of the School of Social Work is to provide high quality social work education for generalist social work practice at the baccalaureate level, advanced practice and leadership at the master's level, and high quality general education courses. Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state. Through collaborative efforts with community service agencies, social work professionals and organizations, the program educates social workers to become lifelong learners and culturally competent practitioners who work to promote social and economic justice in an increasingly complex, diverse, and, interconnected world.

School of Social Work BSW Goals
To fulfill its mission, the BSW Program will:

1. Prepare social workers with the knowledge, values and skills necessary for entry-level generalist professional practice with multi-level systems;
2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on practice within the urban and rural areas of Northern California;
3. Prepare social workers for advocacy and social or political action promoting social and economic justice to alleviate poverty, oppression, and other forms of discrimination;
4. Maintain connections with the professional community and the social services system throughout the region and work toward improvement of services and the programs;
5. Participate in the University’s General Education program through course offerings;
6. Prepare social workers who will engage in continuing professional education and lifelong learning to enhance their social work knowledge and skills.

School of Social Work BSW Objectives
1. Apply critical thinking skills in all learning environments to multiple units of concerns and levels of social work practice.
2. Assess personal values and demonstrate preliminary knowledge of the NASW Code of Ethics and the interaction upon professional social work.
3. Demonstrate knowledge of diverse populations and respect for their concomitant values and practices.
4. Understand the forms and mechanisms of oppression and discrimination including environmental racism and apply multi-level strategies of advocacy and social change that advance social and economic justice.
5. Understand the history of the social work profession, its contemporary issues and structures.
6. Apply knowledge and skills of empowering, strengths-based, collaborative practice with multi-level systems.
7. Use theoretical frameworks supported by empirical evidence to understand and assess individual development and social behaviors across the life span.
8. Analyze historical and current social policy and concomitant social service delivery patterns to formulate alternative, empirically-based proposals.
9. Evaluate research studies and corresponding theories to assess one’s own practice and large system interventions.
10. Demonstrate communication skills differentially with various client and professional populations and settings.
11. Use supervision and consultation appropriate to generalist practice.
12. Demonstrate collaborative practice within the structure of organizations and service delivery systems seeking organizational change to provide comprehensive and effective services.
13. Demonstrate professional use of self that includes awareness of personal and professional visibility in our North valley.
Relationship of the 13 BSW Objectives of the School of Social Work and Courses

1. Apply critical thinking skills in all learning environments to multiple units of concerns and levels of social work practice.

Students are introduced to critical thinking skills as they complete the three social work courses (SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, SWRK 200: Multicultural Awareness for Human Services, and SWRK 302: Human Behavior across the Lifespan) embedded within the larger eight course Social Work Core through service learning assignments and concomitant writing assignments that are integrated into classroom discussions. Assignments and discussions provide the means by which students are initially presented with terminology and concepts associated with identifying distinctly different units of concern and the three levels of practice. Additionally, in Professional Sequence I students apply these critical thinking skills in SWRK 303 Human Behavior and the Social Environment to larger units of concern including communities and organizations at the meso and macro levels of practice.

Students then are provided with multiple opportunities through readings and assignments throughout all subsequent Professional Sequence courses to practice the application of critical thinking skills in both classroom and field environments.

2. Assess personal values and demonstrate knowledge of the NASW Code of Ethics and the interaction upon professional social work.

Students are introduced to the concept of a profession generally and the hallmarks of a profession including a code of ethics initially as they proceed through the three Social Work courses embedded within the initial eight course Social Work Core. Further, students are required to integrate application of the NASW Code of Ethics to the service learning placements throughout their three initial social work courses embedded within the Social Work Core and field learning placements in subsequent Professional Sequence coursework. Application of the professional values embedded within the NASW Code of Ethics and critical reflection on the congruency or incongruence of personal values and professional practice is documented in selected writing assignments, classroom presentations and field journals and is discussed in interactions with academic faculty, field faculty and colleagues in both classroom and field environments.

3. Demonstrate knowledge of diverse populations and respect for their concomitant values and practices.

Students are introduced to a knowledge base in the three initial social work courses in the Social Work Core courses that includes secondary data sources including public and private sources that tally and report on the meaning of demographic characteristics of populations locally, regionally, nationally and internationally. Additionally, students are assigned multiple readings, in-class exercises and community-based classroom assignments throughout the Professional Sequence courses which provide them with opportunities to engage directly with diverse members of the community and explore values and practices of diverse populations within the
service region of CSU, Chico and critically reflect upon the manner in which the members of these diverse populations including populations-at-risk seek assistance in addressing problems.

4. **Understand the forms and mechanisms of oppression and discrimination including environmental racism and apply multi-level strategies of advocacy and social change that advance social and economic justice.**

Students are introduced to the social welfare history of the United States in SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, and the treatment of outgroups within American society from the founding of the country to the present day. Students are introduced to the ecological framework in Social Work Core Sequence courses which incorporates consideration of micro systems, meso systems, macro systems, and chrono systems as themes of socialization, order, and labor and concomitant social welfare institutions are explored. Students critically examine and discuss trends and patterns in treatment of outgroups and the role of social work professionals as both agents of social control and agents of social change affiliated with these social welfare institutions in all courses. SWRK 485: Social Welfare Policy, Programs, and Services, provides an opportunity for students to work with their colleagues in consultation with policy makers and stakeholders in examining a current policy and propose strategies that will advance social and economic justice.

5. **Understand the history of the social work profession, its contemporary issues and structures.**

Students are introduced to the development and evolution of the social work profession in the United States in Social Work Core courses through readings and course discussions/lectures particularly SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity. Contemporary issues and structures within the profession are critically appraised in subsequent Professional Sequence course work particularly SWRK 305: Socialization into the Social Work Profession, through engagement with members of the profession and stakeholders including consumers, patients and residents of selected communities as students complete their 70 hour service learning requirement in the Social Work Core.

6. **Apply knowledge and skills of empowering, strengths-based, collaborative practice with multi-level systems.**

Students are introduced to key concepts including empowerment and collaboration with different target systems in SWRK 200: Multicultural Awareness for Human Services, SWRK 302: Human Behavior across the Lifespan and SWRK 303: Human Behavior and the Social Environment. Students are then provided with multiple assignments in practice courses, SWRK 325: Basic Skills in Social Work Practice, SWRK 435: Social Work Methods I, and Social Work 445: Social Work Methods II which require that they assesses the strengths of individuals, groups, and communities and building upon these strengths, collaboratively develop strategies for addressing problems. Students apply these skills in all professional Sequence courses particularly field practica.

7. **Use theoretical frameworks supported by empirical evidence to understand and assess individual development and social behaviors across the life span.**
Students are introduced to theoretical frameworks for understanding diverse populations across the lifespan in SWRK 200: Multicultural Awareness for Human Services, SWRK 302: Human Behavior Across the Lifespan and SWRK 303: Human Behavior and the Social Environment. Students are then required to examine the logic and scientific practices associated with evidence-based practice in SWRK 330: Social Work Research Methods.

8. Analyze historical and current social policy and concomitant social service delivery patterns to formulate alternative, empirically-based proposals.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, introduces students to historical social welfare policy and social service delivery patterns in the United States. Students enrolled in SWRK 485: Social Welfare Policy, Programs, and Services, specifically examine current social delivery patterns associated with policies and regulations and in consultation with colleagues and stakeholders propose alternatives congruent with the stated mission of social service policies

9. Evaluate research studies and corresponding theories to assess one’s own practice and large system interventions.

Students are provided with opportunities to build upon the knowledge base initiated in the liberal arts base required for all Social Work majors specifically those concepts and terms introduced in Statistics, Human Biology, Psychology, Sociology and Economics courses. SWRK 330: Social Work Research Methods and SWRK 303: Human Behavior and the Social Environment then bring together these concepts and terms with additional models for understanding and assessing human behavior introduced in SWRK 200: Multicultural Awareness for Human Services and SWRK 302: Human Behavior Across the Lifespan. Students then critically examine the theories that inform social work practice at multiple levels with diverse populations and the implications of such practice.

10. Demonstrate communication skills differentially with various client and professional populations and settings.

Students are introduced and provided multiple opportunities to practice various forms of written and oral communication throughout all coursework associated with both the Social Work Core and the Professional Sequence. Specifically students are introduced to different communications patterns and shifting communications patterns of various populations in SWRK 200: Multicultural Awareness for Human Services and 302: Human Behavior Across the Lifespan. Students initially engage and critically examine their own communication patterns with client and professional populations in SWRK 305: Socialization into the Social Work Profession. Students are provided multiple opportunities to apply and critically assess their developing communications skills with colleagues and clients in three Social Work practice courses: SWRK 325: Basic Skills in Social Work Practice, SWRK 435: Social Work Methods I, and SWRK 445: Social Work Methods II and two practicum seminars SWRK 490A/B.
11. Use supervision and consultation appropriate to generalist practice.

Students are introduced to expectations associated with supervision with allied professionals in three courses embedded within the Social Work Core. The Social Work Core provides the general education/liberal arts foundation for the Social Work major. The service learning placements are integrated in SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, SWRK 200: Multicultural Awareness for Human Services and SWRK 302: Human Behavior Across the Lifespan. Each of these courses has a 10 hour, a 30 hour and 30 hour service learning requirement respectively. There are a total of 70 hours service learning completed in these three courses.

In Professional Sequence I, SWRK 305: Socialization into the Social Work Profession provides the specific context for social work supervision and consultation through in-class exercises and assignments linked to a 60-hour service learning requirement. Additional assignments link this service learning to SWRK 325: Basic Skills in Social Work Practice. Service learning for this class is coordinated through the Director of Field Education.

Students demonstrate their ability to apply the concepts and practices introduced in these earlier courses in their Senior year as they complete 480 hours of practicum and concomitant seminars which extend over the course of the academic year.

12. Demonstrate collaborative practice within the structure of organizations and service delivery systems seeking organizational change to provide comprehensive and effective services.

Students are introduced to the concept of collaborative practice within the structures of organizations and service delivery systems in SWRK 303: Human Behavior and the Social Environment. Students further demonstrate their ability to engage in collaborative practice within organizations and service systems in field practica, SWRK 489A/B: Social Work Practicum I/Social Work Practicum II.

13. Demonstrate professional use of self that includes awareness of personal and professional visibility in our North valley.

Students are introduced to awareness of personal and professional visibility in service learning placements completed in the Junior year. Service learning is completed in SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, SWRK 200: Multicultural Awareness for Human Services, SWRK 302: Human Behavior Across the Lifespan, and SWRK 305: Socialization into the Social Work Profession. Students then critically reflect upon their personal experiences in written assignments. Students further demonstrate professional use of self in field practica and field seminars in SWRK 489A/B: Social Work Practicum I/Social Work Practicum II and SWRK 490A/B: Seminar for Practicum I/Seminar for Practicum II.
SOCIAL WORK COURSE OFFERINGS

Please see the section on Course Description pp. 162 – 163 in the 2007 -2009 University Catalog for an explanation of course description terminology and symbols, the course numbering system, and course credit units. All courses are lecture and discussion and employ letter grading unless otherwise stated. Some prerequisites may be met with alternative courses with permission of the BSW Director. Alternative course content will be evaluated by the BSW Director to ensure similarity with approved prerequisite course content. All social work majors, in consultation with their major advisor, must take a 3-unit social work elective. All syllabi are available on WebCT Vista; students are responsible for printing their own copies.

SWRK 170  Social Welfare Institutions: A Response to Power and Scarcity  3.0
No prerequisites or corequisites for non-majors
This course identifies groups within American society which have a high risk of disenfranchisement. Societal responses established to reduce the impact of inequitable distribution of goods, services, and opportunities based on economic, medical, educational, generational, gender, and legal scarcity are studied. Issues are examined from historical and contemporary perspectives. Course assignments include 10 hours of required service learning—usually a weekend “state trip” e.g. Sonoma Developmental Center, Napa State Hospital, etc. arranged through Community Action Volunteers in Education (CAVE). This is an approved General Education course.

SWRK 189  Practicum with Older Adults  1-2.0
This course is a practicum experience offered for 1.0 to 2.0 units. Students have the option of working weekly in a convalescent home or being matched with an older adult. This course is applicable to all disciplines dealing with senior adults. Sign up at the CAVE office. May be repeated for credit. Credit/no credit grading only.

SWRK 200  Multicultural Awareness for the Human Services  3.0
No prerequisites or corequisites for non-majors; corerequisite: SWRK 302 for majors.
This course presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion, spirituality, generation, and national origin. Historical and cultural experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people. Course assignments include 30 hours of required service learning arranged through CAVE at specific, designated programs. This is an approved Ethnic Studies course.

SWRK 302  Human Behavior Across the Lifespan  3.0
No prerequisites or corequisites for non-majors; corequisite: SWRK 200 for majors.
Using a systems framework and selected human behavior theories across the lifespan, the biological, social, psychological, and cultural influences on individuals, families, and groups are
investigated. Particular emphasis is given to ethnic and cultural diversity and promoting student self-reflection across generations, and cultural competence. Course assignments include 30 hours of required service learning arranged through CAVE at specific, designated programs. This is an approved General Education course.

**SWRK 303 Human Behavior and the Social Environment**  
*Corequisites: SWRK 305, 325, 330. Majors only.*  
This is the second of two human behavior and social environment theory courses relevant to social work practice. While SWRK 302 focuses on individuals and families across the lifespan from diverse backgrounds, SWRK 303 studies groups, organizations, institutions, and communities as social systems. Examines the reciprocal interactions between these larger social systems and diverse individuals and families.

**SWRK 305 Socialization into the Social Work Profession**  
*Corequisites: SWRK 303, 325, 330. Majors only.*  
The course will introduce students to the basic elements that form the cornerstones of field education. The objectives of the course will include helping students’ develop a deep commitment to social work values and ethics, working with diverse populations, and to social and economic justice. They will also learn about the basic organizational structure of various social service agencies and the interpersonal skills necessary to establish and maintain professional relationships. The course content will be enhanced by the requirement of 60 hours of service learning in a social service setting. Students will be placed in various agencies through consultation with the Community Action Volunteers in Education (CAVE) program and participate in the service learning requirements associated with that program.

**SWRK 320 Child Welfare** *(SWRK ELECTIVE)*  
Acquaints students with the relevant history and concepts of child welfare. Examines abuse, neglect, molestation, prostitution, pornography, day care, teen pregnancies, foster care, intergenerational issues, and adoptions. Focuses on the application of generalist social work knowledge, values, and skills, and the problem-solving process to child welfare practices.

**SWRK 325 Basic Skills in SWRK Practice**  
*Corequisites: SWRK 303, 305, 330. Majors only.*  
Introduces students to the application of social work ethics and skills for social work practice. Includes the ecological-systems framework, strengths perspective, and differential application of practice knowledge related to the needs of various groups characterized by gender, race, ethnicity, culture, generation, sexual orientation, class, and ability. Students learn basic interviewing and communication skills.

**SWRK 330 Social Work Research Methods**  
*Corequisites: SWRK 303, 305, 325. *Please note commencing Spring 2009 this will be a 4 unit course with a computer lab.*  
An introduction to the logic and styles of social work research. Particular attention is given to the nature of the scientific method, the methods of formulating research problems, the design of social research, character of scientific evidence, and program evaluation techniques. Laboratory provides applications and development of research opportunities introduced in lectures.
SWRK 398  Special Topics  1.0 - 3.0
This course is for special topics offered as 398A-C for 1.0 to 3.0 units respectively. Topics will vary from term to term and be different for different sections. See The Class Schedule for the specific topic being offered. This course may NOT be taken as a substitute for one of the three Social Work electives.

SWRK 399  Special Problems  1.0 - 3.0
This course is an independent study of special problems and is offered as 399A-C for 1.0 to 3.0 units respectively. You must register directly with a supervising faculty member. Credit/no credit grading only. This course may NOT be taken as a substitute for one of the three Social Work electives.

SWRK 435  Social Work Methods I  3.0
Prerequisites: Successful completion of ENGL 001 (or its equivalent).
Corequisites: SWRK 485, 489A, 490A. Majors only.
Explores the dimensions of social work practice from a systems perspective: engagement, data collection, assessment, and planning. Students develop skills in building partnerships with clients, group leadership, culturally competent relationship building, problem/need partializing and prioritizing, goal setting, and collaborative planning. Values, ethics and ethical decision-making are strengthened in the areas of engagement and assessment. Students apply knowledge of social systems, human development across the lifespan, and diversity in assessing and planning with individuals, families, groups, organizations, and communities. This is a writing proficiency, WP, course; a grade of C- or better certifies writing proficiency for majors.

SWRK 445  Social Work Methods II  3.0
Corequisites: SWRK 489B and 490B. Majors only.
Builds on Methods I in the areas of intervention, evaluation, and closure. Students enhance their skills in maintaining partnerships with clients, group facilitation, culturally competent change strategies, clarity of role, collaboration, evaluation of practice, and closure. Values, ethics and ethical decision-making are applied to intervention and evaluation. Students apply knowledge of social systems, human development across the lifespan, and diversity in intervention and evaluation with individuals, families, groups, organizations, and communities. This is a writing proficiency, WP, course; a grade of C- or better certifies writing proficiency for majors.

SWRK 474  Policy and Programs for Older Adults (SWRK ELECTIVE)  3.0
Examines major social services, legislation, programs, models of service delivery, and funding related to the needs and concerns of older adults living in the US. Barriers to service availability and delivery to older populations-at-risk, and types of advocacy efforts to promote policy change are addressed.

SWRK 480  Law and Disadvantaged Persons (SWRK ELECTIVE)  3.0
Explores legal issues facing the poor, older adults, disabled, and minorities, and how to advance the legal rights of the disadvantaged. Family law, consumerism, small claims court, Social Security, welfare law, and landlord/tenant rights are addressed from theoretical and practical perspectives, with an emphasis on advocating for those rights.
SWRK 485    Social Welfare Policy, Programs and Services 3.0
Corequisites: SWRK 435, 489A, 490A. Majors only.
This course examines economic, historical, generational, political, intellectual, sociocultural, leadership, values and ideologies and other such factors that shape social welfare policy, programs and services. The course addresses various frameworks for studying social welfare policy, and examines the roles of policy-makers, processes of social change, and the roles of social workers as facilitators of positive social change.

SWRK 489A     Social Work Practicum I 5.0
Corequisites: SWRK 435, 485, 490A. Majors only.
Students are placed in an approved social service agency and, under the supervision of a qualified field instructor, engage in generalist social work practice with multi-level client systems. The approved agency may be public, non-profit, or proprietary. The Director of Field Education facilitates student placement. 240 hours in the practicum are required. Credit/no credit grading only.

SWRK 489B     Social Work Practicum II 5.0
Corequisites: SWRK 445, 490B. Majors only
This course is a continuation of SWRK 489A. Interns remain in the same agency with the same field instructor to further develop their ethical foundation, skills, knowledge, and understanding of self in the delivery of social services with multi-level client systems. 240 hours in the practicum are required. Credit/no credit grading only.

SWRK 490A    Seminar for Practicum I 1.0
Corequisites: SWRK 435, 485, 489A. Majors only.
Discussion and learning processes designed to facilitate integration of previous and ongoing learning with the realities of practice and consolidation of personal growth as a social worker.

SWRK 490B    Seminar for Practicum II 5.0
Corequisites: SWRK 445, 490B. Majors only.
Discussion and learning processes designed to facilitate integration of previous and ongoing learning with realities of practice and consolidation of personal growth as a social worker.

SWRK 498     Special Topics 1.0 - 3.0
This course is for special topics offered for 1.0 to 3.0 units. Topics will vary from term to term and be different for different sections. See The Class Schedule for the specific topic being offered.
EP 4.0 Social Work Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

Content Area Objectives
The Values and Ethics curriculum content area provides students with:

1. Content necessary for understanding the values and principles of ethical decision-making as presented in the NASW Code of Ethics.

2. Ethical decision-making models appropriate for multi-level, multi-system generalist social work practice.

3. Experiences to become aware of their own personal values, particularly in relationship to social work values, and to constructively and respectfully resolve conflicts between them.

4. Content and skills to develop, demonstrate, and promote values of the profession in all areas of their practice and to use supervision, consultation and continuing education for ongoing professional development regarding values and ethics.

5. Content and skills necessary to analyze ethical dilemmas and the ways in which they affect practice, services and clients, including those unique to the context of social work practice in small towns and rural areas.

6. Ability to analyze and resolve ethical dilemmas unique to generalist social work practice.

6. Preparation to use supervision, consultation and continuing education for ongoing professional development with relationship to values, ethics, and resolution of ethical dilemmas.

Relationship to Program Goals and Program Objectives
Core social work values and ethics are reflected in our desire to enhance the well-being of Northern California residents through service and leadership. It is the value of helping the people of Northern California that our goals and objectives take on the challenge of educating practitioners on ways to elevate social injustice, tackle social problems, and confront discrimination and oppression. Our goals and objectives reflect inherent respect for cultural competence and human relationships. Through the strengths-based, collaborative approach that accentuates the dignity and worth of individuals and communities of Northern California, our goals and objectives communicate social work values and ethics. In addition, they reflect the importance of instilling within our graduates the value that competence is central to their continued professional growth throughout their careers. All of these values are embedded within
the goals and objectives of our program.

**Content Area Courses**
Values and ethics are integrated throughout the BSW curriculum.

**Integration of EPAS Content Areas on Values and Ethics**

<table>
<thead>
<tr>
<th>Values and principles of ethical decision making integrated.</th>
</tr>
</thead>
</table>

**SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity**
This course provides an overview of the profession including introducing students to the NASW Code of Ethics. Social work values, including respect for diversity and the importance of social and economic justice, are introduced at the beginning of the course and integrated throughout as various social problems are discussed. Students are challenged to examine their own values within the context of the course content.

**SWRK 200: Multicultural Awareness for the Human Services**
The overall goal for this course is to help students develop high regard for the worth and dignity of all people. Students use critical self-reflection to develop an awareness of their personal values and to clarify conflicting values, including those relating to social work values. The course focuses on social work values of respect for diversity and elimination of social and economic injustice.

**SWRK 302: Human Behavior Across the Lifespan**
Using an ecosystemic and value-based perspective, this course integrates social work values such as appreciation of diversity and understanding people within their social contexts into the course readings, lectures, and discussions. Students are challenged to monitor and evaluate their personal values in relation to social work values.

**SWRK 303: Human Behavior and the Social Environment**
In SWRK 303 students study groups, organizations, institutions, and communities as social systems. Students examine the interplay between personal, social work and community values and discuss what to do with conflicts in various values systems. The course also focuses on our ethical requirements to address social and economic injustice and oppression.

**SWRK 305: Socialization into the Social Work Profession**
SWRK 305 introduces students to the elements that form the foundation for field education. The course has a primary focus of helping students develop a deep commitment to social work values and ethics. This is accomplished through readings, discussions, application of ethical principles to various situations from the course workbook and in-class exercises.

**SWRK 325: Basic Skills in Social Work Practice**
This course introduces students to the application of social work values and ethics in social work practice. It focuses on competency in working with diverse populations and personal and professional values that have an impact on effective practice.
SWRK 330: Social Work Research Methods
The relationship of social work values and ethics to social work research are introduced in this course. What constitutes ethical research and how individual and social work values affect research are also explored.

SWRK 435: Social Work Methods I
Values, ethics and ethical decision making are strengthened in this course as students begin to learn to engage with and assess clients. The value of culturally competent practice with diverse clients is emphasized. Students are expected to be able to apply social work values and ethics to beginning practice through case examples, role plays, and assignments.

SWRK 445: Social Work Methods II
In this second practice course, students continue to learn to apply social work values and ethics in practice with individuals, groups, families, organizations and communities. Students are asked to explore ethical dilemmas that surface at all levels of practice and apply ethical decision making skills.

SWRK 485: Social Welfare Policy, Programs and Services
A central focus of this course is the integration of the social work value orientation in the formulation of social policies and delivery of social services in order to maximize the health and well-being of all members of American society. There is an emphasis on the social work values of diversity and social and economic justice.

Students develop awareness of personal values.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
A primary emphasis of this course is to have students become aware of and appraise their own values in relation to issues covered in the course. Students begin the course with a values clarification exercise and are challenged throughout the course to be aware of their values and consider how their values would affect their ability to effectively practice social work.

SWRK 200: Multicultural Awareness for the Human Services
Throughout this course, students must examine their personal value system in regards to working with diverse populations. They use critical self-reflection to develop an awareness of their personal values and to clarify conflicting values, including those relating to social work values.

SWRK 302: Human Behavior Across the Lifespan
Through discussion, readings and assignments, students are challenged to monitor and evaluate their personal values in relation to social work values. Students engage in service learning and work with members of diverse populations. They are assigned a reflective paper and a final paper where they examine how, in the first paper, their personal values affected their service learning work and how, in the second paper, their personal values have helped them become who they are.
SWRK 435: Social Work Methods I
An objective of this course is for students to develop a sense of professional awareness through continuous self-reflection and demonstrate awareness of their biases and values. Students must demonstrate their awareness of their personal values in several assignments in the course. This includes being able to note how their personal value system comes into play when they are evaluating case studies and to discuss situations where personal values conflict with professional values.

Develop, demonstrate, and promote values of the profession.

SWRK 305: Socialization into the Social Work Profession
SWRK 305 introduces students to the elements that form the foundation for field education. The course uses a variety of methods to help students develop a deep commitment to social work values and ethics. This is accomplished through readings, discussions, application of ethical principles to various situations from the course workbook and in-class exercises. More specifically, in the course students write an essay on values and ethics from the assigned workbook and spend class time discussing each social work value and its relationship to things that happen in the field.

SWRK 435: Social Work Methods I
An objective of this course is for students to develop a sense of professional awareness including continued development of social work values. Students demonstrate that they understand and have adopted the social work value base by applying social work values to situations presented in the readings and in class. They also must apply social work values to a case from their field practicum that they present in class.

SWRK 485: Social Welfare Policy, Programs, and Services
Students are encouraged to further develop their professional value base by applying social work values to historical and current social welfare policies. Social work values are used as a method of evaluating policies. Policy practice is discussed as an approach to promoting social work values as they become embedded in federal, state and local policies.

SWRK 489A/B and 490A/B: Social Work Practicum I and II and Seminar for Practicum I and II
An important component of students’ field practicum experience is to have an opportunity to further develop and demonstrate mastery of professional values while being supervised by a social work professional. Students and supervisors know this is an important component of the field experience that will be assessed in the final field evaluation. Students are encouraged to discuss social work values and their application in the field seminars and obtain support in how they can best be applied in the field.
Analyze ethical dilemmas and ways in which it affects practice, services and clients.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
Students discuss ethical dilemmas in this course and how to understand and analyze them based on social work and personal values. Students analyze a specific ethical dilemma as part of one of their three critical thinking and writing assignments for the course.

SWRK 200: Multicultural Awareness for the Human Services
Students explore cross cultural practice and ethical dilemmas that arise when practicing with diverse populations with differing value systems. A typical issue for analysis would be the development of services for specific populations as opposed to developing more generic services for the larger population.

SWRK 435: Social Work Methods I
SWRK 435 introduces students to an ethical decision-making model and has students use the model to analyze situations where ethical dilemmas arise. Students use case examples from their field practicum to become aware of ethical dilemmas and apply the ethical decision-making model as a support for resolving the dilemma. They are also asked to note and analyze ethical dilemmas that arose during interviews conducted for a class assignment.

SWRK 485: Social Welfare Policy, Programs and Services
This policy course offers students the opportunity to analyze ethical dilemmas associated with the policy arena. For example, students complete exercises where they analyze ethical dilemmas that arise when passage of a policy means one group benefits while another group suffers. They learn various models to help them make the most ethical choice possible in this and similar situations. They also explore how differing values perspectives lead to challenging ethical dilemmas that they must analyze and try to resolve.

SWRK 489A/B and 490A/B: Social Work Practicum I and II and Seminar for Practicum I and II
The field practicum and field seminars provide students with opportunities to address ethical dilemmas that arise in the field and to use the appropriate ethical decision-making models introduced in Social Work 170: Social Welfare Institutions: A Response to Power and Scarcity, SWRK 200: Multicultural Awareness for the Human Services, SWRK 435: Social Work Methods I and SWRK 485: Social Welfare Policy, Programs and Services.

Relationship to Other Content Areas

Diversity
Both through SWRK 200: Multicultural Awareness in the Human Services and infusion throughout the BSW curriculum, the connection between ethical practice and diversity is made clear. Working with people in need and addressing social problems is a unifying theme in the BSW curriculum, as is the fact that those in need are from diverse backgrounds and social workers have an ethical obligation to provide culturally competent practice.
Populations-at-Risk and Social and Economic Justice

Social workers’ ethical responsibility to challenge injustice and work toward social and economic justice is introduced to students in SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity. It is a central theme in SWRK 200 Multicultural Awareness in the Human Services and SWRK 485: Social Welfare Policy, Programs, and Services. Specific approaches to reducing injustice are introduced in the policy and practice courses, leaving students not only with the knowledge of their ethical responsibility, but also the ability to create needed change.

Human Behavior and the Social Environment

SWRK 302: Human Behavior Across the Lifespan

This course uses a systems framework and selected human behavior theories to exam human behavior across the lifespan. The understanding that all social work knowledge is value-based is central to the course. Social work values and ethics are stressed as students explore cultural, ethnic and generational diversity. As they understand diversity across the lifespan, they are introduced to the ethical principal and social work responsibility of culturally competent practice.

SWRK 303: Human Behavior and the Social Environment

The primary focus of this course is on groups, organizations, institutions and communities as social systems. This includes an exploration of the values and ethics of various large systems and how these can conflict with social work values and ethics. Values are examined in terms of their impact on the formation and action or resistance to action in large systems. Values and ethics are also emphasized in the social work responsibility to increase social and economic justice, often accomplished through macro level change.

Policy and Services

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity

This course introduces students to the concept of personal and professional values and ethics and to the NASW Code of Ethics. Students gain an understanding of how values and ethics impact social work practice generally, and the social welfare policy arena, more specifically. They are involved in values clarification exercises and gain beginning experience resolving ethical conflicts.

SWRK 485: Social Welfare Policy, Programs, and Services

In this second policy course, social work ethical responsibility to work for social and economic justice is stressed as students learn to become policy advocates. Students grapple with ethical dilemmas in the policy realm and learn to use social work values as a tool for resolving policy debates. An emphasis is placed on challenging public policies that run counter to social work values.

Social Work Practice

SWRK 325: Basic Skills in Social Work Practice

SWRK 325 introduces students to the ethical responsibility to become competent practitioners and the application of social work values and ethics in social work practice. It focuses on
competency in working with diverse populations and personal and professional values that have an impact on effective practice.

SWRK 435: Social Work Methods I
Values, ethics and ethical decision making are strengthened in this course as students begin to learn to engage with and assess clients. The value of culturally competent practice with diverse clients is emphasized. Students are expected to be able to apply social work values and ethics to beginning practice through case examples, role plays and assignments. The course emphasizes the social workers’ ethical responsibility to be competent, including self reflection and evaluation of one’s practice.

SWRK 445: Social Work Methods II
In this second practice course, students continue to learn to apply social work values and ethics in practice with individuals, groups, families, organizations and communities. Students are asked to explore ethical dilemmas that surface at all levels of practice and apply ethical decision making skills. The role of values, ethics, and ethical decision making are stressed in regards to intervention and evaluation.

Research
SWRK 330: Social Work Research Methods
Social work values and ethics are brought into various sections of this course, as students confront issues around conducting ethical research. One module of the course specifically addresses values and ethics with readings and discussions devoted to ethical research practice. Students discuss ethical dilemmas and situations where ethics have been violated and researchers’ responsibility to follow ethical guidelines. The course also explores how our individual and professional values become involved in driving the research agenda and shaping research.

Field Practicum
SWRK 305: Socialization into the Social Work Profession
This course is the introduction to field education and includes content addressing knowledge and values associated with social work profession. Students utilize a workbook and assignments that will challenge them to identify their personal values and how these are congruent or incongruent with the organizational values of their service learning placement.

SWRK 489A/B and 490A/B: Social Work Practicum I and II and Seminar for Practicum I and II
The field practicum and field seminars provide students with opportunities to address ethical dilemmas that arise in the field and to use the appropriate ethical decision-making models. Specifically, in the field seminars students are encouraged to discuss their values and social work values, working with classmates to find resolution when conflicts arise. They are also asked to bring ethical dilemmas from their field placement to the seminars, using the class time to learn effective skills for addressing these dilemmas. The field evaluation tool evaluates student's ability to demonstrate the acceptance and use of basic social work values, ethics and principles, and practice ethically and respectfully with diverse populations.
EP 4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

Content Area Objectives

The diversity curriculum content area provides students with:

1. Knowledge, values and skills to develop acceptance and respect for differences, and awareness of their own biases, leading to realization of how these biases affect their working relationships with persons from diverse backgrounds.

2. Knowledge and understanding about the consequences of various forms of oppression on the lives of people of color, women, children, gay and lesbian persons, persons with differential abilities, and other populations-at-risk.

3. Social work values and ethics as they apply to working with people from diverse backgrounds.

4. Knowledge about theories and practices that address fairness, equity, and/or economic and social justice.

5. Knowledge and skills to carry out differential assessment and intervention strategies when working with people who differ on basis of ethnicity, class, gender, sexual orientation, political affiliation, physical/mental abilities, age, national origin, and/or other important social categories such as religion.

Relationship to Program Goals and Program Objectives

A culturally competent practitioner has the knowledge to understand and openly interact with people from diverse backgrounds that include, but are not limited to, culture, ethnicity, class, gender, generation, sexual orientation, disability, religion, and national origin. The practitioner has an awareness of the historical and cultural experiences shaping individuals’ lives. Additionally, there is an understanding of the dynamics and consequences of social and economic injustices that are exemplified in oppression and discrimination. This is important in our region in light of our high proportion of older adults, Southeast Asian refugees, and individuals from Latino and Native American communities, as well as the high rates of poverty and rural residence.

Two-fold efforts are required to produce culturally competent social workers. First, social work students need to be educated to become self-aware and have an appreciation of their own value
systems. On the second level, they need to be immersed in cultural experiences where they observe the uniqueness of every individual. This is the focus of diversity education, as it prepares social work students to become culturally competent by being self-aware and gaining knowledge and skills to work effectively with clients from diverse backgrounds. The focus of diversity education is on examining and when appropriate, changing beliefs and on ethical practice, rather than mastering specific knowledge. The students are educated to value the importance of cultural influence in guiding all social work thinking in keeping with the social work value of acceptance of diverse people and ideas. Self-awareness and positive attitudes enable social work students to become more skilled in working in diverse scenarios. However, seeing diversity as merely a knowledge area can lead to stereotyping and mis/over generalization of cultural characteristics.

To achieve these objectives, emphasis is placed on creating democratic and inclusive classrooms that will foster empowerment and participation for all students, irrespective of their age, sex, race, class, ethnic background, religion, and/or sexual preferences. The first step toward understanding human diversity is to make students aware of their own cultural heritages, and recognize the various forms of oppression that they might have encountered during their lifetimes. Students from both dominant and minority groups are made to reflect on their past experiences, so they can unlearn the various biases they might have developed. They are also supported to reflect on various biases inherent in the social structures in which they function as professionals. Students are encouraged to develop practice skills that enable them to work competently with people from diverse cultural backgrounds.

**Content Area Courses**

The diversity content is included both as a core course and integrated in all other content areas in the BSW program (i.e. practice, HBSE, research, and practicum), with the goal to produce culturally competent social workers.

**SWRK 200: Multicultural Awareness for the Human Services**

This course presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships and human service workers. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion, and national origin. Historical and cultural experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people. The course includes 30 hours of required service learning and is an approved Ethnic Studies course.

The need to follow the ethics of “Cultural Competence and Social Diversity” as specified in the NASW Code of Ethics is explained. Throughout the course, students have opportunities to examine and question their beliefs and values as they relate to diverse populations. Students use research data and various forms of literature to understand differences and similarities in the experiences, needs, and beliefs of diverse people. Students also have the opportunity to understand the dynamics and consequences of social and economic injustice, including forms and mechanisms of oppression and discrimination as they affect diverse people.
Integration of EPAS Content on Diversity

Understanding, affirmation, and respect for people from diverse backgrounds integrated. Culture and personal identity emphasized.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
This course introduces students to the concept of diversity and identifies groups within American society that have a high risk of disenfranchisement. By examining various social problems and the policy arena, students gain an understanding of the different experiences of various populations and the results of institutionalized oppression. The need to understand and respect all people at all levels of social work practice is stressed.

SWRK 200: Multicultural Awareness for the Human Services
This course presents a framework for understanding and openly interacting with people from diverse backgrounds of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships and human service workers. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion, and national origin. Historical and cultural experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people. Students begin by focusing on self awareness, including writing a self-awareness paper. They begin a focus on diverse others by involvement in a service learning project where they work with people from diverse backgrounds and an assignment where they attend cultural events and write about their experience. Students demonstrate in class through oral presentations, writings and discussion, respect for and acceptance of the unique characteristics of diverse people.

Content ensures that social services meet the needs of groups served and are culturally relevant.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
Students develop an understanding of how social, economic, political, and cultural conditions impact various groups based on their position in the social hierarchy. They are exposed to various social welfare institutions and discuss how these institutions are effective or ineffective at meeting people’s needs, particularly members of underserved populations. Students are introduced to the concept of policy change and their ethical responsibility to ensure that services are provided equitably and in a culturally relevant fashion.

SWRK 303: Human Behavior and the Social Environment
This course builds on SWRK 302: Human Behavior Across the Lifespan and focuses on groups, organizations and communities. Students learn to identify and assess the organizational culture of their respective service learning placements including their strengths and weaknesses. Specifically they are asked to interview administrators, supervisors, and/or direct service workers and determine to what extent organizational culture supports or inhibits the ability of social work practitioners to do their work effectively including work with diverse populations.
SWRK 485: Social Welfare Policy, Programs and Services
This course builds on SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity and focuses on the social work role of advocating for systems change. Social workers’ responsibility to ensure that social services meet the needs of all is stressed, and students explore the role of advocate in making that happen. Students learn to conduct a basic policy analysis, including examining how the services that result from a given policy will affect various populations. They also complete a policy advocacy project to develop skills necessary to intervene at larger systems to create more just and culturally relevant services.

Recognition of diversity within and between groups influencing practice.

SWRK 200: Multicultural Awareness for the Human Services
In this course students are given a framework for understanding people from diverse backgrounds, including diversity within and between groups. They use research data and various forms of literature to understand differences and similarities in the experiences, needs, and beliefs of diverse people. In the course there is a focus on race, ethnicity, gender, sexual orientation, age, religious background and ability. Students understand how the historical and cultural experiences of diverse groups of people, especially those in California, help to shape their current circumstances.

SWRK 302: Human Behavior Across the Lifespan
Using a system’s framework, students develop an understanding of theoretical perspectives that examine human development and behavior across the lifespan. Diversity issues are presented throughout the course in the readings and classroom discussions. Students must demonstrate an understanding of human cultural diversity through answers on quizzes, service learning assignments and reflective papers. The primary text has content that specifically focus on diversity, race, gender, ethnicity, sexual orientation, and multiculturalism. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

SWRK 325: Basic Skills in Social Work Practice
This course introduces students to competent practice with people from diverse backgrounds. This includes the ecological-systems framework, strengths perspective, and differential application of practice knowledge related to the needs of various groups characterized by gender, race, ethnicity, culture, generation, sexual orientation, class and ability. Students learn basic interviewing and communication skills with individuals, families, groups, organizations and communities, with an emphasis on the importance of culturally competent practice.

SWRK 435: Social Work Methods I
This course educates students on the generalist method of social work practice from a systems perspective. It explores in depth the beginning dimensions of this model: engagement, data collection, assessment and planning. Students develop skills in building partnerships with clients and culturally competent relationship building. Students are expected to apply their knowledge of diversity in assessment and planning with individuals, families, groups, organizations and communities.
communities. Continuous emphasis is placed on being sensitive to and accepting of the diverse populations they students will be working with. Students’ ability to work effectively with people from diverse backgrounds is assessed through class discussion and exercises, a year-long community project and an interview and reflection paper assignment.

**SWRK 445: Social Work Methods II**

This second practice course builds on Methods I with students expected to apply their knowledge of social systems, human development across the lifespan, and diversity in intervention and evaluation with individuals, families, groups, organizations and communities. There is a focus on culturally-competent change strategies for individuals, families and systems. Students engage in a group facilitation project associated with their field placement where they must demonstrate the ability to plan, implement and evaluate their skills in, amongst other things, working with people from diverse backgrounds. They also complete a biopsychosocialspiritual assessment and intervention plan that must demonstrate their understanding of the needs of diverse people and their ability to intervene in a culturally competent manner.

### Relationship to Other Content Areas

**Values and Ethics**

Diversity content is integrated with the content on values and ethics all through the curriculum. It is emphasized that the students develop self-awareness of their own biases, understand their own cultural heritage, and develop skills to function competently in cross-cultural environments. From the first class session in SWRK 200: Multicultural Awareness for the Human Services, students are introduced to the connections between “Ethics and Diversity.” The class is introduced to the NASW Code of Ethics, and the CSWE accreditation guidelines that emphasize social workers be educated to be culturally sensitive and competent when working with people from diverse backgrounds. Readings, exercises and assignments provide a forum for discussion on ethical dilemmas faced by social workers when working with diverse populations.

**Populations-at-Risk and Social and Economic Justice**

In SWRK 170: Social Work Institutions: A Response to Power and Scarcity, and SWRK 200: Multicultural Awareness for the Human Services, BSW students are introduced to the necessity of serving populations-at-risk and addressing issues of social and economic justice. Both courses explore issues of oppression, making the connection between oppression, being at-risk and the need for justice. Differing needs and response to risk and issues of justice based on membership in diverse groups is also examined throughout the BSW curriculum.

**Human Behavior and the Social Environment**

**SWRK 302: Human Behavior Across the Lifespan**

Using a system’s framework, students develop an understanding of theoretical perspectives that examine human development and behavior across the lifespan. Diversity issues are presented throughout the course in the readings and classroom discussions. Students must demonstrate an understanding of human cultural diversity through answers on quizzes, service learning assignments and reflective papers. The primary text has content that specifically focus on diversity, race, gender, ethnicity, sexual orientation, and multiculturalism.
SWRK 303: Human Behavior and the Social Environment
In SWRK 303 students study groups, organizations, institutions, and communities as social systems. The impact that diversity has on groups, organizations, institutions and communities is a central focus of the course. The impact of diversity on the culture of organizations and on communities is examined in two written assignments. Cultural competence is addressed as students assess how larger systems meet the needs of diverse clientele.

Policy and Services
SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
Students develop an understanding of how social, economic, political, and cultural conditions impact various groups based on their position in the social hierarchy. They are exposed to various social welfare institutions and discuss how these institutions are effective or ineffective at meeting people’s needs, particularly members of underserved and diverse populations. Students are introduced to the concept of policy change and their ethical responsibility to ensure that services are provided equitably and in a culturally relevant fashion.

SWRK 485: Social Welfare Policy, Programs, and Services
This course builds on SWRK 170 and focuses on the social work role of advocating for systems change. The effect of social policy on various subpopulations is a constant theme throughout the course. Social workers’ responsibility to ensure that social services meet the needs of all is stressed, and students explore the role of advocate in making that happen. Students learn to conduct a basic policy analysis, including examining how the services that result from a given policy will affect diverse populations. They also complete a policy advocacy project to develop skills necessary to intervene in larger systems to create more just and culturally relevant services.

Social Work Practice
SWRK 325: Basic Skills in Social Work Practice
This course introduces students to competent practice with people from diverse backgrounds. This includes the ecological-systems framework, strengths perspective, and differential application of practice knowledge related to the needs of various groups characterized by gender, race, ethnicity, culture, generation, sexual orientation, class and ability. Students learn basic interviewing and communication skills with individuals, families, groups, organizations and communities, with an emphasis on the importance of culturally competent practice.

SWRK 435: Social Work Methods I
This course educates students on the generalist method of social work practice from a systems perspective. It explores in depth the beginning dimensions of this model: engagement, data collection, assessment and planning. Students develop skills in building partnerships with clients and culturally competent relationship building. Students are expected to apply their knowledge of diversity in assessment and planning with individuals, families, groups, organizations and communities. Continuous emphasis is placed on being sensitive to and accepting of the diverse populations they students will be working with. Students’ ability to work effectively with people from diverse backgrounds is assessed through class discussion and exercises, a year-long community project and an interview and reflection paper assignment.
**SWRK 445: Social Work Methods II**
This second practice course builds on Methods I with students expected to apply their knowledge of social systems, human development across the lifespan, and diversity in intervention and evaluation with individuals, families, groups, organizations and communities. There is a focus on culturally-competent change strategies for individuals, families and systems. Students engage in a group facilitation project associated with their field placement where they must demonstrate the ability to plan, implement and evaluate their skills in, amongst other things, working with people from diverse backgrounds. They also complete a biopsychosocial/spiritual assessment and intervention plan that must demonstrate their understanding of the needs of diverse people and their ability to intervene in a culturally competent manner.

**Research**
**SWRK 330: Social Work Research Methods**
An emphasis on diversity and conducting culturally competent research is a focus throughout the course. Diversity is examined as students discuss ethical implications of research, including for example reading about the Tuskegee study. There are numerous examples in the text of how racial, economic, gender and other group characteristics can and have had an impact on research studies. Researcher bias is discussed as is the effect of diversity, or the lack thereof, in research studies.

**Field Practicum**
**SWRK 305: Socialization into the Social Work Profession**
This course contains a populations at risk assignment in which students are asked to interview personnel in the agency about practice of the agency including outreach to and provision of service to diverse populations. In addition students are encouraged to discuss the distinction between their observations of the agency relative to this issue of addressing diversity in the local context and their assigned readings.

**SWRK 489A/B and 490A/B: Social Work Practicum I and II and Seminar for Practicum I and II**
The field practicum provide students with opportunities to gain direct experience working with people from diverse backgrounds and the field seminars give students a place to discuss challenges that this work brings up and competently cultural approaches to practice. Course objectives require students to develop sensitivity, understanding, and skill in responding to the special needs of women, ethnic groups, gays and lesbians, older adults, people with mental and physical limitations, and other populations-at-risk. The field evaluation tool includes evaluation of the student’s ability to practice ethically and respectfully with diverse populations. Students are asked to address their experiences in their work with diverse populations and their growing cultural competence in their weekly journals.
EP 4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at-risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors, and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

Content Area Objectives
The populations-at-risk and social and economic justice content area provides students with:

1. Knowledge regarding populations-at-risk, with particular attention to those most vulnerable populations within the Northern California region.

2. Knowledge regarding the special needs of diverse families, children and youth, the people with mental disabilities, and other special populations within the region.

3. Ability to apply their understanding of how group membership enhances or creates barriers to client systems’ ability to access resources, and the skills to intervene at multi-system levels on their behalf.

4. Knowledge, skills and values to formulate and carry out multi systems level interventions to address issues of discrimination and oppression, and to promote social and economic justice.

5. Ability to use knowledge regarding the various theories and practices of distributive justice, human and civil rights, and the global interconnections of oppression to collaborate with other professionals, client systems, and communities to affect change.

6. Knowledge, values and skills to apply multi systems level strategies of direct practice, research, organizational practice, and policy practice to combat discrimination, oppression, and economic deprivation, and to promote social and economic justice.

7. Skills to advocate for nondiscriminatory social and economic systems through generalist practice.
**Relationship to Program Goals and Program Objectives**

California State University, Chico, School of Social Work's program goals and objectives emphasize the promotion of economic and social justice. Graduates are prepared to enhance the well-being of people, with special focus on populations-at-risk in the Northern California region. The program goals and objectives reflect the belief that students need to develop skills, knowledge, and values to function as culturally competent, strengths-focused practitioners. Graduates are prepared to assume leadership positions in agencies, communities, and in the profession of social work, confronting discrimination and oppression through empowerment and advocacy at multiple systems levels. The program prepares social workers who will work to alleviate poverty and to confront social and economic injustices throughout their careers.

**Content Area Courses**

Content on populations-at-risk and social and economic justice is integrated throughout the curriculum. The primary courses for this content are:

**SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity**
This course introduces students to the concept of diversity and identifies groups within American society that have a high risk of disenfranchisement. By examining various social problems and the policy arena, students gain an understanding of the different experiences of various populations and the results of institutionalized oppression. They learn of the social work obligation to work toward social and economic justice.

**SWRK 200: Multicultural Awareness for the Human Services**
The overall goal for this course is to help students develop high regard for the worth and dignity of all people. Students learn about the relationship between membership in various oppressed groups and being at risk. The course focuses on social work values of respect for diversity and elimination of social and economic injustice.

**SWRK 305: Socialization into the Social Work Profession**
The objectives of the course include helping students develop a deep commitment to social work values and ethics, working with diverse populations, and social and economic justice. In class and during their 60 hours of service learning, students observe the consequences of poverty, discrimination, violence and oppression on various populations. They come to understand the social work mandate for working to end injustice.

**SWRK 485: Social Welfare Policy, Programs and Services**
This course focuses on the delivery of social services in order to maximize the health and well-being of all members of American society. A great deal of attention is paid to groups who have been left behind and have been systematically left out of needed programs and services. There is a primary focus on oppression and the need for social worker to engage in work that promotes social and economic justice. Students learn advocacy skills to further this aim.
**Integration of EPAS Content Areas on Populations-at-Risk and Social and Economic Justice**

<table>
<thead>
<tr>
<th>Populations-at-risk integrated.</th>
</tr>
</thead>
</table>

While primary coverage of the populations-at-risk content is located in the courses listed above, the content is integrated in other courses included in the discussion below.

<table>
<thead>
<tr>
<th>Content on Factors that contribute to and constitute being at-risk.</th>
</tr>
</thead>
</table>

**SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity**  
This course introduces the role of social and economic policies as having the potential to place certain groups of people at-risk for social and economic injustice. The course reviews how social and economic conditions become social problems that impact oppressed and marginalized groups, including racial and ethnic minorities, children, older adults, people with disabilities, women, gays and lesbians, immigrants, migrant workers, people living in poverty, and other special populations-at-risk.

**SWRK 200: Multicultural awareness for the Human Services**  
Students study specific groups of people at-risk for oppression, discrimination, and economic deprivation. Groups include people distinguished by issues of race, culture, ethnicity, socio economic class, gender, age, sexual orientation, mental or physical disability, language, religion, regional or national origin. Students develop awareness of risk factors through readings, course discussions, and small group activities.

**SWRK 302: Human Behavior Across the Lifespan**  
In this course students use a systems’ framework to examine the personal and structural factors across the lifespan that put people at risk. Students engage in service learning as a requirement for the course, where they have the opportunity to see first hand the factors and conditions that contribute to risk, and are then able to discuss this in class.

**SWRK 303: Human Behavior and the Social Environment**  
In SWRK 303 students study groups, organizations, institutions, and communities as social systems. How these systems contribute to or reduce risk is explored in the class. Institutionalized oppression is examined as is its impact on creating conditions that increase the possibility that individuals and groups will be at increased risk.
Content on: how group membership includes access to resources.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
This course introduces students to the concept of “privilege” and “populations-at-risk” in terms of access to power and resources in society. An examination of the structure of the social welfare system demonstrates how policies and programs systematically exclude groups and conversely, how group membership in dominant groups means increased access to resources.

SWRK 303: Human Behavior and the Social Environment
This course examines differential access to macro systems and resources based on group membership. The culture and structure of communities and organizations is explored with an eye toward understanding the consequences of exclusionary policies and practices on oppressed groups. Students study and complete an assignment on organizational culture, including how the culture of an organization can affect access to services in general, and limit access by oppressed groups, more specifically.

SWRK 485: Social Welfare Policy, Programs and Services
A primary focus of this course is on oppression and injustice. Readings for the course, class discussions, exercises and assignments, all include material on group membership and the resulting lack of access from being a member of an oppressed group.

Dynamics of risk factors and strategies to redress them.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
SWRK 170 examines the interaction of various risk factors with a particular focus on institutional or structural factors. The course looks at oppression built into various systems and how this increases risk for members of oppressed groups.

SWRK 435 and 445: Social Work Methods I and II
In both classes students identify vulnerable populations, the factors that place them at risk, and change strategies at multiple system levels to address the needs of the population served. Students complete a community project across both classes. In the first semester they assess a social problem and population it affects. In the second semester they examine unmet needs for this population around this problem, and develop an action plan to reduce risk and address the problem.

SWRK 485: Social Welfare Policy, Programs and Services
SWRK 485 builds on SWRK 170’s discussion of the dynamics of risk factors by offering students strategies to redress them. The primary focus of the course is on legislative advocacy, teaching students skills to promote policy change to increase justice and reduce risk. Students learn to analyze policies and to effectively intervene in the policy arena.
Social and economic justice integrated.

While primary coverage of the social and economic justice content is located in the courses listed at the beginning of EP 4.2, the content is integrated in other courses included in the discussion below.

Content on: Understanding of distributive justice, human and civil rights, and global interconnections of oppression.

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity
Students are introduced to the concepts of distributive justice and human and civil rights in this course. They have the opportunity to study these phenomena at the local, regional, state, federal and international levels. They study the history of social welfare policy including its global roots, and they compare the US social welfare system with systems in place in other countries. Through this they can understand that oppression is universal, while the systems we develop to address oppression are culturally and geographically specific.

SWRK 200: Multicultural Awareness for the Human Services
As students examine diversity and culture, they explore issues of human and civil rights and oppression. Students examine how personal, social work, and national values affect issues of justice and human and civil rights. Studying the historical local, national and international experiences that shape people’s lives, helps students to understand issues of distributive justice, rights, and oppression.

SWRK 485: Social Welfare Policy, Programs and Services
This course examines economic, historical, generational, political and other factors that shape social welfare policy, programs and services. There is an ongoing focus in the course on how policies can help or hinder human and civil rights and social and economic justice.

Strategies to combat discrimination, oppression, and economic deprivation.

SWRK 330: Social Research Methods
Students gain an understanding of the role of research as a means to develop, test, and refine social work knowledge and skills, including the use of research to enhance social and economic justice. Students learn to critically evaluate research studies with sensitivity to populations-at-risk. Through the completion of a research proposal assignment, students develop knowledge of how to apply scientific research methods to evaluation of practice and policy with the potential to promote social justice by changing practice and policy.

SWRK 435 and 445: Social Work Methods I and II
In both classes students identify vulnerable populations, including populations facing discrimination, oppression and economic deprivation, and change strategies at multiple system
levels to address the needs of the population served. Students complete a community project across both classes. In the first semester they assess a social problem and population it affects. In the second semester they develop an action plan to improve lives and reduce injustice.

**SWRK 485: Social Welfare Policy, Programs and Services**
This course addresses various frameworks for studying social welfare policy and examines the roles of policymakers, processes of social change and the roles of social workers as facilitators of positive social change. Students analyze specific social policies and formulate alternatives on the basis of a rational framework taking into consideration principles of social and economic justice and apply policy practice methods in influencing, developing, and changing social and economic policy at the state and local levels.

<table>
<thead>
<tr>
<th>Preparation for advocacy for nondiscriminatory social and economic systems.</th>
</tr>
</thead>
</table>

**Preparation for advocacy for nondiscriminatory social and economic systems.**

---

---

**SWRK 485: Social Welfare Policy, Programs and Services**
The central focus in SWRK 485 is to help students develop the knowledge and practice the skills to become advocates for a more just society. In the course students examine how to affect change in oppressive social and economic systems and learn to apply the skills necessary to create needed change.

---

---

**Relationship to Other Content Areas**

**Values and Ethics**
Social and economic justice and work with populations-at-risk are core social work values integrated throughout the curriculum. Students are prepared to engage in practice and research at all levels, with the aim of creating a more socially and economically just society. Students obtain knowledge, skills, and values to be reflective of their individual practice, the organizations they work in, and of potential need for change in larger systems to promote the social work values of advocacy and social justice. Each course includes content on populations-at-risk.

**Diversity**
The relationship between diversity and populations-at-risk and social and economic justice is integrated throughout the curriculum. Students explore how being a member of an oppressed population puts one at risk and how reducing risk often means addressing issues of social and economic justice. This is a central theme in the policy sequence, and is also covered in research, HBSE, practice and field courses. The importance of embracing diversity and encouraging development of one’s culture is explored as a method to both reduce risk and increase justice.

**Human Behavior in the Social Environment**
**SWRK 302: Human Behavior Across the Lifespan**
Using a system’s framework, students develop an understanding of theoretical perspectives that examine human development and behavior across the lifespan. Students learn how development is impacted by a variety of risk factors including poverty and discrimination.
**SWRK 303: Human Behavior and the Social Environment**

In SWRK 303 students study groups, organizations, institutions, and communities as social systems. The impact injustice has on groups, organizations, institutions and communities is explored. Students are introduced to material that challenges them to consider social and economic justice as they evaluate large systems and macro theories. Students learn to consider the role of larger systems in resource allocation and social and economic justice concerns.

**Policy and Services**

**SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity**

Students develop an understanding of how social, economic, political, and cultural conditions impact various groups based on their position in the social hierarchy. They are exposed to various social welfare institutions and discuss how these institutions are effective or ineffective at meeting people’s needs, and how when they do not meet needs, people are placed at increased risk. Students are introduced to the concept of policy change and their ethical responsibility to engage in the policy process to reduce injustice.

**SWRK 485: Social Welfare Policy, Programs and Services**

This course builds on SWRK 170 and focuses on the social work role of advocating for systems change. The effect of social policy on populations at risk is a theme throughout the course. Social workers’ responsibility to ensure that social services reduce risk and increase justice is stressed, and students explore the role of advocate in making that happen. Students learn to conduct a basic policy analysis, including examining how the services that result from a given policy will affect at-risk populations. They also complete a policy advocacy project to develop skills necessary to intervene in larger systems to create more just and culturally relevant services.

**Social Work Practice**


SWRK 325, 435 and 445 introduce knowledge and provide students with an opportunity to practice skills associated with social work practice from a systems perspective with diverse populations. In all three classes, students identify vulnerable populations, the factors that place them at risk, and change strategies at multiple system levels to address the needs of the population served. In the first practice course, students develop skills in building partnerships with clients and culturally competent relationship building. They also analyze human service organizations as social systems and demonstrate the role of policy in service delivery to at-risk populations. In the second practice course, students enhance their skills as change agents at multiple system levels. They engage in case studies, role playing and addressing ethical dilemmas, many of which focus on at-risk populations. Students complete a community project associated with their field placement across the latter two practice classes. In the first semester they assess a social problem and population it affects. In the second semester they develop an action plan to improve lives and reduce injustice.
Research

SWRK 330: Social Work Research Methods
The course readings and discussion examine the larger social, economic and political ramifications of research results on populations-at-risk. Students are cautioned to exercise due care when releasing results that could cause harm to client populations. Social work research is also presented as a potent tool for pressing forward the cause of social and economic justice. Discussions and readings in the methods of action research and client-centered research are presented.

Field Practicum

SWRK 305: Socialization into the Social Work Profession
Students are asked to assess their service learning agency’s formal and informal structures, policies and historical development. Students then interview agency personnel and compare their research, interviews, and personal observations to determine the consequences of being a member of a population at risk relative to the role their service learning agency fulfills in the provision of human services to the residents of our region.

SWRK 489A/B and 490A/B: Social Work Practicum I and II and Seminar for Practicum I and II
The field practicum provide students with opportunities to gain direct experience working with at-risk populations and the field seminars give students a place to discuss challenges that this work brings up and how social workers can employ various methodologies to reduce risk and increase justice. Field practicum sites are chosen to give students the opportunity to work with diverse and oppressed groups who are often at risk. Students are asked to address social justice issues in their weekly field journals.
EP 4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the lifespan; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

The Human Behavior and Social Environment curriculum content builds upon the EPAS guidelines and our goal of providing a generalist BSW curriculum to meet the wide range of needs of the racially, ethnically, culturally diverse people of Northern California for high quality, professional social work. Students learn the complex Human Behavior and Social Environment content that integrates empirically based knowledge, skills, and values to explore and assess problems and needs, and develop preliminary intervention strategies for individuals, families, groups, organizations, institutions, and communities through lens of life-span-multiple systems perspective. The Human Behavior and Social Environment curriculum content also includes multicultural awareness, diversity, and social–economic justice, including global justice.

**Content Area Objectives**

The Human Behavior and the Social Environment curriculum content provides students with:

1. Select theories and knowledge within the unifying frameworks of systems theory and ecological perspective to understand the range of systems in which people live and the interactions between and among them.

2. Theoretical content and knowledge that focus on the interaction between and among individuals, groups, organizations, societies, and economic systems

3. Knowledge and skills to evaluate theories, including the value base underlying them, used to explain the range of systems in which people live

4. Content on the biological, sociological, psychological, cultural, and spiritual dimensions of human development across the lifespan.

5. Content that promotes students’ understanding and appreciation of diversity including the areas of spirituality, culture, ethnicity, economic status, sexual orientation, ability, and generation.

6. Content that supports the students’ effective assessment of diverse individuals and families experiencing problems in living.

7. Content that supports the students’ effective assessment and practice with diverse communities and organizations.
8. Content on the ways in which systems promote or deter people from maintaining or achieving health, well being, and social and economic justice.

9. The ability to use their research skills to analyze, understand, and select appropriate HBSE content and knowledge to support their practice.

10. A commitment to lifelong learning and continuing education to continuously acquire human behavior and the social environment knowledge to support their practice.

11. Knowledge regarding the range of systems for practice.

12. Knowledge regarding the range of systems needed to support students’ ability to practice collaboratively and to promote collaboration among other professionals.

Relationship of Content Area Objectives to Program Goals and Objectives
Preparing students to be advanced generalist practitioners exemplifies the School’s commitment to the communities in our region as well as the State. Our program goals and objectives emphasize the values of cultural competency, social and economic justice, empowerment, collaboration, and a strengths-based perspective.

To meet the BSW program goals, the HBSE curriculum provides students with an education that promotes the understanding and appreciation of diversity, including the areas of gender, spirituality, culture, ethnicity, socio-economic status, family structure, marital status, sexual orientation, ability, and generation. In our complex society, students must be prepared to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan. This includes application of this knowledge to interactions among individuals, between individuals and families, groups, organizations, and communities. Students are provided content that promotes the application of skills to all levels of systems, developing versatility necessary for advanced generalist practice.

Skilled practitioners must have relevant Human Behavior and the Social Environment (HBSE) knowledge that enables them to work effectively in a broad range of social services and functions in rural and urban environments. This includes content that promotes their ability to work effectively with vulnerable populations, utilizing knowledge of patterns, dynamics, consequences of discrimination, oppression, and social and economic injustices, and to address these issues at all system levels when they are present.

Content Area Courses
SWRK 200: Multicultural Awareness for Human Services
No prerequisites or co-requisites for non-majors; concurrent enrollment in SWRK 170 and 302 for majors.
This course presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships and human service workers. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion, and national origin. Historical and cultural experiences shaping their lives and current
realities are examined. The overall goal is for students to develop high regard for the worth and
dignity of all people.
This is an approved General Education Ethnic Studies course.

**SWRK 302: Human Behavior Across the Lifespan I**
Using systems theory as a framework, this course examines selected theories, perspectives, and
research regarding human behavior and the social environment. It focuses on biological,
psychological, social, cultural, and spiritual influences on development throughout the life cycle.
Emphasis is on understanding the individual within the contexts of the family and the
environment across the lifespan.
This course satisfies General Education requirements for Area E.

**SWRK 303: Human Behavior and the Social Environment II**
This is the second of two human behavior and the social environment theory courses relevant to
social work practice. While SWRK 302 focuses on individuals and families across the diverse
backgrounds, SWRK 303 studies groups, organizations, institutions, and communities as social
systems. This online course examines the reciprocal interactions between these larger social
systems and diverse individuals and families.

**Integration of EPAS content areas on Human Behavior in the Social Environment**

**Content on: reciprocal relationships between human behavior and social environments.**

**SWRK 200: Multicultural Awareness for Human Services**
This course explores the dynamic, interacting systems that impact human behavior and
development and develop self-awareness on stereotypes, prejudice, and discrimination. Attention
is paid to the mechanisms of oppression, discrimination, and economic deprivation. Diversity in
regard to spirituality, culture, ethnicity, economic status, sexual orientation, ability, and
generations is studied to promote the development of ethnic-sensitive cultural competency.
Students complete an assigned self-awareness paper and class presentation to heighten awareness
of their own identity and cultural group and highlight diversity within the cohort. The
assignment addresses such questions as: What is your “cultural” identity and group affiliations in
relation to national origin, race, religion, gender, sexual orientation, socioeconomic class, etc.
What is the impact of the readings on you (e.g. increased awareness, knowledge, biases, etc.)?
How might you use the information in the readings as well as the impacts of those readings on
you to inform your role and responsibilities as a human service provider?

**SWRK 302: Human Behavior Across the Lifespan I**
HBSE courses are, of necessity, complex and diverse undertakings. Understanding all the varied
nuances of human behavior within the social context is a daunting challenge. The course content
focuses on understanding human behavior from an ecological systems perspective. The study of
human behavior and bio-psycho-social-cultural-spiritual development are evaluated from a
theoretical and scientifically grounded perspective. Throughout this course, students address and
discuss a key question: *Why do people behave the way they behave?*
SWRK 303: Human Behavior & the Social Environment II
This course examines multiple systems that impact clients. This includes studying the impact of organizational and community changes and empowerment strategies. Students gain skills for evaluating complex macro systems, with the major focus being devoted to task groups, communities, organizations, and institutions. The course advances the materials from the first HBSE class that focus on a social systems view of each organizational level, and the role and action of community power structures of governance of systems, the change processes, and their effects on provision of services, including interactions between these systems and diverse individuals and families.

**Empirical Theories and Knowledge about the Interaction Between and Among Systems.**

SWRK 200: Multicultural Awareness for Human Services
This course helps students understand the interactional patterns among/between various systems. Students are expected to relate the theoretical perspectives (i.e. empowerment and dual perspectives) they have learned in other social work courses to this course content as well. In addition, they are introduced to various theories of oppression, discrimination, acculturation, assimilation and multicultural socialization that can only be understood when looking at micro, mezzo, and macro levels together. In addition to their self-awareness and multicultural event papers, service learning engagement, and presentations, students study the interplay between ethnic heritage, immigration, biculturalism, and assimilation through examining human interaction with environment.

SWRK 302: Human Behavior Across the Lifespan I
This course introduces the use of multidimensional systems theory and knowledge of human behavior as the foundation for viewing the reciprocal, interactional process of humans in regard to the social environment. Most of the major developmental theorists with various perspectives across different system levels are covered. Through required readings and classroom presentations, students explore and evaluate various individual human developmental theories associated with bio-psycho-social-cultural-spiritual dimensions, as well as reciprocal influences.

SWRK 303: Human Behavior and the Social Environment II
This course builds on the foundation level skills of evaluation of multiple systems that leads to more complex analysis of macro systems. This course examines the major social science theories that inform social work professionals understanding of human behavior within large-scale social systems. Systems theory provides the framework for the class and includes theories associated with groups, communities, and organizations.
Theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the lifespan.

**SWRK 200: Multicultural Awareness for Human Services**
This course utilizes a multicultural perspective to help students gain an understanding of theories and socio-historical factors. In addition there are 30 hours of community service learning experience during which the students identify a person of a diverse ethnic, racial, cultural or social group. It is a learning tool that allows students to develop an empathetic and informed understanding of racial/ethnic groups. This exercise is designed to be an exposure to social history with special attention to key cultural elements, as it integrates the various biological and sociological theoretical perspectives on understanding human behavior.

**SWRK 302: Human Behavior Across the Lifespan I**
This course presents the dual and multiple perspectives to understand populations-at-risk. The bio-psycho-social-spiritual approach is the basis for assessment of human development. The use of systems theory helps students to integrate theory with experience and to develop a deeper understanding of their own formative experiences.

**SWRK 303: Human Behavior and the Social Environment II**
This course presents multiple group, community, and organizational theories to understand group behavior in organizational settings including population ecology and sense-making and the assessment of organizational subsystems. Leadership and management strategies are presented which can be utilized to address organizational diversity barriers in a culturally competent manner.

Theories and knowledge of the range of social systems.

**SWRK 200: Multicultural Awareness for Human Services**
This course utilizes a multicultural perspective to help students gain an understanding of social theories and socio-historical factors. Students evaluate their own cultural perspective to gain insights into the subjective lens impacting client-worker interactions. They are continuously encouraged to integrate theoretical content of other classes while understanding and applying knowledge and skills for culturally competent generalist social work practice with individuals, families, groups, and communities.

**SWRK 302: Human Behavior Across the Lifespan I**
This course uses systems theory and the ecological perspective to further students’ knowledge and understanding of the range of social systems. Students examine multiple theories in regards to theoretical assumptions, biases, and implications for practice with diverse populations.

**SWRK 303: Human Behavior & the Social Environment II**
This course uses systems theory to provide a framework for understanding group and organizational processes. Other key theoretical perspectives include community theories and organizational leadership theories. Course assignments are designed to assist the student with assessment of human behavior in the social environment including organizational culture.
analysis and community empowerment paper. This is accomplished with the student completing an assessment and an analysis of a social service agency using theories covered in the class.

### Ways social systems promote or deter maintaining or achieving health and well-being.

**SWRK 200: Multicultural Awareness for Human Services**
This course teaches students how the use of a multicultural lens aids in the assessment of self-bias, personal belief system, and value conflicts. Students evaluate the impact of race and ethnicity on the delivery of services. Students complete a self-awareness paper that evaluates individual and family identity development, social theories, and the interactions of systems.

**SWRK 302: Human Behavior Across the Lifespan I**
This course teaches the analysis of social systems by viewing the interactions between individuals and the social environment through the lifespan perspective. Additionally, systems are viewed as both supporting and impeding individuals from obtaining optimal health and well-being. For example, students accomplish a self-assessment paper from a systems perspective, utilizing course theories to explain self experiences, perceptions, and world views.

**SWRK 303: Human Behavior and the Social Environment II**
This course focuses on theories that exemplify assessment of multi-level systems. Students are given the opportunity of identifying available resources to promote the health and well-being of individuals in community and organizational settings through interactive group processes. Students gain an understanding of intra- and inter-organizational policies and structures created to correct conditions that limit quality of life.

### Relationship to Other Content Areas

**Values and Ethics**
Values and ethics are the core of social work education and practice. The values and assumptions underlying the various Human Behavior and the Social Environment theories presented throughout the curriculum are analyzed. The importance of self-reflection and development of skills necessary to analyze ethical dilemmas in practice classes and practicum are presented throughout the content area curriculum. Students evaluate their family of origin and the development of personal and societal values, particularly within the framework of social work values and the NASW Code of Ethics. The integration of values and ethics provide on-going development of professional self.

**Diversity**
All courses in the curriculum address issues of diversity with the goal of advancing cultural competency. SWRK 200: Multicultural Awareness for Human Services specifically provides the forum for a wide range of multicultural issues, theories, and perspectives that support or impede appreciation of diversity in the United States. Strategies to the promotion of pluralism are presented in this course.
The courses (i.e. SWRK 302 Human Behavior Across the Life Span I and SWRK 303 Human Behavior and the Social Environment II) address a number of issues including women, economically disadvantaged children, gay, lesbians, and transgender concerns, and older adults. Class discussions focus on the bio-psycho-social-spiritual development of varying groups. For example, the effect of multiple systems is an evaluation in regard to the growth and development of children, as well as its effect on the health of families.

Diversity is a primary topic in the Human Behavior and the Social Environment courses. The emphasis on diversity issues is very important in understanding human behavior.

**Populations-at-Risk and Social and Economic Justice**

All courses in the curriculum address issues of populations-at-risk, and social and economic justice. SWRK 200 Multicultural Awareness for Human Services, focuses most specifically on issues of oppression, prejudices, discrimination, socio-historical factors, age, gender, culture/ethnicity, national origin, sexual orientation, family structure, marital status, socio-economic status, and spirituality that influence policy and the allocation of social services in the United States. In SWRK 303 Human Behavior and the Social Environment II, an assessment of organizational culture is completed. The primary text is utilized to discuss the social and political context of diagnosis, assessment, and service delivery.

**Policy and Services**

**SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity**

This course evaluates historic and contemporary public social welfare policies and their impact on all populations including oppressed and marginalized social groups. A particular focus of the course is the effect of these policies on the attainment and/or maintenance of the health and well-being of these groups. Students initially view the impact on individuals and families and then progress to a study of social policies impacting multiple systems.

**SWRK 485: Social Welfare Policy, Programs, and Services**

This course builds upon the SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity course, providing a framework for analyzing public social welfare policies and concomitant programs. Students evaluate the impact of these public policies on diverse individuals and families across cultures and socio-economic strata. Students develop an understanding of the need to develop and influence public policies based on multiple criteria including an analysis of demographics, the environments in which policies are implemented and the needs of targeted populations within these same environments.

**Social Work Practice**

**SWRK 325 Basic Skills in SWRK Practice**

This course focuses on skills for use in diverse settings, with an emphasis on populations-at-risk and those who experience oppression and discrimination. The course builds upon a concurrent course SWRK 303 Human Behavior and the Social Environment II.

**SWRK 435 Social Work Methods I**

This course covers the required Human Behavior and the Social Environment content on groups, providing knowledge in group work as a system for social work intervention with individuals,
families, organizations and communities. Students view theories of family dynamics and the impact on individual development for application to group work skills in practice. This course incorporates development of a community project, using knowledge and theories from previous HBSE courses to engage with multiple systems in the local community.

SWRK 445 Social Work Methods II
This course is considered to be a social work practice course. However, it also covers the required foundation Human Behavior and the Social Environment content on communities and organizations through an analysis of those systems. Students learn to practice and evaluate interventions on individual, group, family, and organizational systems levels, applying theories from previously completed HBSE courses.

Research
SWRK 330 Social Work Research Methods
This course provides the foundations of research methods used for understanding social work literature, theories, knowledge, and for use in multi-level social work practice. The knowledge presented assists students in investigating social issues and problems that impact oppressed populations and impede social and economic justice.

Field Practicum
SWRK 305: Socialization into the Social Work Profession
This course introduces students to the basic elements that form the cornerstones of field education. The objectives of the course will include helping students’ develop a commitment to: social work values and ethics, working with diverse populations, and to social and economic justice. The course content is enhanced by the requirement of 60 hours of service learning in a social service setting. Students write a populations-at-risk paper during the course that requires them to review literature on the population being served by their agency, including psychosocial developmental issues as well as identify barriers and challenges to services experienced by this population.

SWRK 489A and B/SWRK 490A and B Social Work Practicum I and II/Seminar for Practicum I and II
The Field Practicum/Seminar component is viewed as the primary vehicle for providing students the opportunity to apply theory to practice. It is the major integrating vehicle for social work students. The intent is to provide students with direct generalist practice experience thus enhancing awareness of self in a helping role. The student gains the degree of proficiency necessary for beginning generalist and an understanding of ecological systems as it applies to direct social work practice. Students will complete 12 journals over the course of the year as well as a case presentation in which students are required to include psychosocial developmental perspectives.
EP 4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

Policy, as conceptualized in this curriculum, is viewed as a social manifestation of values. It includes values that have been refined and made discernible in legislation and public policy through the continued interaction of advocates and dominant culture representatives. As an expression of principles and ideologies, it is essentially infused with values. Thus, the policy content area courses are permeated with the concept of values and value choices for policy makers and practitioners. The relationship between social work values and social policy is explored extensively.

**Content Area Objectives**
The social policy and services content area will prepare students with:

1. The ability to understand, critically evaluate, and appropriately use diverse theories and models at the forefront of new and changing knowledge bases and that explain multiple levels of systems behavior and action and that are important in the policy making process.

2. The content to understand and interpret the history of the social work profession, including its values, ethical standards and principles and interpret the current social welfare system within its historic context and within its local, state, national and international policy and social service delivery contexts.

3. The content and skills to understand and explain the role of policy in structuring the delivery of services, its inter-relationship between political, economic and organizational factors as they converge in the policy making process to effect multiple levels of service delivery systems that affect the attainment of individual and social well-being.

4. An understanding and ability to use the role of policy as a mechanism to advocate for and effect social change to alleviate oppression and discrimination, advance social and economic justice, and meet human needs and develop human capacities.

5. Policy practice skills at multiple systems levels by analyzing, formulating and impacting social policies that affect diverse peoples.
6. The knowledge, skills, and values necessary to identify, understand and intervene in the financial, organizational, administrative and planning processes in designing and delivering social services.

7. The knowledge and skills to understand major policies, the evaluative research studies pertaining to them, and apply research findings to the development of social policy.

8. The ability to self-reflectively evaluate their policy practice interventions and use empirical research methodologies to evaluate them.

**Relationship to Program Goals and Objectives**
The social welfare policy and services content area relates to the BSW goals and objectives. The curriculum is designed to prepare students to enhance the well-being of people through efforts to alleviate poverty, and promote social and economic justice. Preparation for policy practice is a central way in which this goal can be achieved. Related to the second BSW goal, the policy content area in conjunction with the practice and HBSE curriculum also prepares students for practice in social service agencies and communities. The advocacy skills articulated in the third BSW goal are essential policy practice skills taught in the policy content area. The eighth BSW program objective describes the aspirations of the program regarding the importance of social policy and policy practice in improving the welfare of all people.

**Content Area Courses**

**SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity**
There are two courses that specifically provide social welfare services and content although content related to policies and services is provided in all classes. SWRK 170 is a required prerequisite course policy course for social work majors; it is also a General Education (GE) course for undergraduate students that meet the University General Education Core: Behavioral and Social Sciences D1 Individual and Society. This course examines U.S. economic, historical, political, socio-cultural, values, political ideologies, and other factors shaping social welfare policies, economic policies, and the concomitant programs and services associated with these same policies. Various social welfare policies, programs and services are selected and students examine the respective roles of policymakers and social workers as facilitators of positive social change. Special emphasis is placed on the effects of social and economic policy decisions on impoverished and oppressed people, evaluating the variables of age, culture, ethnicity, sexual orientation, religion/spirituality, and ability across the lifespan.

**SWRK 485: Social Welfare Policy, Programs and Services**
SWRK 485 is a required course for Social Work majors that is offered in the Professional Sequence II, the Fall semester of the senior year. This course prepares students to analyze public policies including funding mechanisms, and the concomitant programs they enable and their impact on client systems. Students examine factors underlying the development of current and proposed policies as a basis for developing strategies for policy change. Factors include historic and current forces such as demographics acting on contemporary programs and services. The course also includes an analysis of alternative policy choices and their likely effects on service provision at multiple practice levels.
Integration of EPAS Content Areas on Social Welfare Policy and Services

Content on: history of social work and history and current structures of social welfare services.

**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity**
The history of social work and social welfare in the United States are covered in this course. Students examine the Settlement Movement and the development of the charity organization societies as a response to rapid industrial change, waves of immigration and the changing nature of cities. Within that context, students examine the structure of social welfare institutions as a series of social institutional arrangements and the role of the social work professional providing services within this framework. A course text provides much of this content. Lectures, discussions and in-class exercises highlight key aspects of these institutions in the context of the current services delivery system. The historic material thus provides a foundation upon which students are expected to develop a working understanding of current service delivery systems.

**SWRK 485 Social Welfare Policy, Programs and Services**
The history of social work, policy analysis and the development of models for policy practice in the United States are covered in this course. The roots of planning, analyzing and evaluating are addressed as well as the development of advocacy. Coupling macro practice theory and research to support the need for empowerment-oriented policies and concomitant programs in the latter half of the 20th century and into the modern era is also addressed. The historic material thus provides a foundation upon which students are expected to develop a working understanding of current policy practice models utilizing modern technology.

Role of policy in service delivery and practice, and attainment of individual and social well-being.

**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity**
The role of policy in service delivery and practice are addressed in the required textbook. This course also addresses the role of policy in providing for individual and social well-being in addition to providing for remediation for those individuals needing additional support or assistance. Through readings, course discussions, and assignments, students examine the role policy plays in delivering services in all fields of practice and at multiple levels of social work practice.

**SWRK 485 Social Welfare Policy, Programs and Services**
The role of public and private policies in addressing, maintaining and/or undermining the health and well-being of individuals and/or populations are addressed in the required textbooks and supplementary readings. In particular policy makers in the public and private sector are addressed as a target of practitioners’ efforts to induce change in public and private policies. The role of policy is thus addressed as both a target and as a means of facilitating change.
Knowledge and skills to understand major policies.

**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity**
This course provides an introduction to selected social policies to help students organize their study of individual social policies. Through course materials, lectures, and application, students integrate their knowledge and skill in understanding major social welfare policies. They demonstrate their policy analysis skills by addressing the history of the policy, applying the social policy framework, critiquing the policy intent, results, and impact. These skills provide the foundation for policy practice skills addressed in the subsequent policy course.

**SWRK 485 Social Welfare Policy, Programs and Services**
This course provides students with course materials, guest lectures and a hands on group assignment through which they are given multiple opportunities to practice their skills at retrieving, examining and critically analyzing public and private policies impacting selected geographic and functional communities. Students demonstrate their understanding of selected policies through in class presentations and discussions. These presentations provide an opportunity for students to practice skills associated with policy practice including those associated presenting information about public and private policies.

Knowledge and skills to: analyze organizational, local, state, national and international issues in social welfare policy and social service delivery.

**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity**
In this course students have readings, discussions and exercises to help them understand and analyze policies at multiple levels. They complete in-class exercises where they are expected to connect policies at various levels and demonstrate an understanding of the impact of policy made and implemented at one level or policy and practice at another level.

**SWRK 485 Social Welfare Policy, Programs and Services**
This course provides students with a foundation in policy-based social change strategies that utilize needs assessment, planning, interventions, and evaluation techniques. Theoretical perspectives are presented about the social environment, focusing on societal systems and the values that impact individuals, families, groups, neighborhoods, and society in general. In this course students learn how to address selected issues that are currently impacting individuals and communities locally and regionally.
Understand and demonstrate policy practice skills in regard to economic, political and organizational systems.

**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity**
In this course students are introduced to policy practice skills such as advocacy, problem analysis, policy persuasion, understanding, developing and using power, and developing and implementing political strategies. The required textbook provides the framework and content for learning these skills. Students are introduced to the application of policy practice skills to various systems, including policy-making bodies.

**SWRK 485 Social Welfare Policy, Programs and Services**
This course helps students to examine legislative, organizational, and community contexts in which social workers engage in policy practice efforts. Further, students are provided readings and engage in discussions with local community political leaders during which they appraise relevant local, regional, and state deliberative processes as they relate to selected community issues.

Use policy practice skills to influence, formulate and advocate for policy consistent with social work values.

**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity**
Students in this course are introduced to policy practice skills noted in the assigned text and discussed in class. Students are required to utilize multiple policy analysis sources in completing portions of their critical thinking papers. Students discuss in class alternative proposals consistent with the needs of a target population. Plans for implementation of advocacy efforts with stakeholders are also included as one component of this larger, ongoing discussion.

**SWRK 485 Social Welfare Policy, Programs and Services**
Students are exposed to multiple models and concomitant means for engaging in policy practice with legislative bodies in this course. Students are provided with an opportunity through their work with selected policies to appraise the values and concerns of groups who have placed these proposed policies on the public agenda and then using social work values and concerns as a base for the development of institutions and policies that are congruent with community values. Students are also encouraged to attend NASW California Chapter Lobby Days each Spring in the state capitol, Sacramento, where they are provided an opportunity to lobby state legislators.

Identify financial, organizational, administrative and planning processes to deliver social services.

**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity**
In this course students are introduced to various processes that affect social service delivery. Students read and discuss financial, organizational, administrative and planning processes, and how effective social service delivery is dependent on each of these. This includes discussion of
collaborative relationships among governmental agencies at various levels and between private and non-profit organizations.

**SWRK 485 Social Welfare Policy, Programs and Services**

In this course students are provided with an opportunity to develop a group project that could be joined with larger efforts by coalitions to address statewide issues. Students are required to identify and describe tasks leading to implementation of the project and develop a plan to evaluate their intervention. A component of this semester-long effort is to develop an approximate budget, including source(s) of revenues and expenditures for the selected policy.

---

**Relationship to Other Content Areas**

**Values and Ethics**

In the curriculum, policy and policy making are conceptualized as the operationalization of competing values. Policies, in this sense, are an artifact of these values. In this context, the mission of social work is to influence policy with its value set. That is, to work toward implementing values in policy to improve the individual and collective well-being of people. Ethics and ethical decision-making are vital to practice in social work. In policy-making and implementation, and evaluation ethical issues are always present. The policy courses work together to facilitate students’ recognition of ethical issues and to take action within the ethical framework provided by the social work profession, as exemplified by the NASW Code of Ethics.

**Diversity**

The policy courses all provide secondary sources of data relevant to international, national, state, and local aspects of diversity to aid students in developing knowledge of the issues that are important in policy development and advocacy efforts. Collectively and individually the courses provide students with a normative understanding of values important to diverse populations. Selected readings discussions, and exercises help students to recognize the kinds of factors that contribute to the well-being of individuals, groups and communities. Examination of historic case studies also helps students to determine when remedial services should be incorporated in the social welfare policies. The policy classes also contribute to students' understanding of diversity. They help to identify the effects of various national, state and local policies on diverse client groups. This includes the values that lie behind policies that at times are oppressive to diverse populations.

**Populations-at-Risk and Social and Economic Justice**

Social welfare systems, in their great complexity, are intricately related to concepts of populations-at-risk and social and economic justice. The policy courses, focus on populations-at-risk and social and economic justice. This typically takes the form of defining the clients being served or not served, and the distribution of resources, including money and expertise, to client populations. The policy courses focus on these populations in the analysis of social welfare programs. The focus or lack of focus, on populations-at-risk is an important consideration in analyzing and understanding any particular policy. A second major consideration in examining a current, past or proposed policy is its’ effect on social and economic justice. Whether a particular policy contributes to social and economic justice, or contributes toward injustice, is an important consideration.
Materials from other courses contribute to students' understanding of these issues in policy. Reciprocally, students' understanding from the policy courses contributes to their understanding the environmental effect on their clients.

**Human Behavior in the Social Environment**

The policy courses complement material presented in the HBSE courses to broaden students’ understanding of historic and contemporary policy states, to recognize how policy fits within the larger social, economic, political and cultural environments, and to recognize how social systems operate in conjunction with social policies. The policy courses are designed to help students develop knowledge of the ways large systems and task environments operate, which helps them better understand the effects of policies on diverse populations.

**Practice**

The policy courses are designed to be policy practice courses, thus they each provide students with opportunities to practice the interaction skills and value clarifying skills they can use in working on policy projects. These interaction skills and value clarifying skills are utilized to implement public processes associated with working in the coalitions, taskforces and committees that are often charged with the responsibility of developing, implementing, evaluating and amending public and private policies.

**Research**

The research course works in a reciprocal way with the policy courses. The research course provides models for developing and assessing information. The research models also provide a way for students to view the policy making process, and the policies associated with social welfare systems in a logical and reasonable manner. The policy courses similarly provide a structured process that helps students understand policy making processes and how to impact the deliberations associated with public and private policy making. Policy courses can generate questions to be answered in the research course, just as the research course can generate similar questions to be answered in the policy courses. Both sets of courses provide students with an understanding of the sources and ways of gathering information to generate reports and studies that can help focus and work to resolve social problems.

**Field**

Policy course materials help students to understand the context of practice. These materials help students to view social practice, including their field assignments, as an organized social response to an identified social problem. In this sense, being a social worker is part of a collective effort to improve the conditions in which people live, and to remediate those individual problems that are deemed social problems. Policy courses also help students to understand the multiple levels and systems in which a person may be involved. The policy courses provide an understanding of the reasons particular policies take the form they do. This same understanding leads students to develop interventions that make them more effective as advocates for clients.
EP 4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Content Area Objectives

1. Prepare practitioners who have the knowledge, skills, and values for social work with individuals, families, organizations, and communities.

2. Prepare practitioners who understand varied social work models of practice that are appropriate to the varied diverse needs of client systems and how they may be implemented in a manner congruent with social work values and ethics.

3. Prepare practitioners with the knowledge and understanding to carry out assessments of client and systems, considering the problems, needs, resources, and assets.

4. Prepare practitioners with the knowledge, skills, and cultural competence needed for interventions with individuals, families, organizations, and communities.

5. Prepare practitioners for professional practice with an understanding of and commitment to professionalism along with an understanding of their own histories, values, and conflicts that may impact on practice.

6. Prepare practitioners with organizational and administrative knowledge appropriate to entry level practitioners.

7. Prepare practitioners with the skills, for analyzing, developing, advocating, and leading in efforts to advance policies and services that promote the rights and well-being of all people.

8. Prepare practitioners with multi-level skills in direct practice, organizations, research, and leadership for promotion of social and economic justice.

9. Prepare practitioners with an understanding of research methods in the social sciences and the skills to evaluate research findings and technical advances in all levels of practice.
10. Prepare practitioners to use supervision, consultation, and continuing education for ongoing professional development with relationship to social work practice at all levels.

**Relationship to Program Goals and Objectives**
Producing culturally competent generalist practitioners who will enhance the well-being of the peoples in urban and rural communities of Northern California and the state have through the application of multi-level practice skills is the central goal of the BSW Program. To meet this goal, students will need to be prepared to apply their critical thinking skills to assessing and working with individuals, families, working groups, organizations, and communities. In addition, they will need to utilize leadership, management, and supervisory skills toward attainment of these goals in an underserved rural and urban environment. They will be called upon to make assessments of individuals, families, working groups, organizations, and communities with the balance and objectivity that result from, knowledge of practice, cultural competence, self-knowledge, and social work values and goals. Due to the varied needs of the region, its peoples, organizations, and communities, attention to ongoing broad-based professional development will be of particular importance and thus a value that will need to be advanced throughout the students’ educational experience.

**Content Area Courses**
There are three methods courses that prepare students for generalist social work practice and introduce them to the phases of the helping process with client systems of all sizes. Based on an understanding of the history, values, and purposes of the profession and of agency and community contexts for service, students develop practice skills and applications. Methods courses present a complex interplay of social work values, ethics, skills, and knowledge, increasing student awareness and knowledge of generalist practice from strengths and empowerment perspectives. The methods courses are designed for integration with field experience in community agencies.

**SWRK 325: Basic Skills in Social Work Practice**
This course presents in greater depth and reinforces the generalist social work model presented initially in SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity. This course is the first social work methods course, including ecological systems frameworks, strengths perspective, and differential application of practice knowledge related to the needs of various groups. Students learn basic interviewing and communications skills. Students practice interviewing skills using video-taped role plays. They are assigned to critique their own and their peers’ interviews based on materials presented in the course readings and lectures.

As with SWRK 435 Social Work Methods I and SWRK 445 Social Work Methods II, this course is designed for small groups of students (12-18 per section). The instructors approach these courses as a team, and meet on a regular basis to coordinate assignments, guest speakers, and course evaluation. The courses are taught using common syllabi, with the same textbooks, readings, assignments, and projects across course sections.
SWRK 435: Social Work Methods I
Social Work Methods I is an integrated methods course where students learn how to engage, collect data, assess, and plan interventions with all sizes of client systems. This course builds on the introductory practice skills, knowledge, and values from SWRK 325 Basic Skills in Social Work Practice. In SWRK 435 Social Work Methods I, students are introduced to group work practice, including group development and analysis of small groups.

SWRK 445: Social Work Methods II
This course builds on previous skills in intervention, evaluation, group and community work. SWRK 435/445 Social Work Methods I/Social Work Methods II are designed as part of an integrated model, designed to be presented over the course of an academic year with assignments connected to agency field placements. Students design, implement, and evaluate a community project in their field placements over the course of the year.

SWRK 320: Child Welfare
This course is cross-listed as a practice/policy course. Emphasis is on the application of generalist social work values and skills to child welfare policy and practice. SWRK 320: Child Welfare is an undergraduate elective, required for all Title IV-E recipients.

Integration of EPAS content areas on Social Work Practice

The practice of social work actively seeks out and develops peoples’ capacities by reaching for strengths in individuals, families, groups, communities, organizations, and society as a whole. Social work rests on the firm belief that every person possesses the capacity to face challenges and to grow and change. People experience “problems in living” when life presents them with challenges of an historical, institutional, interpersonal, or intra-personal nature. The social work profession has always been in the forefront of promoting positive social change in the broader societal context, empowering our most vulnerable citizens and championing the rights of people.

There are three methods courses that prepare students for generalist social work practice and introduce them to the phases of the helping process with client systems of all sizes. Based on an understanding of the history, values and purposes of the profession, and the agency and community contexts for service, students develop practice skills and their application. Methods courses present a complex interplay of social work values, ethics, skills and knowledge, increasing student awareness and knowledge of generalist practice from strengths and empowerment perspectives.

The ecological-systems perspective provides the foundation for the problem-solving approach. The first methods course, SWRK 325-Basic Skills in Social Work Practice, introduces students to this approach with major emphases on the strengths perspective, empowerment practice, and differential application of practice knowledge related to the needs of various groups of people characterized by gender, race, ethnicity, culture, generation, sexual orientation, class and ability.
Students learn basic interviewing skills with individuals, families, and groups. A partnership or collaborative model of working with client systems is presented.

The second practice course, SWRK 435: Social Work Methods I, teaches the problem-solving model of generalist practice. The course explores in depth the beginning dimensions of this model: engagement, data collection, assessment and planning. Students acquire knowledge and skills in communication, group dynamics and leadership, culturally competent relationship building, problem/need partializing and prioritizing, goal setting, and collaborative planning. Students are expected to apply their knowledge of social systems, human development, diversity, and differential assessment and planning with small and large client groups.

This integrated model of teaching generalist practice emphasizes the ecological-systems perspective by putting in context all analyses and actions. It demonstrates to students that social work is never about just working with clients, but also about working with agencies, organizations, and communities to strengthen the networks within which people live. By addressing the community as a focus from the beginning, students are immediately exposed to the broader view of understanding and working with social problems and human needs.

Content on: strengths, capacities and resources of client systems.

**SWRK 325: Basic Skills in Social Work Practice**
This course includes emphasis on the strengths perspective, ecological systems frameworks, and differential application of practice knowledge related to the unique needs of various groups.

**SWRK 435: Social Work Methods I**
Students develop more complex skills in building partnerships with clients, culturally competent relationship building, goal setting, and collaborative planning. Students apply knowledge of diversity in assessing and planning with individuals, families, groups, and organizations.

**SWRK 445: Social Work Methods II**
Building on SWRK 435 Social Work Methods I, students enhance their skills in maintaining partnerships with clients, group facilitation, culturally competent change strategies, collaboration, and evaluation. Students apply knowledge of social systems and diversity across the lifespan.

**SWRK 320: Child Welfare**
Students are acquainted with problem-solving skills specific to child welfare policies and practice. Family systems, intergenerational, cultural, and socio-economic factors are emphasized in assessing child welfare issues.
Knowledge and skills to work with individuals, families, groups, organizations and communities.

**SWRK 325: Basic Skills in Social Work Practice**
Students are introduced to basic interviewing skills, as well as application of ecological systems and strengths perspectives in work with individuals, small groups, and organizations.

**SWRK 435: Social Work Methods I**
Building on skills and knowledge from SWRK 325 Basic Skills in Social Work Practice, students develop knowledge and skills at developing interventions with larger systems, as well as continuing to refine skills in work with individuals.

**SWRK 445: Social Work Methods II**
This course is the continuation of the year-long methods course, beginning with SWRK 435 Social Work Methods I. Students apply previous knowledge in work with individuals, groups and communities.

**SWRK 320: Child Welfare**
This course is an elective policy/practice course that provides knowledge and skills specific to child welfare practice with individuals, families, groups, and communities.

Developing appropriate client-worker relationships.

**SWRK 325: Basic Skills in Social Work Practice**
This introductory course provides basic knowledge and skills in engaging clients in problem solving, interviewing skills, and relationship skills.

**SWRK 435: Social Work Methods I**
Students develop skills in building partnerships with clients, including culturally competent relationship building. Students continue to refine relationship skills including relationship building skills in families and groups, as well as individuals.

**SWRK 445: Social Work Methods II**
Students apply knowledge in maintaining relationships with clients, including clarification of roles, awareness of human development, and diversity. The need for appropriate professional collaboration, engagement, and closure are emphasized throughout the course.

Collecting and assessing information.

**SWRK 325: Basic Skills in Social Work Practice**
Students are introduced to basic interview skills, including collecting and assessing information. Assignments include providing critical assessment of self and peer interviews based on specific skills, values, and knowledge. Students are expected to assess case examples according to ethical considerations.
SWRK 435: Social Work Methods I
Social Work Methods I is an integrated methods course where students learn how to engage, collect data, assess, and plan interventions with all sizes of client systems. This course builds on the introductory practice skills, knowledge, and values from SWRK 325 Basic Skills in Social Work Practice. Students learn documentation skills, including the use of SOAP and DIRT progress notes.

SWRK 445: Social Work Methods II
In this course, students enhance their skills in assessment with families and groups as well as individuals. Students complete a group assessment and write a bio-psycho-social-spiritual assessment.

SWRK 320: Child Welfare
In this course, students learn to collect and assess information on individual, family, and policy levels. Students learn to write a beginning family assessment, to evaluate child welfare public policies, and to collect specific child welfare practice information relevant to our service area.

| Identifying issues, problems, needs, resources and assets. |

SWRK 325: Basic Skills in Social Work Practice
In this introductory practice course, students learn to identify goals and develop action plans in collaboration with clients and communities.

SWRK 435: Social Work Methods I
Students complete a year-long community project (continuing into SWRK 445 Social Work Methods II in the following semester) integrated with their year-long field placements. The students begin by identifying issues, problems, needs, resources, and assets at their field placements by developing a project proposal. This is followed by a review of relevant literature related to the issue, followed by client, worker, and community interviews to assess needs and assets.

SWRK 445: Social Work Methods II
Students learn to identify issues, problems, needs, and resources specific to group development. Through the completion and evaluation of their community projects, the students learn to identify community needs, resources, and assets.

SWRK 320: Child Welfare
In this course, students learn to identify issues, problems, needs, and assets specific to child welfare practice. Emphasis is on needs assessment from individual, family, and policy levels.
Using communication skills, supervision and consultation.

**SWRK 325: Basic Skills in Social Work Practice**
Students learn basic interviewing and consultation skills with individuals, families, groups, organizations, and communities. Communication skills are practiced in video taped interviews.

**SWRK 435: Social Work Methods I**
Communication skills, supervision, and consultation are utilized as students develop their community projects in collaboration with clients, field supervisors, and peers. Students learn communication skills specific to groups and families, as well as work with individuals.

**SWRK 445: Social Work Methods II**
This course builds on the communication skills introduced in SWRK 325 Basic Skills in Social Work Practice and SWRK 435: Social Work Methods I. Students learn to facilitate small groups and continue to use supervision and consultation as they complete their year-long community projects.

**SWRK 320: Child Welfare**
Students learn to consider communication, supervision, and consultation in child welfare practice at individual, family, and policy levels. Culturally competent communication in family assessment is emphasized.

Identifying, analyzing and implementing empirically based interventions.

**SWRK 325: Basic Skills in Social Work Practice**
As students take this course concurrently with SWRK 330 Research Methods they are introduced to the role of science in social work practice.

**SWRK 435: Social Work Methods I**
In this course, students learn to identify, analyze, and implement interventions as they develop their community projects, beginning with a review of empirically-based research literature.

**SWRK 445: Social Work Methods II**
In this course, students expand on earlier knowledge and skills introduced in SWRK 435 Social Work Methods I regarding interventions with groups and communities. The students have opportunities to plan, implement, and analyze both a small group interaction, and the outcomes of their community projects.

**SWRK 320: Child Welfare**
Students learn to identify and analyze empirically-based interventions specific to child welfare practice at individual, family, community, and policy levels.

73
Applying empirical knowledge and technological advances.

Throughout the practice curriculum, students are required to use empirical knowledge not only through required course readings and assignments, but by using current web sites and data bases. Students use technology in most of their courses through required online components.

Evaluating program outcomes and practice effectiveness.

**SWRK 325: Basic Skills in Social Work Practice**
Students are introduced to goal setting, measurement, and evaluation of outcomes in action planning with individuals, groups, and communities.

**SWRK 435: Social Work Methods I**
In this course, students are introduced to evaluating larger systems, including families, small groups, and community interventions.

**SWRK 445: Social Work Methods II**
Students complete their year-long community projects in this course. They evaluate the effectiveness of their projects and learn to develop and utilize a single subject design to evaluate intervention effectiveness.

**SWRK 320: Child Welfare**
Students evaluate program and practice effectiveness specific to child welfare, including work with individuals, families, and larger systems, using case examples, web sites, and local statistics.

Developing, analyzing, advocating and providing leadership for policies and services.

**SWRK 325: Basic Skills in Social Work Practice**
Students learn to consider social work practice from an ecological systems perspective, building on previous skills and knowledge. The need for community empowerment, advocacy, and service development in social work practice is reemphasized.

**SWRK 435: Social Work Methods I**
In this course, students do an assessment of a community issue by first identifying a need or concern in their field placements. The need/concern is analyzed by conducting a literature view, then interviewing clients, line workers, and administrators in their field placements. The literature review and interview assignments are the basis for an intervention plan.

**SWRK 445: Social Work Methods II**
SWRK 445 Social Work Methods II is a continuation of SWRK 435 Social Work Methods I, with the same cohort of students and instructor throughout the academic year. This course builds on SWRK 325 Basic Skills in Social Work Practice and Social Work Methods I SWRK 435 by exploring in depth the problem-solving dimensions of intervention, evaluation, and closure.
Students enhance their skills in all areas introduced in the previous two practice courses. For example, students in this course follow up on the intervention plan developed in SWRK 435 Social Work Methods I with the actual implementation of the community project.

**SWRK 320: Child Welfare**
Students learn to analyze policies and practices specific to child welfare practice, including domestic violence, family support, and educational issues from a systems perspective. The importance of advocacy and leadership in practice with children and families is emphasized.

---

**Promoting social and economic justice.**

**SWRK 325: Basic Skills in Social Work Practice**
Students build on previous knowledge, values, and skills to promote social and economic justice. Oppression psychology and the strengths/empowerment approach are emphasized as theoretical models in social work practice.

**SWRK 435: Social Work Methods I**
Students learn to promote social and economic justice through organizational and community planning/ change from within as they develop their community projects in connection with their agency field placements.

**SWRK 445: Social Work Methods II**
Students continue to refine the skills and knowledge introduced in earlier courses. Program evaluation and action planning are used as potential tools to promote social and economic justice.

**SWRK 320: Child Welfare**
Students learn the importance of promoting social and economic justice in child welfare practice. The role of poverty and cultural competence in child welfare practice and policies is illustrated throughout the course.

---

**Relationship to Other Content Areas**

*Social Welfare Policy and Services*
**SWRK 485: Social Welfare Policies, Programs, and Services**
This course examines economic, historical, political, socio cultural, and leadership factors in social welfare policy and practice. Frameworks for studying social welfare policy are examined with the roles of social workers as facilitators of positive social change. Students take SWRK 485 Social Welfare Policies, Programs, and Services in conjunction with the first of their year-long practice methods course and field placement. Policy content is integrated as students develop their year-long community projects in practice and field.

*Human Behavior in the Social Environment*
**SWRK 302: Human Behavior Across the Lifespan**

75
This course introduces students to theories, observations, and empirical findings regarding the interplay between environmental factors and human behavior. These become the basis for understanding rationales for practice interventions.

**SWRK 303: Human Behavior and the Social Environment**
This course is the second human behavior course. Using a systems perspective, more emphasis is placed on the study of groups, organizations, institutions, and communities and their impact on social work practice.

**Research**  
**SWRK 330: Social Work Research Methods**  
Students are introduced to the nature of the scientific method, different methods of empirical social research, and program evaluation techniques.

**Field**  
The practice sequence was carefully designed to integrate with field experiences throughout the curriculum. In the first semester of the Professional Sequence, students take SWRK 305: Socialization into the Social Work Profession with SWRK 325: Basic Skills in Social Work Practice. This course includes 60 hours of service learning in a social service setting. Students are expected to use case examples from their placements in their practice course. Throughout the senior year, students are placed in year long internships and accompanying seminars (SWRK 489: A/B Social Work Practicum I/II, SWRK 490: A/B Seminar for Practicum I/II).

**Values and Ethics**  
The focus on values and ethics, throughout the practice curriculum, supports the teaching of practice methods by teaching and sensitizing students to the ethical issues they will encounter in multi-level generalist social work practice. In SWRK 325: Basic Skills in Social Work Practice, students are introduced to ethical decision-making. A major assignment in the course is to write a paper addressing ethical dilemmas in an assigned case and using models to resolve ethical dilemmas with emphasis on personal, societal, and social work values. In SWRK 435/445: Social Work Methods I / Social Work Methods II, students expand on assessing and addressing values in ethics in group and community interventions.

**Diversity**  
Sensitivity to and respect for human diversity and cultural differences are built into all areas of content. Thus the behavior sequence emphasizes knowledge in this area, the research sequence gives attention to how research questions may carry unintended bias and the kinds of questions addressed by social work research. The policy sequence consistently addresses the policy concerns of those whom society considers to be culturally alien, the field sequence, including seminars, helps to heighten students' awareness of varying points of view and needs. The content on values and ethics affirms the social work tradition of working with and advocating for those who are considered by society to be outsiders. The content area of populations at risk and social and economic justice helps students integrate the social and human costs of lack of understanding and respect for diversity.
SWRK 200: Multicultural Awareness for the Human Services
This course provides a framework for understanding and interacting with persons from diverse backgrounds. SWRK 200 is designed to promote student self-reflection necessary for understanding varying historical, cultural, and generational experiences. SWRK 200 Multicultural Awareness for the Human Services is an approved General Education Ethnic course.

Populations-at-Risk and Social and Economic Justice
Case examples, videos, and readings that represent client groups from diverse backgrounds and populations-at-risk are utilized throughout the practice sequence and program in general. Ecological systems and strengths-perspective are used as frameworks for addressing population-at-risk issues with clients groups of all sizes.
EP 4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

The purpose of the research content in the CSU, Chico BSW curriculum is based on the EPAS guidelines and our goal of providing BSW curriculum to meet the needs of the people of Northern California for high quality professional social work education. BSW students will understand and be able to utilize qualitative and quantitative empirical research methods in order to: 1) understand information provided in social work and other social science research studies; 2) systematically evaluate their own social work practice and the interventions of social service agencies and programs; and 3) expand social work practice knowledge through the design, implementation, and dissemination of research studies.

Content Area Objectives

The research content area on research will prepare students to:

1. Understand and apply selected qualitative and quantitative research methods utilized in the practice of social work.

2. Judge the quality of information presented in social work and other research literature.

3. Utilize the knowledge presented in social work and other research literature to inform their own social work practice and provide an empirical, scientific basis for the creation and improvement of social policy and social services.

4. Understand, develop and utilize selected qualitative and quantitative research methods to initiate change, improve social work practice, policy, social services and social service delivery, and their own social work practice.

5. Use empirical research methods as an evaluative tool for analyzing and evaluating social work practice interventions including, social policy and policy interventions, social service programs, and their own social work practice interventions.

6. Understand, develop and utilize selected qualitative and quantitative research methods to build knowledge for social work practice in a manner consistent with the values and ethics of the social work profession.

7. Understand, develop and utilize research methods with the analytical rigor of empirically based, systematic, scientific investigation.
8. Effectively communicate research findings to their colleagues, social service and governmental agencies and the public at large.

**Relationship to Program Goals and Program Objectives**
An understanding of research is fundamental to all areas of social work practice and our understandings of it. Scientific research is the primary basis of the knowledge utilized by social work practitioners. Because of this, knowledge of systematic, scientific research is related to all of the BSW program objectives. Within the program, specific emphasis is placed on practice and program evaluation as delineated in the program objectives. This emphasis provides the direction for the research curriculum for BSW program.

Knowledge of research and research methods are provided in all BSW courses in three basic ways. First, critical use of research-based knowledge is used to inform each course. Research articles are critically used as course readings and sources for material taught in the courses. Second, using research knowledge and methods for analyzing and evaluating social work practice interventions, selected research methods are presented in the courses as tools to evaluate social policy and policy interventions, social service programs, and social work practice interventions. Third, use of scientific research methods to actively build the social work knowledge base is taught through presentation of selected research methods.

**Content Area Courses**
Research content is presented in all BSW courses. However, one Social Work course, SWRK 330: Social Work Research Methods, is designed specifically to meet BSW program curriculum objectives regarding research content. Additionally, students are required to take a statistics course outside of the School of Social Work. Most students take this course in the Math department.

**SWRK 330: Social Work Research Methods**
SWRK 330 is a course required of all students enrolled in the BSW Program. It provides them with the research foundation needed to understand why research is important and how it is applied in social work practice, policy, and HBSE. The course is designed to help students become informed, knowledgeable practitioners and consumers of research conclusions and findings in the area of the social sciences. Its aim is to assist students in understanding the role of scientific research in the social work profession, the logic of science and research, the stages underlying the research process, various types of research designs, techniques of data collection and analysis, and the strategies of evaluating service delivery in all areas of practice. The course enables students to apply the principles of scientific investigation and present research findings. Knowledge of social work research methods will enable students to conceptualize and investigate social issues and problems confronting the poor, vulnerable, and oppressed in an effort to promote social change and social justice. This course is also intended to help students develop awareness and a working knowledge of both quantitative and qualitative research methods for scientific knowledge building.

The faculty have developed a one-unit, two-hour analysis laboratory to accompany SWRK 330 that will be implemented Spring 2009. The laboratory will be divided into several modules. It will begin with a two-hour module offering a general introduction to analysis. There will also be
modules that cover qualitative methods of data analysis, and modules that cover quantitative and statistical methods of data analysis. There are additional modules that will be devoted to graphical presentation of data for report writing.

**Content on**: qualitative and quantitative methodologies to build knowledge for practice.

**SWRK 330: Social Work Research Methods**

SWRK 330 begins with an introduction to basic research concepts and progresses to an overview of various models and methods of social science research. The course introduces students to both qualitative and quantitative research methods. Students explore the question, “What is science?” and the scientific approach to research, including the basic assumptions of science. Students learn to analyze and understand research studies and to use research to build knowledge that can be applied in social work practice. Students must demonstrate the application of social work values and ethical, moral, social, and economic justice principles to the standards of scientific investigation.

**Preparation to develop, use, and communicate empirically based knowledge, including evidence-based interventions.**

**SWRK 330: Social Work Research Methods**

SWRK 330 allows students the opportunity to apply the knowledge gained in the course to an actual research study. They complete a single-subject design project that helps give them the experience to use this type of methodology when evaluating their own practice. A primary assignment of the course is that students also work in groups to conceptualize, develop, and implement a research project and write a final report.

**Research knowledge to provide high-quality services; to initiate change; to improve practice, policy, and social services delivery; and to evaluate their own practice.**

**SWRK 330: Social Work Research Methods**

Through readings and discussion in this course, students learn how research methods are integral to providing quality services and creating change at all levels of practice. They are also given a foundation for understanding the necessity of evaluating their own practice and the skills to do so. Students conduct a single-subject design project as an assignment for the course, and learn that this is one method used for evaluating their practice. Additionally, students incorporate research knowledge into their practice and policy courses where they must demonstrate how appropriate use of research material supports effective practice.
Relationship to other EPAS content areas

**Values and Ethics**
The values and ethics of research with human beings is presented in a module of SWRK 330: Social Work Research Methods, with readings from the text and other supplemental sources. Students are presented with the CSU, Chico policies on research with human subjects and are given a historical perspective on how these rules came into being and why they are important. They must complete the human subjects process for the major course assignment.

**Populations-at-Risk and Social and Economic Justice**
The issues of social and economic justice and populations-at-risk are given special emphasis within the research course. The ethical responsibility to conduct research that benefits populations-at-risk and promotes social and economic justice is covered during the values and ethics section and the social context of research sections of the course. Discussion is also focused on the larger social, economic and political ramifications of research results on populations-at-risk. Students are cautioned to exercise due care when releasing results that could cause harm to client populations. Social work research is also presented as a potent tool for pressing forward the cause of social and economic justice.

**Diversity**

**SWRK 330: Social Work Research Methods**
In SWRK 330 students are exposed to the importance of considering diversity during the research process and the abuses that have occurred when race, gender, class, sexual orientation, age and ability have been ignored in the research process.

**SWRK 200: Multicultural Awareness for the Human Services**
In SWRK 200, students use research data and various forms of literature to understand differences and similarities in the experiences, needs, and beliefs of diverse people.

Additionally, research on diverse populations is included in the HBSE, Practice and Policy courses. Students use research-based information to help them understand the populations they work with and to help them shape appropriate interventions and policies.

**Human Behavior and the Social Environment**

**SWRK 302: Human Behavior Across the Lifespan**
Using a system’s framework, students develop an understanding of theoretical perspectives that examine human development and behavior across the lifespan. Students must understand and apply theories and research findings to human behavior and the social environment. To complete their final assignment for the course, students must be able to apply research findings to both human behavior and the social environment in understanding their own development and life path.
SWRK 303: Human Behavior and the Social Environment II
In SWRK 303 students study groups, organizations, institutions, and communities as social systems. They use research findings to understand macro level systems and to help them explain organizational behavior. They discuss related research in their online postings and must use research finding to support their work on an organizational and community-related paper for the course.

Social Welfare Policy and Services
SWRK 485: Social Welfare Policy, Programs and Services
SWRK 485 provides students with an understanding of the relationships between social research and the social and economic policies of social service delivery systems and the political processes involved. The textbook and instructor provide content relative to this objective that is implemented by the students in their major policy analysis paper. Through their readings, classroom lectures, discussions and research, students understand that scientific research builds and supports our understanding of rational social policy and the application of researched-based knowledge to the development and improvement of public policy and social work practice.

Social Work Practice
SWRK 435 and SWRK 445: Social Work Methods I and II
In both practice courses, students are introduced to the myriad ways that effective social work practice is shaped by scientific research. Through readings and discussions they examine research studies that shape what we know about various populations and the interventions that are used. They come to understand the importance of an empirically-based practice and the importance of using sound research methods to evaluate their practice. As part of a year-long community project that is associated with both courses, students must demonstrate their ability to use professional knowledge and insights that have been documented/published in order to begin the research/action based on what the field already knows. This allows students to build on existing knowledge, examining it for local relevance.

Field Education
SWRK 489A/B and 490A/B: Social Work Practicum I and II and Seminar for Practicum I and II
The field practicum provides students with opportunities to apply research-based knowledge they have gained in the classroom to a field setting. As part of the field evaluation, students must demonstrate the ability to apply current social work research to inform their practice. The Field Seminar gives students a chance to discuss the application of research findings and the reality of its use in the field.
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

The field education program is integrally related to the program goals and program objectives.

The BSW program goals and objectives are clearly emphasized in the field component of the program. Students are placed in agencies throughout Northern California in which the overall mission is to enhance the well-being of communities served by that agency. Students are provided with opportunities that help develop skills, knowledge and respect for people of diverse backgrounds and they learn to intervene with individuals, families, groups, organizations and communities.

In every setting the need to identify vulnerable populations and the factors that place them at risk underscores the need for students to develop culturally competent, strength-based practice methods and to work effectively and collaboratively with a broad range of social services agencies. The students’ ability to analyze social policies and services relevant to practice affords yet another opportunity for the student to take on leadership roles to influence future policy development. The uniqueness of each practicum setting reinforces the students’ appreciation for lifelong learning and the need for engaging in continuing professional education.

Purpose of the Content

The purpose of the field education program is to prepare students for the world of professional social work practice by placing them in actual settings where, under the guidance of social work practitioners, they will develop essential competencies in applying social work knowledge, values, and skills. During the required 480 hours of field practicum students learn systematic approaches to assess, plan, and evaluate social work interventions with various size client systems. They also develop the ability to utilize results of evaluation and research to improve their practice effectiveness and the overall effectiveness of the agency in which they are placed.

As students develop knowledge of laws and policies relevant to social work practice in a variety of both rural and urban settings, they learn how to take a leadership role in identifying unresolved issues or needs, and advocate for policy or procedural changes to promote social justice. Developing knowledge of administrative functions in human service organizations and
collaborative working relationships within and between social systems is also emphasized, with a focus on enhancing services in rural and urban settings.

A student’s commitment to the values and ethics of the profession through appropriate attitudes, behavior and ethical decision-making is affirmed throughout their field practicum experience. Students also develop an understanding for the importance of a lifelong need for professional development and the ability to use supervision and consultation for critical self-reflection and professional growth. Field sites reinforce identification with purposes, values and ethics of the profession.

In order to qualify as a field practicum site, an agency’s philosophy of service and practice must be compatible with the educational objectives of the social work program and embody the values and ethics of the profession.

Several factors are considered to ensure the purpose, values and ethics of the profession are reinforced by agencies. These factors include: a commitment to provide culturally competent services to enhance the well-being of people living in the urban and rural communities of Northern California; the ability to provide quality field instruction; a commitment to collaborative participation in professional education; the ability to provide a comprehensive range of learning experiences involving all size systems of intervention; practices consistent with the NASW Code of Ethics; the ability to provide students exposure to a diverse client population; and sufficient staffing resources to provide a qualified field instructor.

Priority is given to agencies involved in formal collaborative relationships with other human service systems and agencies providing integrated services to diverse populations. Student learning contracts are developed at the beginning of each practicum to establish goals and learning objectives addressing issues of diversity, values and ethics, social and economic justice, and populations-at-risk. In addition, agency field instructors attend orientations to educate themselves on the goals and objectives of the BSW program, the role of the agency and student, and suggestions for learning activities to help meet these goals.

Students are enrolled in concurrent field practicum courses to provide opportunity to engage in selected and organized activities with and on behalf of populations-at-risk, and to apply the social work skills, knowledge and values learned in the classroom.

To facilitate the integration of field and classroom curriculum, ongoing collaboration with field sites and the BSW program is necessary. A field orientation meeting and field trainings are held each year to provide a forum for the exchange of both formal and informal ideas and promote feedback between faculty, field instructors, agency administrators and students. The trainings provide the field practicum sites with an overview of the BSW curriculum, and generate ideas for integrating the knowledge and skills being learned in the classroom into the field practicum.

Students also share their course syllabi and class readings with their field instructors. In addition, faculty field liaisons are available to agency field instructors for ongoing consultation
regarding integration of field and classroom curriculum. The formal site visits, trainings and phone contacts enhance and maintain reciprocal feedback loops between the field and the classroom. Faculty field liaisons also monitor student progress in the bi-weekly integrated field seminars. The field seminars provide an opportunity for students to utilize field material to enhance their class discussions and case presentations.

There are a number of class assignments throughout the curriculum that also foster the integration of empirical and practice-based knowledge. For example, the practice courses routinely incorporate case studies based on students’ field experiences for role plays, case analysis, videotaped interviews, and written assignments in which they are asked to analyze the theoretical orientation of their agency, or to analyze the group structure of their field agency.

Students are also asked to research a cultural group being served by their agency and then present a culturally competent approach to addressing a form of oppression a client from that population might experience. Policy analysis is also addressed as students are asked to research and analyze a significant social policy and present their work both orally and in writing.

---

Promotes development of professional competence

During the field practicum students will learn systematic approaches to assess, plan and evaluate social work interventions with various size client systems. They develop the ability to utilize results of evaluation and research to improve their practice effectiveness and the overall effectiveness of the agency. They become familiar with laws and policies relevant to social work practice in a variety of settings and learn how to take a leadership role in meeting unresolved issues or needs for populations-at-risk. Appropriate behaviors and attitudes are reinforced throughout the practicum to affirm the students’ commitment to social work values and ethics. The culmination of this knowledge and skill development promotes the development of professional competence. Weekly supervision by their field instructor and consultation from their peers and faculty liaison in the bi-weekly field seminar enhance this process as well.

The Title IV-E program and the School of Social Work also provide additional training in which students may participate, which promote the importance of a lifelong need for professional development. Finally, the comprehensive exam process and/or thesis process also provides an opportunity for students to put into written form the broad base of knowledge and skill they have developed over the course of the program.

---

Field sites evaluated on basis of consistency with program objectives

Field sites are evaluated at the end of each year by both the faculty field liaison and the student. Liaisons are asked to evaluate the field site’s ability to offer assignments and experiences to practice and apply concepts, principles, and techniques learned in the classroom. They are also asked to rate the extent to which the agency offers a full range of social work practice assignments and learning experiences, as well as opportunities to work with clients of diverse, ethnic and cultural backgrounds. Based on information gathered from these evaluations, the Director of Field Education, in consultation with the field committee, determines whether to
continue using the site for field placements or if further consultation and training with the agency
needs to occur before a student can be placed there again.

Students are also asked to rate agencies based on the quality of experiences and supervision they
received during their practicum. Based on feedback from both student and liaison evaluations,
there have been a few agencies that are no longer used for field sites.
AS 2.1 The social work program administers field education (Educational Policy Section 4.7 and Section 5) consistent with program goals and objectives

CSUC School of Social Work provides field education consistent with program goals and objectives and is designed to prepare students for the world of professional social work. The overall mission of the field program is to provide opportunities for students to develop skills and knowledge that will help prepare them for generalist practice. The BSW program emphasizes generalist practice. The field program endeavors to enhance the well being of communities served by our placement agencies.

Collaborative efforts with community service agencies have resulted in the development of field placements that emphasize developing practice skills applicable to many settings. The uniqueness of each placement setting reinforces the need for lifelong learning and continuing professional education for our students. Placement settings are evaluated on the basis of their ability to provide a comprehensive range of learning experiences involving client systems of various sizes and in need of intervention at various levels. In addition the field program requires placement agencies to demonstrate a commitment to emphasize the use of social work ethics, values and culturally competent practice skills in implementing interventions with multiple systems and work collaboratively with our program to reinforce the students’ identification with the purpose, values and ethics of the profession.

The field program works conjointly with the curriculum committees to help promote professional competence and foster the integration of research with practice. Students are required to review the literature about a population being served by their placement agency, complete interviews with direct service providers, analyze the information gathered in the interviews as well as the review of literature to propose an intervention that will help meet the needs identified in their assessment. They are also required to research and analyze a significant social policy impacting their agency or population being served and present their analysis both orally and in writing. The integration of field with curriculum assignments endeavors to build knowledge and skills and often provides leadership opportunities for students to share their knowledge with agency colleagues. Requiring students to apply multiple perspectives such as research, practice, and policy to their field practicum setting allows students to demonstrate understanding for concepts and methods being taught.
In Professional Sequence I, students complete SWRK 305: Socialization into the Profession. This course prepares students for the year long practicum to follow in Professional Sequences II and III respectively. The service learning placements are coordinated by the Field Education Director and extend for 60 hours. The BSW field education program requires students to complete 480 hours (two days per week for 15 weeks each semester) of field practicum. A concurrent model of field placement is used. This model is consistent across the MSW part time, advanced standing and the two year full time programs. Students attend a weekly field seminar with their peers to facilitate the integration of classroom curriculum with their field experiences. Faculty Field Liaisons facilitate the seminar meetings and act as a liaison between the program and field sites. During the foundation year students are encouraged to develop a professional identity and gain a working knowledge of the ethics, values and roles of social workers.

The BSW program applied for and received a grant from CalSWEC to establish a Title IV-E Child Welfare training program. The program is for full time students who are interested in practicing in the child welfare setting. These students attend additional training outside of the field seminar to augment the completion of child welfare competencies.
Admits only those students who have met the program’s specified criteria for field education.

Only those students who are candidates for the Bachelor of Social Work program are admitted to the field practicum. Students are concurrently enrolled in a full complement of courses in addition to their field practicum and must complete all prerequisite courses prior to enrolling in the field practicum course.
AS 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

Agency Selection

The field education program places students in a variety of social service agencies located in the University’s twelve-county service region. Agencies are selected for their ability to provide a variety of generalist practice opportunities, quality field instruction, commitment to collaborative participation in professional education and commitment to client and community service.

In determining the suitability of an agency for field placement, the Director of Field Education assesses an agency’s interest and desire for a long-term commitment to the field education program. During preliminary discussions with the agency, the following areas are considered: auspices, target population served, nature and scope of services provided, size of social work staff, extent of community involvement, linkages with other agencies, standards of practice, availability of qualified staff for field instruction, facilities for students (e.g. physical space, telephone access, etc.), and the willingness of the agency’s administration to support the field education program so the practicum experience meets the purpose and course objectives for all practicum courses.

Agencies interested in being considered a field practicum site complete an agency profile which describes the agency’s service delivery system, staffing, experience with education of students and a summary of the potential learning opportunities for students.

The Director of Field Education typically visits a potential agency to meet with the agency director and/or Agency Field Instructors to discuss the agency’s social work practice opportunities for students. The purpose of the visit is to determine whether the agency meets criteria necessary to qualify as a field practicum site. Once it is determined that an agency meets the criteria necessary to qualify as a field practicum site, the University will initiate a contract referred to as the Service Learning Agreement. CSUC’s Office of Procurement and Risk management provides the agreement that outlines the conditions and terms of the contract. The agreement is valid for five years and must be reviewed and renewed at its expiration. Agencies are also evaluated at the end of each placement period, by both the student and the faculty field liaison. Areas of evaluation include the agency’s ability to provide a full range of social work practice assignments and experiences that allow students to practice and apply concepts, principles and techniques learned in the classroom, administrative support for Agency Field Instructors providing supervision time, and the ability of the agency to offer opportunities to work with clients of diverse ethnic and cultural backgrounds.

The specific criteria used in evaluating agencies to determine their suitability for use as field education settings are as follows:

- able to provide a comprehensive range of learning experiences involving all size systems of intervention, particularly collaborative multi-agency systems of care;
- has a philosophy of service and practice compatible with the educational objectives of social work;
agency practices are consistent with the NASW Code of Ethics;
- able to provide students exposure to diverse client populations with particular emphasis on cultural and ethnic diversity and under-served oppressed groups;
- in compliance with Title IV of the Civil Rights Act of 1964; and in the delivery of services, no person shall be excluded from participation or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, or national origin;
- maintains a working and learning environment free from discrimination and harassment of students and employees (see “University Policies” in Appendix);
- has a respected standing by the professional community;
- committed to the philosophy and mission of the School of Social Work and the BSW program, including the purpose and objectives of the field practicum;
- maintains sufficient staff to support the service mission of the agency without reliance on students;
- has sufficient staffing resources to provide a qualified field instructor or agrees to other supervision arrangements as required;
- agrees to sign a Letter of Understanding with the University.

Selection of Agency Field Instructors
Field Instructors are selected for the quality of their field instruction and commitment to educational standards of the BSW program. They must hold a BSW degree from an accredited program, have two years post BSW experience in social services, commit to being available for the term of the practicum and have knowledge and practice experience related to generalist social work practice. Along with agency information each field instructor also provides information regarding their professional education and experiences either by submitting a field instructor application or a personal resume.

A field orientation is provided by the Director of Field Education at the onset of each academic year. Field Instructors who are unable to attend the field orientation will receive the information during their initial meeting with the faculty liaison assigned to their agency. The purpose of the orientation is to familiarize the field instructor with the BSW curriculum, university’s academic policies, the student assessment process, and supervisory responsibilities.

Placing and Monitoring Students
The placement of students in their field practicum is facilitated by the Director of Field Education. The educational needs of the student and an agency’s capacity to meet those needs are the factors considered in securing placements. This determination is made through a process which includes the student completing a field practicum application and professional liability insurance application, meeting with the Director of Field Education, and completing interviews with potential practicum agencies.

Students are monitored in their field practicum sites by a faculty liaison. The faculty liaison is a member of the social work faculty who schedules ongoing contacts with students and Agency Field Instructors for assessment of practicum performance and provision of supportive services and resources. These contacts include a minimum of two visits to the agency over the course of the placement (or more when necessary) and regular phone and /or email contact with the agency.
field instructor. Faculty liaisons submit a liaison contact log at the end of each semester to the Director of Field Education, recording when the visits and phone contacts were made.

**Maintaining Field Liaison Contacts with Agencies**
The faculty liaison serves as a link between the field practicum agency, the field instructor, student, and university assuring integration of field and classroom learning. The liaison provides ongoing consultation and support for the agency field instructor in order to enhance the practicum experience, integration of classroom learning and ensure satisfactory progress is being made by the student. The liaison helps develop the learning contract and reviews it on a regular basis, participating in the evaluation of the student progress towards meeting their educational goals. The liaison visits the student and field instructor in the agency setting once each semester. Additional visits are scheduled as needed. The visits include reviewing the learning contract, and student performance.

The faculty liaisons collaborate with the Director of Field Education in the overall structure and evaluation of the field education program, including planning field education trainings for field instructors and learning objectives for the field practicum. Information gathered during contact with field agencies is often used to design training modules for field instructors. Recently the field orientations were modified to include modules for field instructors on risk management issues. On-going contact with Agency Field Instructors promotes dialogue between field agencies and the field education program providing feedback that is instrumental in developing policies and curriculum relevant to the practicum experience and social work practice.

**Evaluating Student Learning and Agency Effectiveness in Providing Field Instruction**
The program evaluates student learning and agency effectiveness in providing field instruction using several methods. Agency Field Instructors meet weekly throughout the semester with the student for educationally directed supervision. The purpose of the weekly supervision meetings is to monitor the students’ progress towards meeting their educational goals and provide feedback. Students receive a total of four written evaluations over the course of the practicum. Each semester there is a mid-term evaluation and final evaluation that is completed by the field instructor in consultation with the student. The student evaluation form identifies objectives that assess the student’s progress in meeting the overall BSW program objectives.

In addition, students meet weekly with their faculty liaison in a seminar format, providing further opportunity to discuss their experiences and receive feedback regarding their progress. Students keep a field journal and turn those entries into the faculty liaison for feedback. During the Spring semester students will complete a self assessment in which they are asked to address their progress towards meeting their educational goals, barriers and challenges they have faced, learning goals they need to address in their next placement, or areas for continued professional development, and the nature and quality of their field instruction. Students are also asked to fill out an evaluation of their practicum setting and the field instructor upon completion of the field placement. In turn the agency field instructor also fills out an evaluation of the field program.

The faculty liaison is responsible for assigning the course grade for the field practicum based upon the written evaluation of the field instructor and the student’s participation in the field
seminar. He/she will also complete an evaluation of the assigned placement settings at the end of the placement period, making recommendations as to continued use of the setting. All of these evaluation tools provide valuable feedback as to the quality of the student learning environment and can help identify areas in need of improvement.
AS 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE – accredited baccalaureate social work degree. In programs where a field instructor does not hold a CSWE – accredited baccalaureate social work degree, the program assumes responsibility for reinforcing a social work perspective.

Field instructors for bachelor’s degree students are expected to hold a BSW from a CSWE accredited program. Agency Field Instructors submit a vitae form providing information on their academic background and work experience. The Director of Field Education reviews this form to determine which field instructors meet this requirement. Under certain circumstances the field education program may permit the use of an off-site BSW field instructor for a student placed in an agency with no BSW on staff. The off-site supervisor must possess a BSW from a CSWE-accredited program, have two years post-BSW experience, one year of which is in an agency or service setting similar to the placement site. A member of the School of Social Work faculty may also assume responsibility for off-site supervision of a BSW student. Off-site BSW supervision will require that a task supervisor or preceptor be assigned from the agency’s service delivery team to assume responsibility for assigning day to day tasks to the student to ensure specific learning objectives are met. The task supervisor is provided with information about the curriculum objectives for students, the individual student learning objectives and a clear understanding of their participation in the evaluation process. He/she will meet with the off-site BSW Field Instructor during the placement period to assess student progress, identify potential difficulties or areas of concern, discuss changes in agency which may impact the student and coordinate learning experiences. The task supervisor is also available for spontaneous consultation and/or supervision as needed. The designated off-site BSW field instructor maintains overall responsibility for the students placement experience, and is accountable for the required evaluations and meetings with the faculty liaisons. The use of off-site BSW’s as field instructors and/or BSW faculty as field instructors has enabled the BSW program to meet the needs of agencies in some of our more rural communities that lack professional social workers. This model of supervision has also provided opportunities for greater integration of course and field experience and strengthened the relationships between the BSW program and community agencies. It is a supervision model that requires vigilant collaboration, but allows our students access to experiencing the skills and commitment often required of collaborative efforts.
AS 2.1.5 Provides orientation, field instructor training, and continuing dialogue with agencies and field instructors.

Orientation and training for field instructors and agency supervisors is provided using several methods. When a new agency or practicum instructor applies to the school to become a practicum site, the Director of Field Education meets with the practicum instructor and/or agency administrator to outline fully the field education program and the requirements of the agency, practicum instructor, the student, and the School.

Faculty liaisons meet with each practicum instructor a minimum of two times over the course of the placement, providing consultation and constructive feedback to enhance the practicum experience. Each agency and field instructor is provided with a copy of the BSW Field Education Handbook (see Appendix II-4) and other program materials to assist the agency and the practicum instructor in providing a quality education experience for students. A field practicum orientation is held each year prior to the beginning of the academic year to orient both students and their prospective field instructors as to the expectations and learning objectives of the field practicum. The BSW program also sponsors two additional trainings during the academic year addressing various supervision issues, current practice issues, cultural competency, and relevant social issues.

The Director of Field Education also meets bi-annually with the Field Advisory Committee to gather input about the field education program. This committee is composed of Agency Field Instructors and faculty liaisons. The Field Advisory Committee has been instrumental in developing program policies and reviewing field practicum curriculum objectives.
It is the policy of the School of Social Work that all practicum placements must have a primary focus on the education and development of the student as a social worker. To ensure this, students should experience and be exposed to a broad variety of social work practice experiences while they are in the BSW program. The option of using the student’s employment as the practicum site is considered on an individual basis by the Director of Field Education.

The following guidelines must be met in order for the placement to be considered: the student’s agency field instructor may not be the administrative supervisor for the student in their job; the field practicum assignments must be clearly delineated and separate from employment responsibilities and educationally focused to meet both the individual learning objectives of the student and the overall BSW program objectives; and assigned hours for the practicum must be specifically designated and completed in another program or unit of the agency. Expectations for the student's performance are guided by the BSW Field Education Handbook (see Appendix II-4) and not routine agency standards.

A proposal for an Employment Based Placement must be completed by the student and approved by the Director of Field Education. The agency supervisor must also sign the proposal and agree to the conditions of described above. In addition students will be required to sign a Waiver indicating that if they are terminated from their employment and subsequently from their field placement the agency may disclose to the School the reasons for their dismissal. This information will be considered in determining whether or not a student is placed in another practicum site.
The School of Social Work has necessary autonomy and decision making power to ensure the critical decisions regarding professional education of social workers rest with the School faculty. This autonomy is created via the organizational structure of the California State University (CSU) System and CSU, Chico. The levels of administrative structure above the School of Social Work in order of authority include: the Office of the President; the Office of the Provost and Academic Affairs; and the College of Behavioral and Social Sciences.

The administrative unit of the social work program has sufficient autonomy to realize the program's goals. The BSW and MSW programs comprise the School of Social Work that resides within the College of Behavioral and Social Sciences (BSS). The director of the School of Social Work holds a position on the College Executive Council with the other college department chairs. The administrator of the MSW program holds the title MSW Director and the administrator of the BSW program holds the title of BSW Director.

The School of Social Work is an educational unit of California State University, Chico sanctioned to deliver professional social work educational programs. The faculty has sufficient autonomy to realize the goals of the BSW degree program. They make the critical decisions regarding the School’s mission, program and curricular goals, BSW curriculum and how it is delivered to students enrolled in the program, recruitment and hiring of adjunct and tenure track faculty, retention, tenure and promotion of faculty, and step pay increases. Fundamental decisions that determine the courses, student grades, and the granting of the BSW degree rest in the hands of the social work faculty.

**The California State University System**

The California State University system consists of 23 individual campuses governed by the Board of Trustees whose members are appointed by the Governor. The Trustees appoint the Chancellor (currently Dr. Charles B. Reed) who is the chief executive officer of the system, and the presidents of the 23 CSU campuses. The Trustees, the chancellor and the campus presidents develop policy for the system and implementation at the campus level takes place through a broadly based consultative process. The Academic Senate of the California State University, consisting of academic senate representatives from each campus, recommends further academic policy to the chancellor.

**The California Postsecondary Education Commission**

The Commission, established in 1974 by State law as California’s planning and coordinating body for higher education under the State Master Plan for Higher Education, is a 16-member citizen board. The Commission is directed by law to “assure the effective utilization of public postsecondary resources, thereby eliminating waste and unnecessary duplication, and to promote
diversity, innovation and responsiveness to student and societal needs.” (California Postsecondary Education Commission, 2007). Among these responsibilities is the long-range planning and promotion of better coordination and collaboration between California’s systems of postsecondary education. This body reviews proposals for all degree programs.

### Administrative Levels of Governance

**External to the School of Social Work**

<table>
<thead>
<tr>
<th>Administrative Level</th>
<th>Governance Group</th>
<th>Administrative Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University System</td>
<td>Board of Trustees</td>
<td>Chancellor</td>
</tr>
<tr>
<td>California State University, Chico</td>
<td>University Faculty</td>
<td>President</td>
</tr>
<tr>
<td>CSU, Chico Office Academic Affairs</td>
<td>Academic Faculty, Deans</td>
<td>Provost</td>
</tr>
<tr>
<td>College of Behavioral and Social Sciences</td>
<td>College Faculty</td>
<td>Dean</td>
</tr>
</tbody>
</table>

**Internal to the School of Social Work**

<table>
<thead>
<tr>
<th>Administrative Level</th>
<th>Governance Group</th>
<th>Administrative Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Social Work</td>
<td>School Faculty</td>
<td>Director of the School of Social Work</td>
</tr>
<tr>
<td>BSW Program</td>
<td>School Faculty</td>
<td>BSW Director</td>
</tr>
<tr>
<td>MSW Program</td>
<td>School Faculty</td>
<td>MSW Director</td>
</tr>
<tr>
<td>Field Education</td>
<td>Field Instructors, Liaisons and School Faculty</td>
<td>Director of Field Education</td>
</tr>
<tr>
<td>Federal Title IV-E Project</td>
<td>Director of the School of Social Work</td>
<td>IV-E Coordinator</td>
</tr>
<tr>
<td>State Mental Health Educational Stipend Program</td>
<td>Director of the School of Social Work</td>
<td>MH Coordinator</td>
</tr>
</tbody>
</table>

The School of Social Work is currently organized into six administrative units: (1) the office of the director (lead by Dr. Celeste A. Jones); (2) the BSW program (lead by Dr. Vincent Ornelas); (3) the MSW program (lead by Dr. Jean Schuldberg); (4) the Field Education program (lead by Patricia Hunter, LCSW); 5) Federal Title IV-E BSW and MSW Project (lead by Valerie Peck, LCSW); and 6) State Mental Health Educational Stipend Program (lead by Donna Jensen, LCSW). Under the current Constitution and Bylaws, faculty elect the Director of the School and the Provost makes the appointment based upon the recommendation of the Dean of the College of Behavioral and Social Sciences. The Director of Field Education is a tenure track designated position and the MSW and BSW Directors are elected by the full-time faculty.

**Reference**

AS 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

The School of Social Work faculty has the authority to define curriculum consistent with EPAS and institutional policies. The BSW Director and the school faculty as a whole make final decisions on all curriculum matters. The School of Social Work Faculty Constitution and Bylaws, Article IV: Committees, A.3, A.6, and A.7 specifically addresses the BSW Governance Committees (See Appendix II-11). Recommendations from all Committees (see Appendix II-12) are voted on by the School Faculty as a whole.

Other university committees become involved in the curriculum for specific reasons. When there are major changes in the curriculum or program(s), the BSS College Curriculum Committee, Academic Senate, and Provost’s Office review and make recommendations on those changes following social work faculty input.

All substantive curriculum changes must be reviewed and approved by: (1) the Curriculum Committee and the social work faculty as a whole; (2) the Director of the School; (3) the College Dean; (4) the Academic Senate; (5) the Provost; (6) the President; and (7) the CSU Chancellor’s Office.
The School of Social Work faculty formulate and implement policies regarding the recruitment, hiring, retention, promotion, and tenure of program personnel. The final authority rests with the College Dean, Provost, and President of the University, and is governed by university rules and regulations. However, the School is the source of all recommendations to recruit, hire, retain, terminate, assign, develop, evaluate, promote, and grant tenure within the rules and regulations of the university. The procedures are governed by the CSUC School of Social Work Personnel Document (see Appendix II-1) and the CSUC Faculty Personnel Policies and Procedures (FPPP; see Appendix II-2). Upon recommendation of the search Committee, the Dean is responsible to offer employment and ultimately, the candidate is offered a position with the approval of the Provost. The department personnel committee administrators all retention, promotion and tenure review procedures. Recommendations are forwarded to the College Dean.

A detailed explanation and discussion of Recruitment and Hiring, Retention, Tenure and Promotion, and Evaluation of Faculty are included in the School’s Personnel Document (Appendix II-1).
AS 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master’s degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

Celeste A. Jones, Director of the School of Social Work has an MSW degree from University of Oklahoma (1988), PhD from University of South Carolina (1999) and has taught in the School of Social Work since 1999. Throughout the majority of this time period, she has served as BSW Director, and most recently, Director of the School of Social Work. Prior to teaching full-time at CSU, Chico, she acquired 3 years of teaching experience while obtaining her PhD at the University of South Carolina. In addition, Dr. Jones has over ten years of full time practice experience with hospital mental health, family and children services and domestic violence services in Oklahoma. From 1999 until 2001, she provided contract social services and consultation with public mental health for victims of domestic violence. She continues to conduct workshops and trainings on Social Work Ethics and Values, Brief Strategic Family Collaboration, Narrative Therapy, Solution Focused Therapy and Family Therapy. Dr. Jones serves on community boards and volunteers in program development for community agencies. She serves on the University Academic Senate, Educational Policies and Procedures Committee, and the BSS College Executive Committee.

Since her appointment at CSU, Chico she has attended many CSWE Annual Program Meetings, published seven articles, presented at over 15 conferences and attended several leadership trainings through CSU, Chico. Over the past two years, she has participated in the California Deans and Directors’ meetings and attended the National Association of Deans and Directors of Schools of Social Work meetings in fall 2006 and fall 2007.

Currently, Dr. Jones is the principal investigator for the federal child welfare training Title IV-E stipend program and the Mental Health Educational Stipend program that provides assistance to students as well as generates reimbursements for instructional and administrative costs. Dr. Jones serves on the California Social Work Education Center (CalSWEC) Board of Directors, the CalSWEC Curriculum Committee, and the CalSWEC Workforce Committee.

The Director of the School of Social Work demonstrates leadership ability through teaching, scholarship, curriculum development, administrative experience, and other activities. Please see Faculty Data Forms for Dr. Jones in Appendix II-13.
AS B3.0.3 At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

The BSW Director, Dr. Vincent Ornelas, has an MSW degree and a PhD from the University of Southern California and has taught in the School of Social Work since 2004. Prior to teaching at the School of Social Work he had seven years of teaching experience at the School of Social Work, University of Southern California, the Department of Social Work, California State University Los Angeles, and the University of California at Los Angeles. Dr. Ornelas has been involved in multiple political campaigns and proposition campaigns as well as policy advocacy efforts at the local, regional and national levels in addition to consultation with various nonprofit human service organizations and local community campaigns. Dr. Ornelas has conducted multiple workshops for field instructors, public and private agency personnel, Boards of Directors, and community members. Dr. Ornelas has been an invited speaker to present his research in these areas at local, state, and national conferences. Dr. Ornelas has served on an editorial board for the National Association of Social Work and the Journal of Community Health.

The BSW Director demonstrates leadership ability through teaching, scholarship, curriculum development, administrative experience, and other activities. Please see Faculty Data Forms for Dr. Ornelas in Appendix II-13.
AS 3.0.4 Social work program directors have a full-time appointment to the program and sufficient assigned time (at least 50% for master’s programs and at least 25% for baccalaureate programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

Dr. Celeste A. Jones receives 75% Full-Time Equivalent (FTE) for directing the School of Social Work. Compensation for summer work is calculated at 75% of her full-time salary over the summer months. Given that she also receives .25 assigned time for MSW Assessment, she does not teach while she directs the School. The .75 assigned time is sufficient for directing the School of Social Work.

The MSW Director, Dr. Jean Schuldberg receives .50 FTE for directing the MSW program with compensation for summer work at 50% of her full-time salary. She receives .1 assigned time for School committee work, .2 assigned time for the Practicum Partnership Program Coordinator position and was assigned .2 assigned time for Interdisciplinary Gerontology Program and Certificate from 2004 - 2007. Currently she does not teach while she directs the MSW program. The .50 assigned time is sufficient for directing the MSW program.

The BSW Director, Dr. Vincent Ornelas receives .50 FTE for directing the BSW program with compensation for summer work at 50% of his full-time salary. He receives .1 assigned time for School committee work and teaches two social work courses (.2 per course). The .50 assigned time is sufficient for directing the BSW program.
Patty Hunter, MSW, LCSW, the Director of Field Education received her MSW from CSU, Sacramento in 1984 and has over 23 years of post-master’s social work experience. She was an adjunct faculty member in the program between 1994 and July 2001 when she was appointed to her current position in August 2001. Additionally, she taught MSW field practicum courses for CSU, Sacramento and CSU, Long Beach (Distance MSW Program offered on the Chico campus) on a part-time basis. In spring 2006, the Director of Field Education administrative position was converted to a tenure track position and Professor Hunter was selected for that tenure track appointment beginning August 2006. Professor Hunter has extensive knowledge of the social service system in our geographic region. Professor Hunter has presented at 11 conferences in the past six years conferences and represents CSU, Chico School of Social Work in Northern California regional and state agency meetings. She also attends State and National Field Directors Meetings each year. Spring 2008 she was selected by NASW California Chapter Region D ‘Social Worker of the Year’. Given her professional experience, high quality reputation, teaching experience, and knowledge of the Northern California region, she is exceptionally well-qualified for the position.
Patty Hunter, MSW, LCSW has a full-time appointment to the School of Social Work. Her appointment as Director of Field Education is .75 (.25 for the BSW program and .50 for MSW program). She receives .2 assigned time in the fall each year for the training of MSW field instructors and practicum development required for the Federal Title IV-E Child Welfare Training Program. Other than periodic contract/grant research, Professor Hunter typically teaches one MSW course, SWRK 352: Supervision, Program Development, and Administration (.2) in the spring each year.
The resources allocated to the School of Social Work to operate the BSW program enable full coverage of all BSW courses, assigned time to development and refine the curriculum and field practicum sites, full-time staff support, travel and CSWE Membership. Two tenure track faculty positions were approved for Fall 2006 but only one position was filled. In fall 2007, another tenure track search has been approved. The School has sufficient support and resources to achieve program goals and objectives.
AS 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

The School of Social Work has sufficient support staff and technological resources to support the functioning of the programs. The School has two full-time 12-month professional support staff. Although both administrative support staff are relatively new to the School, their energy and expertise has created a smooth transition for the School. Ms. Angela Corral has approximately 8 years at CSUC as accounting technician and administrative coordinator to office manager. She has worked in several colleges and completed her baccalaureate degree in 2005 while working full-time. She is the primary administrative support staff for the School of Social Work and is an exceptional resource. She provides the administrative support for the Director of the School and the MSW Director. In addition to her office management skills, Ms. Corral has strong technology, budget and web site experience to the department.

Ms. Sandra Warner joined the School as the BSW and Field support staff member in April 2007. Prior to joining the School of Social Work, she worked for 7 years as a clerical support staff member in the medical field. In addition to these experiences, she brings many valuable technical and personal qualifications to the position. She provides clerical and administrative support for the Director of Field Education and the BSW Director.

Both support staff possess good computer skills and continue to upgrade those skills with university sponsored training. The office is supplemented with 1-2 student assistants who work 12-15 hours each per week as a receptionist. The Federal Title IV-E program has a full-time support staff, Ms. Teresa James who serves both the BSW and MSW IV-E programs. The support staff assigned to the School is sufficient at this time.
The School of Social Work manages its own budget. Please see School of Social Work CSWE Combined (Appendix II-14) budget form and BSW Program Budget form (Appendix II-15).

The Provost and Vice President for Academic Affairs allocates a budget to each college, and the Dean in turn, allocates budgets to departments based on the number of full-time equivalent faculty, historical information, full-time equivalent students, and other needs unique to departments. In addition to the initial faculty and staff salary allocations, the dean provides money for adjunct faculty.

When available, the College of Behavioral and Social Sciences provides additional sources of money. One important source is the Strategic Performance Fund. The Dean allocates money based on applicants meeting the criteria established by the College Executive Committee (all department chairs). The Director and faculty can apply for these funds.

Additional sources of money for departments and individual faculty are provided through the University. The Faculty Computing Project purchases new computers based on verified need and allocates older computers to faculty who do not need the newer, more powerful machines. Most social work faculty members have received replacement computers and no social work faculty member has a computer older than three years. The departments purchase computers for new faculty members.

All tenure and tenure track faculty receive $600 of professional development funds from the Provost each year. Faculty can apply for additional travel/professional development funds through BSS when funding is available. The application and selection for these funds are through the BSS Travel fund committee. Preference is given to tenure track, then tenure faculty. Students apply for travel funds through the BSS College office. These funds are limited in amount and quantity.

**CSUC School of Social Work CELT Grants for 2007-08**

The Center for Learning and Teaching (CELT) provides small and large grants for faculty related to improving teaching and learning. All school faculty members, including adjunct faculty, have received generous CELT grants over the past several years. CELT also awards larger grants for special projects. In June 2007, The School of Social Work was awarded $12,900 from CELT with a $14,091 match from the College and School to develop and administer a Scholars Program in Medical Social Work with Older Adults. With the CELT grant, the School will create a yearly, spring semester Scholars Program on “Health and Medical Social Work,” 2) develop a module on Health Assessment for the SWRK 643 course (Assessment of Individuals & Families), 3) develop a module on the impact of health factors for the two Concentration year Advanced Practice courses (SWRK 641/642) for students focusing on MH or FCY, and 4) infuse material on health and later life in the general Concentration Year Field Seminars (SWRK 648/658). The integrated material will be hybrids of the areas developed in the Scholars
Program, tailored to the unique course contents. The “Health and Medical Social Work” Scholars Program is designed to be free of charge to CSUC students in social work and other disciplines, faculty, School of Social Work Field Instructors, and other agency personnel. In addition, Patty Hunter, Director of Field Education, received a CELT grant of $4,299.00. This grant was to develop and implement an on-line hybrid field practicum seminar for the Three-Year weekend program. The course is being piloted during the 2007-2008 AY.

Title IV-E Child Welfare Training Grant
An additional source of funds for the School is the federal Title IV-E Child Welfare Training Grant for the MSW Program. The grant provides reimbursement for instruction of IV-E MSW students. Please refer to the CSWE Budget forms (see Appendix II-14 and 15) and the Title IV-E budget spreadsheets (see Appendix II-16).

Through the BSS Dean’s budgetary spreadsheet and OE allocation to the school and the variety of funds available throughout the university, the School of Social Work has access to the funding necessary for its operation (see Appendix II-17).
3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

Council on Social Work Education  
Commission on Accreditation

Librarian’s Report

Kathleen Carlisle Fountain  
Social Work Librarian  
Meriam Library  
California State University, Chico  
October 8, 2007

The Meriam Library is the only official campus library. All library staff, services, and resources relevant to social work study and research are located within this library. In addition, the Meriam Library is home to two student computing labs, a copy service, and a tutoring center.

Meriam Library: Holdings

Social Work-Related Holdings
The library’s holdings in social work are sufficient to support the course work of advanced undergraduate and master’s degree programs, or sustained independent study; that is, adequate for limited or generalized purposes, of less than research intensity. The social work holdings include a wide range of basic monographs, both current and retrospective, collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools pertaining to the subject. In addition, as a selective federal depository library there are a number of government documents pertaining to social work. Areas covered include social work as a profession, social work methods, social problems and social policy, social welfare and service delivery systems, mental health, and corrections. Social work also draws heavily from the library’s sociology and psychology holdings, which are also collected at an advanced undergraduate and master’s degree level.

Two call number areas, HN and HV, relate most directly to social work and we own 14,861 volumes in those areas. Social work also draws heavily from the Sociology, Social Groups and Communities, Classes & Races call number areas (HM, HQ, and HT). This area has a total of 25,554 volumes. Together, there are a combined total of 40,415 books related to the area of social work research. As of October 2, 2007, the library had a total of 712,331 books. The collection is continuously updated through firm orders of books and serials.

The library subscribes directly to 33 journals on behalf of the School of Social Work and the Sociology department together. Hundreds of other relevant journals are accessible through subscriptions to online journal collections, full text online journal databases, and direct subscriptions supporting other disciplines.
Social work students routinely rely on our online databases for both indexing and article retrieval. *Social Work Abstracts, Social Services Abstracts, PsycINFO, SocINDEX* and *ERIC* serve as critical research tools for social work students in identifying literature in the field. SFX software provides immediately linking capability between citation databases and full text articles in other databases. Students rely on this feature to link them to articles available in *Academic Search Premier, SocINDEX, Sage Journals Online*, and *ScienceDirect*.

**Important Supplementary Collections**
The Meriam Library is an official, selective federal depository (29.95%) and a comprehensive California depository library. All government documents received by the library and many online documents are cataloged in our library catalog. The *PAIS* database provides indexing for some government journals and citations for documents.

**Overall Library Statistics, Fiscal Year 2006/2007**

<table>
<thead>
<tr>
<th>Collection Category</th>
<th>Added in 2006/2007</th>
<th>Total Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes-print</td>
<td>6,430</td>
<td>953,632</td>
</tr>
<tr>
<td>Books-print, excluding juvenile and textbooks</td>
<td>4,896</td>
<td>731,360</td>
</tr>
<tr>
<td>Bound periodicals (vols.)</td>
<td>1,234</td>
<td>205,914</td>
</tr>
<tr>
<td>Volumes withdrawn-print</td>
<td>2,139</td>
<td>N/A</td>
</tr>
<tr>
<td>Titles-total print and electronic</td>
<td>11,754</td>
<td>N/A</td>
</tr>
<tr>
<td>Titles-electronic books</td>
<td>0</td>
<td>2,890</td>
</tr>
<tr>
<td>Government documents</td>
<td>(incl. above)</td>
<td>709,563</td>
</tr>
<tr>
<td>Print subscriptions - journals, newspapers, serials, and government documents</td>
<td>51</td>
<td>1,084</td>
</tr>
<tr>
<td>Serial subscriptions-print</td>
<td>1</td>
<td>643</td>
</tr>
<tr>
<td>Current unique electronic journal titles</td>
<td>N/A</td>
<td>6,246</td>
</tr>
<tr>
<td>Microforms- units</td>
<td>3,877</td>
<td>1,172,084</td>
</tr>
<tr>
<td>Manuscripts and archives - linear feet</td>
<td>0</td>
<td>922</td>
</tr>
<tr>
<td>Cartographic materials - units</td>
<td>1,024</td>
<td>161,916</td>
</tr>
<tr>
<td>Graphic materials - units</td>
<td>22,018</td>
<td>122,103</td>
</tr>
<tr>
<td>Sound Recordings- units</td>
<td>132</td>
<td>14,982</td>
</tr>
<tr>
<td>Film and video materials- units</td>
<td>164</td>
<td>12,089</td>
</tr>
<tr>
<td>Computer files- units</td>
<td>15</td>
<td>2,250</td>
</tr>
<tr>
<td>Other library materials -units</td>
<td>0</td>
<td>127,1904</td>
</tr>
</tbody>
</table>


**Meriam Library: Overall Library Staffing**
Librarians, library assistants, and student employees operate the essential library services for all students, including those in social work. They staff the reference desk, circulation desk, interlibrary loan office, information desk, periodicals reading room, and Limited Loan. Additional staff coordinate and execute our ordering and processing so library materials arrive on the shelf in a timely manner. With the exception of the Social Work Librarian’s attention to
the needs of social work students, the library staff support the success of all students on this campus.

<table>
<thead>
<tr>
<th>Library Staff as of September 7, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Category</strong></td>
</tr>
<tr>
<td>Librarians</td>
</tr>
<tr>
<td>Library Assistants</td>
</tr>
<tr>
<td>Students</td>
</tr>
</tbody>
</table>

**Social Work-Related Materials: Budget**
The Meriam Library’s collection budget is uncertain at this time for the 2007/2008 fiscal year. The campus has not yet allocated this year’s budget, but it is expected to remain the same as 2006/2007. Below are the actual expenditures for social work-related library materials for the past three years.

- Fiscal Year 2004/2005: $13,759
- Fiscal Year 2005/2006: $13,905
- Fiscal Year 2006/2007: $16,479

**Social Work-Related Materials: Circulation & Use Data**

**Social Work-Specific Circulation Trends**
Access Services librarian, Joe Crotts, completed a study of the library’s book circulation in 2002. He grouped books into subjects, as divided by call numbers, and analyzed their use compared to enrollment in related majors and expenditures for those areas. In this study, he found that social work books circulated proportionately to the department’s enrollment and library spending. For social work, this implied that the circulating book collection sufficiently serves the student population. More recent circulation data specific to social work is unavailable.

Library staff tally the reshelving statistics for current journals to maintain use records. Journals, as a rule, do not circulate, so reshelving statistics provide the best indication of a journal’s use. The most frequently used journals in spring 2007 were *Community Development*, *Journal of Personality and Social Psychology*, and *Suicide and Life-Threatening Behavior*. More current, core social work titles are accessed online without available statistical evidence.

Library staff conducted two use studies of the bound periodical collection, one in 1993/94 and another in 2000/01. Across all subject areas, the use of print journals declined over the past 10 years as students relied more on full-text electronic articles provided through our subscription databases. Social work journals are no exception to this trend. A select number of titles, however, do see consistent use in print. Examples of those titles are *Aging and Society*, *British Journal of Social Work*, *Journal of Adolescence*, *Journal of Social Issues*, and *Social Work*.

The Reference Department studied the use of the reference collection from July 2004 through June 2005. The most frequently used social work reference source during that period was *The Encyclopedia of Social Work*. 

112
General Circulation Data
Other circulation and use data reports only general trends for our whole collection. As mentioned earlier, the use of electronic databases and the reliance on full-text electronic articles continues to grow. More students also rely on interlibrary loan to obtain materials not owned by our library. Access to the wide array of citation databases creates a greater demand for specialized publications unavailable on our campus and feeds demand for interlibrary loan services. Alternately, overall book circulation and print journal use declines each year. This may reflect both the changing research habits of our students and the number of books and print journals available in the library. Overall, online databases and quick interlibrary loan services make more resources available.

General, monthly circulation statistics are available online at this address: http://spider.csuchico.edu/circ/webstats/libstats06-07.htm

Meriam Library: Equipment & Technology

Computers & Printers
The library provides a variety of computers for student use. Library workstations are available throughout the library but are concentrated near the Reference Desk. These library workstations offer high-speed Internet access so students may access our library catalog, subscription databases, and other Internet resources relevant to their research. Those machines near the Reference Desk are equipped with Microsoft Office software and are compatible with the campus’s online course software (WebCT Vista). Networked printing is provided at a cost of 10 cents per page.

The library is equipped with free wireless access to the Internet for all authenticated patrons. Students can log into the network using their universal Portal login and password. Table and study carrel seating in the library has been rearranged to accommodate the proliferation of power strips for laptop users. Those using laptops are unable to print to the library’s networked printers, but patrons may use flash drives to move files from one computer to another for printing.

Two student computer labs offer workstations equipped with Windows PCs and Macintoshes. The computers host the latest Microsoft Office software, a variety of additional education-related programs, and Internet access. Networked printing is provided at a cost of 10 cents per page.

The campus uses a unicard system where the students’ campus identification cards can have value added to use for printing, copying, food, etc. Students pay for network printing in all computer areas with their unicards. The library has two Cash Value Terminals where students can put money on their cards.

Photocopiers
Photocopy machines are available on every floor of the library, and are operable with the students’ unicards. In addition, the Copy Center, a copy and printing service, is located on the 2nd floor with a number of copiers, including one color copier. The cost for basic photocopying
is 10 cents per page. Costs for copying in color, on transparencies, or in large format vary. Students can use cash, credit, or their unicards in the Copy Center.

**Microfilm/Microfiche Readers & Printers**
Several microfilm and microfiche readers are provided. Four machines include built-in printers. One machine has the capability to scan microfilm and microfiche, and the images may be emailed or saved to a USB external drive. The machines are unicard-operated at a cost of 10 cents per page.

**Adaptive Equipment**
The Assistive Technology Center in the library provides specialized adaptive technology for students’ use of library resources. The computer labs and library workstations also offer screen magnification, wheelchair accessibility, and adaptive keyboard/mouse technology.

---

**Meriam Library: Circulation Policies & Procedures**

**Availability of Materials**
The library’s holdings are in many ways influenced by the needs of the professors, and the Social Work Librarian is dependent upon them to request specific materials be purchased for the permanent collection. If a professor thinks an item is required or recommended in social work courses, he or she sends an order to the school’s Book Chair who will in turn send it to the Social Work Librarian to review and submit for order. Library and professors’ personal copies of materials can also be placed on Reserve for student use to ensure availability.

**Book Circulation**
Undergraduate students may borrow books, theses, and government documents for 3 weeks. Graduate students receive a longer, 5-week borrowing period. Faculty may keep all books until April 15th. All students and faculty are entitled to renew items as long as no one requested the book be held for their use. Due to the lengthy circulation period for faculty, library policies state that an automatic recall is initiated for books held by professors when a student places a hold.

**Journal Circulation**
Journals, as a rule, do not circulate. Students must present a compelling reason to receive special permission to check out a journal. Most often, they will be asked to make photocopies of relevant articles. Faculty may check out journals for one 24-hour period.

**Reserve Circulation**
Professors may place class materials on reserve in our Limited Loan area. Depending on what the professor requests, reserve materials check out for either 2 hour or 24 hour periods. With the electronic reserve system, professors may request that Limited Loan staff scan short materials (articles or book chapters) and place them on the Web. Students can then access the materials at any time regardless of the library's hours and without a time limit for reviewing the material.
**Multimedia Circulation**
CDs, software, videotapes, DVDs, audio-cassettes, and other multimedia are housed in the Limited Loan area and available for 7 day checkout.

**Meriam Library: Technical Research Tools and Services**

**Library Catalog**
The Meriam Library recently converted its integrated library system to Innovative Interfaces, Inc. The catalog allows for author, title, subject, keyword and journal title searching. Bibliographic records contain hyperlinks to authors, subjects and, when available, full text Web documents. The catalog system also allows students to limit searches by collection, publisher, format, or date. Additionally, students can check their personal circulation record and place online holds and renewals.

In the future, this system will provide “More Information” links that all users to seamlessly connect topics found in books to information on the same topic found in online databases.

**E-Mail**
Students use a Web-based mail system. Faculty use the Microsoft Outlook mail system. The systems are compatible and allow the easy transmission of attachments between faculty and students.

**Electronic Databases**
Through the Library ReSEArch Station, our electronic information gateway, the library offers over 90 Web based periodical indexes, abstracting services, full text, and reference databases. EBSCOhost's *Social Work Abstracts, SocINDEX with Full Text, Academic Search Elite*, *PsycINFO*, and *ERIC* are the databases primarily used for social work journal research.

**Meriam Library Periodicals List**
The Meriam Library Periodical list, based on the SFX technology platform, is a searchable database that leads students to the library's 1,000 print periodical subscriptions as well as to the over 6,000 electronic full text journal titles in our collection. SFX provides seamless linking between citations found in databases to the full text of articles in other databases.

**Interlibrary Loan**
Interlibrary Loan is available to all undergraduate and graduate students as well as faculty. It is the only library-subsidized document delivery system for the campus community. Students are allowed to order five items a day. Faculty have unlimited ordering. Graduate and faculty requests will be borrowed from anywhere in the country. Undergraduates are limited to California borrowing. Students and faculty submit articles electronically through the library’s ReSEArch Station.

**Journal Articles**
All requested journal articles are delivered to all patrons electronically through their Interlibrary Loan accounts, eliminating the need for students to pick up paper copies in the library.
borrowers are subject to a $5.00 co-payment for any article that the library must purchase, but only 5% of all orders are ever assessed a fee. There is free borrowing between the California State Universities and some of the University of California campuses. All students and faculty may note on their interlibrary loan request if they only want free articles and books, and the library will accommodate their requests.

**Books**
The California State University system has reciprocal borrowing privileges between campuses. Books borrowed from outside of California or outside our consortia may be assessed a fee, as determined by the lending library, starting at $10.00 a book. All students and faculty may note on their interlibrary loan request if they only want free articles and books, and the library will accommodate their needs.

**Document Delivery**
Interlibrary loan serves as the campus’s only library-subsidized document delivery service. Faculty and students are provided access to a database, *ingenta*, that allows them to order articles from approximately 17,000 journals at their own cost. These articles are delivered via fax or email within 24 hours, often immediately. The same articles may be requested through Interlibrary Loan at a substantial cost savings both to the requestor and the library. Articles typically arrive through interlibrary loan within one week.

**Multimedia**
The Meriam Library has a collection of CDs, software, videotapes, audio-cassettes and other multimedia. In addition to the 12,089 video and film titles, the library owns a variety of government CD-ROMS and CDs featuring notable speeches. These items are purchased as requested by the Social Work faculty with their firm order allocation or directly by the Social Work Librarian (see “Social Work-Related Materials: Purchasing Process” for more information). Government CD-ROMs, however, are received based the depository’s profile.

**Nearby Libraries**
The local area does offer a few additional libraries including the Butte County Library System and Butte College Library. These libraries serve different clientele than our university library, and as such can not be expected to substantially supplement the holdings of the Meriam Library for social work students.

California State University, Sacramento and its library are located approximately 90 miles south of Chico. Their campus provides BSW and MSW programs, and the library holdings should reflect those students’ research needs. CSU, Chico students may use their library by requesting books or articles through interlibrary loan. They may also visit CSU, Sacramento’s library and check out books using their valid CSU, Chico identification card.
General Reference Service
The Reference Desk is staffed by librarians 68 hours a week and covers most of the hours the library is open. All librarians are generalists as well as subject specialists and can answer most types of questions. Social work students may be referred to me, the librarian specifically responsible for Social Work, if the librarian at the reference desk cannot answer a student’s question. Additionally, I staff the reference desk 5-12 hours a week, including at night and on some weekends.

<table>
<thead>
<tr>
<th>Reference Service Statistics in a Typical Week, Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference service hours in a typical week</td>
</tr>
<tr>
<td>Person hours per typical week of professional reference service available</td>
</tr>
<tr>
<td>Reference transactions in a typical week</td>
</tr>
</tbody>
</table>

Additional Reference Service Options
Students can also take advantage of the "Ask a Librarian" email or chat reference options from outside of the library. As at the reference desk, the librarian answering questions at the time will respond to their best ability and refer questions to me as necessary.

Specialized Social Work Reference Assistance
I am available for individual consultation on conducting research or using library resources and databases. Students regularly make appointments or stop in to discuss their research with me.

Social Work Librarian
The Meriam Library assigns a liaison librarian to each department on campus. Given the number of librarians and the number of departments, many librarians serve several departments. I serve as the Social Work Librarian, as the Political Science Librarian, and a general reference librarian. I am the primary library contact for instruction and collection development for the School of Social Work.

For instruction requests, I communicate directly with any professor requesting library instruction, arranging library tours, or discussing the library’s relationship to a class assignment.

For collection development, I communicate primarily with the Book Chair in the School of Social Work. The Book Chair is responsible for collecting requests from the faculty for books, videos, etc. and delivering them to me. The Book Chair is also regularly invited to library budget meetings with other department Book Chairs to discuss the library’s budget priorities and contribute to the decision making process. I regularly request his input on these same issues outside of formal meetings.

As the primary library contact for the School of Social Work, I keep social work faculty aware of relevant changes within the library, provide instruction for social work courses, and manage the social work library collection (including purchasing and weeding). I am available for individual faculty and student consultation, pathfinder development (see
http://www.csuchico.edu/lref/guides/rbs/swrk.htm) and to help faculty develop assignments incorporating information literacy into the social work curriculum.

Presently, I am not directly involved in the planning or delivery of online courses, curriculum revisions, or professional development efforts. I would be happy to provide my expertise as it relates to library holdings and services.

**Social Work-Related Materials: Purchasing Process**

**Department Firm Order Allocation**
The School of Social Work’s designated Book Chair receives an allocation each year to buy books, videos, or other one-time purchases. The Book Chair coordinates purchases on behalf of his colleagues. He receives suggestions, researches potential purchases, approves orders, and forwards such requests to me for ordering. I trust the faculty to make wise decisions when spending their allocation and place orders accordingly. Duplicate items or those requiring unsupported hardware or software are the only exceptions to this process.

If the school’s Book Chair does not submit sufficient orders to spend the entire allocation by the advertised spending deadline, I identify relevant and useful titles to spend the remaining monies in support of the curriculum.

**Other Allocations**
Throughout the year, I spend a separate allocation for the purchase of social work books. I have a dedicated social work budget that I may use to order books directly from Yankee Book Peddler, our book vendor. I review the appropriateness of each title, the quality of the publisher, and the published reviews before making my selections.

In addition, each librarian receives a general allocation for purchase of materials from any source. Last year, the first year we received such monies, I ordered a number of videos to support classroom instruction.

**Journal Allocation**
The School of Social Work, like all campus departments and schools, does not receive a specific journal allocation, but the library subscribes to a number of journals on their behalf. The library receives some journals in print, but an increasing number are online only subscriptions. Students and faculty prefer to access journals electronically, so library staff change subscriptions to online versions when available and cost effective. (A list of direct journal subscriptions is attached.)

The library has suffered in the recent past from a lagging budget. The extraordinary rate of inflation for journals necessitated the cancellation of many journals in order to responsibly spend our flat budget. However, in the last two years, the library’s budget increased slightly. Last year, when the increase became permanent, each department selected three new journal subscriptions to add to the collection. New subscriptions to *The Journal of Evidence-Based Social Work*, *Journal of Community Practice*, and *Administration in Social Work* were added at that time. In
addition, the library staff purchased access to the Sage Online Journals collection to supplement our journal collection.

The trend in many libraries is to rely on online journal collections, such as Sage, or full text articles in other databases to boost the number of journals readily available to students and faculty. Social work students benefit from this shift and have an increasing number of full text journals available for their use from any computer anywhere in the world.

**Database Allocation**
The School of Social Work, like all campus departments and schools, does not receive a specific database allocation to spend. The library’s Collection Development Committee hears requests for new subscriptions, and I advocate for social work purchases there. In addition, the CSU’s system-wide office purchases subscriptions to databases deemed useful for most of the 23 campuses. Our database access, as a result, is a result of both processes.

Our students and faculty have access to two specific social work databases: *Social Work Abstracts* and *Social Services Abstracts*. *Social Work Abstracts* is provided through a direct library subscription, and *Social Services Abstracts* is a recent subscription provide by the CSU Chancellor’s Office. Students may access these databases from any computer. Access is restricted off-campus to only those who can authenticate as current students, faculty, and staff, so students must log in using their universal Portal account.

**Social Work-Related Materials: New Acquisitions Reporting**

The Library Catalog’s homepage includes a link to New Books. This list includes all new books, videos, government documents, and other resources received in the last month. It is searchable by collection, call number, or title keyword. See: [http://opac.csuchico.edu/search/ftlist%5Ebib12%2C1%2C0%2C155/mode=2](http://opac.csuchico.edu/search/ftlist%5Ebib12%2C1%2C0%2C155/mode=2)

**Meriam Library: Statistics on Library Use**

Data about use of the Meriam Library cannot specify how much social work students use the library or any particular resource. Records do, however, show that in a typical week, 27,320 people walk through the library’s entrance.

Use of social work library resources is covered on pages 3-4 under the heading, “Social Work-Related Materials: Circulation & Use.”

**Meriam Library: Social Work-Related Library Instruction**

Free drop-in workshops on a variety of computer and information topics are available throughout the semester for all students. Topics include using the Library ReSEARCH Station, Finding Journal Articles, and Internet Search Engines. Professors may also request me to deliver class-specific instruction.
I regularly speak to three distinct groups of social work students. I provide an introductory tour of the library and the library’s ReSEARCH Station to incoming MSW students in the fall. I also provide instruction on library research, using the ReSEARCH Station, to students in two courses:

- SWRK 170, Social Welfare Institutions: A Response to Power and Scarcity. This course typically reaches freshmen students, majors and non-majors. The session focuses on effective database searching skills, the importance of keyword selection when searching, and an introduction to the qualities that distinguish scholarly/professional journals from popular magazines.
- SWRK 435, Social Work Methods I. This course reaches majors typically in the first semester of their senior year. The instruction session focuses on the best methods for conducting an exhaustive literature review for their research.

In addition, I provide training for other social work classes as it is requested by the professor.

**Instruction Statistics, 2004-2007**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Instruction Sessions</th>
<th>Students Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>5</td>
<td>145</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>4</td>
<td>105</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>on sabbatical leave</td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>6</td>
<td>158</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>3</td>
<td>59</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>3</td>
<td>75</td>
</tr>
</tbody>
</table>

**Meriam Library: Location**

The Meriam Library is a five-minute walk from Butte Hall, which houses the School of Social Work and many of its classes.

As mentioned previously, the library shares space with two student computing labs. It is also adjacent to offices for Records & Registration, Advising & Orientation, Counseling Center, and Financial Aid. Slightly further away is the student bookstore and food services. In short, the library is located in the core area for student services on the campus.

**Meriam Library: Hours**

The library is open longest during the fall and spring semesters, nearly 91 hours a week. In the past two years, the Library Director had to cut morning hours on Saturdays and Sundays throughout the semester because of budget cuts. I have spoken to some social work students who have been frustrated by this decision, but budget considerations prevent the reintroduction of weekend morning hours.

The Library Director conducted a library hours survey of the student body in spring 2004 to determine what library hours were most valuable. The students’ report of high use of the library
during hours considered vulnerable did help to preserve the current schedule and prevent additional cuts in library hours.

Summer hours are abbreviated, but they fluctuate based on whether summer classes are in session. Though summer hours are not ideal, they reflect our library’s challenged budget and a limited campus-wide schedule. Additionally, students can accomplish many components of their library research online though our ReSEARCH Station to maximize the use of their time in the library when it is open. The Bell Memorial Union, the student union, is also available as study space on Friday mornings during the summer.

Specific hours for summer and fall 2007 and spring 2008 are below.

**Fall and Spring Semester Library Hours**
- Monday-Thursday: 7:30 AM - 11:45 PM
- Friday: 7:30 AM - 4:45 PM
- Saturday: 12:00 PM - 4:45 PM
- Sunday: 12:00 PM - 11:45 PM

**Summer Library Hours**
The library is typically open from 8 AM until 4:45 PM, Monday through Thursday when summer classes are not in session. During the primary summer session, the library is open on Wednesdays until 7:45 PM.

Throughout the summer, the library is closed Fridays, Saturdays, and Sundays.

---

**Meriam Library: Assessment & Evaluation**

**LibQUAL+ Survey, Spring 2006**
The library administration administered the nationwide LibQUAL+ survey to campus students, faculty, and staff. It measured our patron’s satisfaction with service, the physical space of the library, and its resources. The survey asked a series of questions to ascertain each person’s “desired service” rating and “perceived service” rating. This established “satisfaction gaps” for each population that the library could address systematically.

Of the three categories, the “library as place” best met the students expectations. However, the students still see room for improvement. Particularly important to this group is the need for better group work areas and general improvement to the library’s look and feel. The library has responded by installing new carpeting, improving signage, adding wireless Internet access, and acquiring artwork for the library. Creating group study rooms is a desired but unaffordable option at the moment.

The library’s “information control” received the students’ largest satisfaction gap. Graduate students have the highest expectations, and their most notable concern is the availability of journals for their research. The library responded to this concern by purchasing additional journal subscriptions.
Faculty were most concerned with “information control” as well. They noted a dearth of necessary journals and other printed resources with which to conduct their work. For many questions, the library collection or information access tools did not meet their minimum expectations. In response, new journals, new databases, new books, and a new integrated library system (library catalog) were purchased.

The executive summary of the LibQUAL+ results are attached.

**Library Hours Survey, Spring 2004**
The Library Director coordinated a library hours survey of the student body. The director advertised the survey as a mechanism to determine how library hours might be cut, but the survey collected information both on how much students use the library at different times but also how often they used our ReSEARCH Station elsewhere to accomplish library research. The survey revealed a few important results that will help decision makers in the future.

First, students use the library both as a place to research but also as a place to study. The respondents, overall, were very concerned about the prospect of shortened library hours. They saw the space and its resources as important to their academic success. Access to the ReSEARCH Station might mitigate some students’ need to use the physical library, but it does not satisfy all students’ needs.

Second, most of the respondents reported that they used the ReSEARCH Station on an either daily or weekly basis from outside of the library. Of those people, most said that they did so because it was “more convenient to work from home or lab” (56.14%). Some still reported that they used it remotely because the library was closed at the time (19.14%).

Finally, many students chose to submit comments with this survey that criticized the library’s lack of weekend morning hours. Though their responses did not result in longer hours for this year, they could contribute to changes in hours as the library’s budget improves. Further, I believe this survey played a role in preserving existing library hours.

**Library Instruction Evaluations, Spring 2007**
Librarians solicit informal evaluations from students attending a sample of their library instruction sessions every semester. In Spring 2007, I surveyed students attending SWRK 330, Social Work Research Methods, instruction class. Students were asked “how much did today’s session help you learn about finding, evaluating, or using information for this course’s assignment(s)?” Twenty two percent responded that it helped “tremendously,” while 50% wrote that it helped “a lot.” Twenty seven reported that it helped only “some” or “a little.”

These students comments specifically noted what they learned in the session. The two themes that emerged matched my goals for most social work classes: the students learned how to identify the scholarly literature in the field and learned how to effectively search for it in our databases.
**Meriam Library: Strengths**

The Meriam Library is fortunate to receive substantial financial support from the California State University’s Chancellor’s Office. That funding has centralized the purchase of several databases considered core resources for all of the 23 CSU campuses. This support continues to mitigate the potential consequences of extraordinary inflation rates for library materials (average rate is 15%) and the past state budget cuts for our individual campus.

The online databases purchased both centrally by the Chancellor’s Office and by the Meriam Library have resulted in a net increase in available journals for student research. Approximately 6,000 journal titles are accessible electronically, compared to only 1000 current print subscriptions. Through this, social work students have excellent access to journal abstracts and citations in the fields of social work, psychology, education, health- and multicultural-related areas as well as access to full-text article availability.

In addition, the library provides access to government documents in the physical library collection, through discrete links in the library catalog and with links on the ReSEARCH Station.

The Meriam Library’s greatest strength, however, is in the librarians who guide students in their research at the reference desk, in classrooms, and in individual consultations. Their research needs are further supported by helpful and resourceful staff in Interlibrary Loan, who can deliver books in a minimum of 2 days and articles in 1 week from libraries around the state.

**Meriam Library: Areas of Concern & Projections**

**Hours**

During the regular academic year, our lack of Friday evening, Saturday morning, and Sunday morning library hours will continue to be a concern for social work students. For the traditional undergraduate and graduate students, many are juggling school with family and/or work responsibilities, and it hampers their ability to use the library during its open hours.

For those in the weekend-only MSW program, the library is typically closed during the hours when students are not in class. These students will need to make a special effort to come to Chico at alternative times to use the library.

The MSW program offers multiple classes during the summer when the library hours are shortest. This causes a tremendous inconvenience for the 3-year weekend program since the library is closed Friday through Sunday. Additionally, the library is closed most evening hours during the summer.

Significant advocacy is necessary outside of the library for an increased budget allocation for library hours. The library’s operations budget funds mandated increases in staff, faculty, and student wages as well as the increasing cost for other operations. New monies in that budget would be required to add additional hours.
General Collections Budget Concerns

Until the last two years, the Meriam Library’s budget was in a state of crisis. The agreement between the Governor and the higher education leaders has improved higher education funding and, consequently, library funding. However, the modest budget increase for the library does not undo the journal cancellations, reduced book purchasing, and staffing attrition of the previous 10 years.

We have seen expanded funding of the CSU Chancellor’s Office library programs, which has funded critical library resources including interlibrary loan and additional core database subscriptions. The funding received centrally is widely regarded as having the “best deliverables.” In other words, it is understood to be a valuable and worthwhile expense to all of the CSU campuses. Further centralization in this way frees the Meriam Library’s collections budget to protect or purchase subscriptions to journals, increase allocations for books and videos, and fund the purchase of unique and important databases to our specific campus.
Social Work and Sociology Direct Journal Subscriptions
October 8, 2007

Note: Social Work and Sociology used to form one department, and the library’s records of journal allocations continue to reflect that history. The Social Work Librarian and the Sociology Librarian collaborate with each other and their respective faculty when any cancellation decisions must be made from this list.

Administration in Social Work.
Ageing and Society. (online)
Ageing International.
American Sociological Review.
Community Care.
Community Development.
Ethnic and Racial Studies.
Families in Society.
Feminist Review. (online)
Gender & Society.
Gerontologist.
Intellectual and Developmental Disabilities.
International Journal of Aging and Human Development.
International Journal of Contemporary Sociology.
International Review of Social History. (online)
Journal of Applied Social Science.
Journal of Community Practice.
Journal of Evidence-Based Social Work.
Journal of Gerontological Social Work. (online)
Journal of Personality and Social Psychology.
Journal of Social Service Research. (online)
Journal of Studies on Alcohol and Drugs.
Journals of Gerontology. A. Biological Sciences and Medical Sciences.
Journals of Gerontology. B. Psychological Sciences and Social Sciences.
Michigan Journal of Community Service Learning.
Social Work in Health Care.
Social Work with Groups.
Sociological Methodology.
Suicide and Life-Threatening Behavior.
Teaching Sociology.
Women's Studies Quarterly.
AS 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.

The School of Social Work has sufficient space and computer-mediated access for the program. The School is located in Butte Hall, home to the majority of programs in the College of Behavioral and Social Sciences (BSS). Butte Hall is centrally located on campus, with easy access to other classroom buildings, the library, campus eating facilities, the bookstore and student union, and the central administration building. The building has three elevators and three stairwells.

Administrative Offices
The School of Social Work administrative offices, full-time social work faculty offices, and Federal Title IV-E Project are located on the fifth floor of Butte Hall. The School of Social Work administrative offices are: Director, 511B; MSW Director and PPP Coordinator, 519; Office Manager and MSW support staff person, 511C; Director of Field Education, 529; BSW Director, 531; BSW and Field support staff person, 511D, and 511A is the office workroom. The Federal Title IV-E Child Welfare Training Project staff members are located as follows: Project Coordinator, 543A and Project Support Staff, 543E and the workroom is 543D. The Mental Health Educational Stipend Program Coordinator is located in 543C. The remainder of the social work faculty are located in Butte 513, 515, 521, 537, and 543B (see Appendix II-18).

The Director and the BSW director have adequate space for conducting their duties. However, the school administrative office is small and there is little room in the reception/waiting area to accommodate chairs for guests and students.

While the School does not have its own conference room, the School uses other conference rooms within the building for meetings. Currently, this has not been a concern, as other departments have been most accommodating.

Full-time Faculty Offices
Each full-time faculty member has a private office with a computer workstation, telephone, space for storage of documents and books. The office has enough space for faculty to meet with two or three other persons.

Adjunct Faculty Offices
All adjunct faculty members are located in the part-time faculty office space assigned to social work by the college. The majority of the adjunct faculty are located in Butte 518, a large communal space with cubicles and a separate meeting space. The remaining adjunct faculty are located in Butte 626, or share space with full-time faculty during evenings or staggered office hours. The program has up to 15 adjunct faculty members, an additional office space would be ideal.

Classrooms
The School has a small number of classrooms assigned to it for classes scheduled during standard times. The BSW program requires standard university scheduling patterns. The School continues to be provided with sufficient classrooms and never had to cancel a class due to a room
shortage. Although there has been additional technology to several rooms in Butte Hall, the major concern for the campus as a whole is the lack of sufficient technology rooms. The program is able to accomplish its goals and objectives with its current classroom allocation.

**Student Access to Meeting Rooms**
Students use the conference rooms for the College of BSS, sociology, economics and political science or schedule an empty classroom for their meetings. Additionally, the student facility, the Associated Students Bell Memorial Union building, is accessible and has been used by students for their meetings and events.

**Computer-mediated Access**

**Computer Hardware and Software Available to Students and Faculty**
The College of BSS has its own computer teaching labs with 50 stations. All departments schedule the labs for their classes through the College office. The library holds one or two computing workshops daily for students, staff and faculty regarding use of software, library research tools, search engines, etc.

Students are provided web-based email accounts and space for web pages, as well as dial-up Internet access.

All faculty and staff have computers that are no older than three years. The School has an office fax machine. Faculty members who have requested desktop printers have them and there is one networked laser printers in the main offices. The University supports the equipment and software it purchases. There is a charge to departments/units for network connections.

Each department is provided new computers and computer upgrades through the University at a reasonable replacement cycle. The "old" computer is then distributed to another user. Departments purchase computers for each new faculty member.

Less expensive upgrades (new hard drives, printers, etc.) are purchased through the School budget. More expensive equipment, such as new computers, is purchased through the university. Staff computers are purchased with School funds.

**Faculty and staff development for use of technology**
The University Technology and Learning Center provides extensive services for faculty, staff, and students. The Center maintains a faculty laboratory and an inventory of equipment to checkout such as laptops and projection systems. The Center personnel provide technical support and consultation regarding Web pages, CD ROM, multi-media and graphic development and basic training on Microsoft Work, Excel, Microsoft Outlook, WebCT and Microsoft Calendar. The staff provides one-on-one training as well as regularly scheduled workshops on hardware and various software applications used by faculty, staff, and students. They also work with various student labs to ensure they are equipped with applications used by their faculty.
Disability Access for Faculty and Students
The campus and Butte Hall are highly accessible to students, staff and faculty with disabilities. Additionally, the university has excellent support services for persons with disabilities—exam accommodations, notetaker, scribe, reader, interpreter/captioner, writing center services, lab and research assistants, priority registration, instructor information packet, student faculty liaison, computer access, academic advising, special library tours, assistive technology center in the library, campus access, clubs, grievance procedures, and university offices with TDD.
Currently, there is an initiative within the CSU system, EnACT (Ensuring access through collaboration and technology) to investigate accessibility issues and CSU, Chico is participating in this project. The purpose of EnACT is to provide faculty within the CSU system the skills, support and training necessary to ensure that all students, including those with disabilities, are provided a high quality postsecondary education.
AS 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing function for the program.

There are 11 full-time faculty (see Faculty Data Forms, Appendix II-13), three of whom have their primary assignment to the BSW Program (Vincent Ornelas, Pam Johansen, and Kui-Hee Song). The remaining eight have their primary assignments in the MSW program (David Bassett, Patty Hunter, Hermeet Kohli, Celeste A. Jones, Patrick Mace, Valerie Peck, Jean Schuldberg, and Sue Steiner). In addition, Jan O’Donnell, a half-time AY professor is available through the Faculty Early Retirement Program (FERP) to work extensively on our Title IV-E Budget each year in the MSW and BSW program. Although faculty have primary assignments to one program, they may also teach a course in the other. The full and part-time faculty members who teach in the MSW and BSW programs are:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FT or PT</th>
<th>BSW/MSW</th>
<th>Rank</th>
<th>Tenure</th>
<th>MSW</th>
<th>CA License</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Bassett</td>
<td>FT</td>
<td>MSW</td>
<td>Prof</td>
<td>Yes</td>
<td>1978</td>
<td>Yes</td>
<td>PhD Smith College</td>
</tr>
<tr>
<td>Patty Hunter</td>
<td>FT</td>
<td>MSW</td>
<td>Asst Prof</td>
<td>No</td>
<td>1984</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Hermeet Kohli</td>
<td>FT</td>
<td>MSW</td>
<td>Asst Prof</td>
<td>No</td>
<td>1996</td>
<td>No</td>
<td>PhD University of Louisville</td>
</tr>
<tr>
<td>Pam Johansen</td>
<td>FT</td>
<td>BSW</td>
<td>Assoc Prof</td>
<td>No</td>
<td>1988</td>
<td>Yes</td>
<td>EdD U San Francisco</td>
</tr>
<tr>
<td>Celeste A. Jones</td>
<td>FT</td>
<td>MSW</td>
<td>Assoc Prof</td>
<td>Yes</td>
<td>1988</td>
<td>No</td>
<td>PhD U South Carolina</td>
</tr>
<tr>
<td>J. Patrick Mace</td>
<td>FT</td>
<td>MSW</td>
<td>Assoc Prof</td>
<td>Yes</td>
<td>1976</td>
<td>Yes</td>
<td>DSW UCLA</td>
</tr>
<tr>
<td>Jan O'Donnell</td>
<td>*FERP -.5</td>
<td>MSW</td>
<td>Prof</td>
<td>Yes</td>
<td>1969</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Vincent Ornelas</td>
<td>FT</td>
<td>BSW</td>
<td>Asst. Prof</td>
<td>No</td>
<td>1996</td>
<td>No</td>
<td>PhD U of So. Cal.</td>
</tr>
<tr>
<td>Valerie Peck</td>
<td>FT</td>
<td>MSW</td>
<td>Title IV-E Coord</td>
<td>No</td>
<td>1982</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Jean Schuldberg</td>
<td>FT</td>
<td>MSW</td>
<td>Assoc Prof</td>
<td>No</td>
<td>1981</td>
<td>Yes</td>
<td>EdD U San Francisco</td>
</tr>
<tr>
<td>Kui-Hee Song</td>
<td>FT</td>
<td>BSW</td>
<td>Assoc Prof</td>
<td>No</td>
<td>1990</td>
<td>No</td>
<td>PhD Loyola U</td>
</tr>
<tr>
<td>Sue Steiner</td>
<td>FT</td>
<td>MSW</td>
<td>Assoc Prof</td>
<td>No</td>
<td>1986</td>
<td>No</td>
<td>PhD U of Washington</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>FT or PT</td>
<td>BSW/MSW</td>
<td>Rank</td>
<td>Tenure</td>
<td>MSW</td>
<td>CA License</td>
<td>Doctorate</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>---------</td>
<td>-----------------</td>
<td>--------</td>
<td>-----</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Gary Bess</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>1977</td>
<td>No</td>
<td>PhD U Southern CA</td>
</tr>
<tr>
<td>Patrick Borel</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>2001</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Laurie Cavanaugh</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>1998</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Phil Coppock</td>
<td>PT</td>
<td>MSW</td>
<td>Writing Instructor</td>
<td>No</td>
<td>No/MA</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Roxanna Coustette</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>2003</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Monica Derkacz</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>2003</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Nannette Gledhill</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>2004</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Molly Heck</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>2006</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Arlene Hostetter</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>1998</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Donna Jensen</td>
<td>PT</td>
<td>MSW</td>
<td>MH Cd/Instructor</td>
<td>No</td>
<td>1996</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Jean Lawrence</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>2000</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dilla Loe</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>No/MA</td>
<td>2000</td>
<td>No</td>
</tr>
<tr>
<td>Kate McCracken</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>1986</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sue McVean</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>1991</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Meka K-Morano</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>2003</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Gina Muse</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>2005</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Jim Myers</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>2003</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sarah Pape</td>
<td>PT</td>
<td>BSW</td>
<td>Writing Instructor</td>
<td>No</td>
<td>No/MA</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Andrea Rioux</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>1998</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tony Roach</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>1992</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Chris Sims</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>2003</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Vicki Tullius</td>
<td>PT</td>
<td>BSW</td>
<td>Instructor</td>
<td>No</td>
<td>1982</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Kathy Wendt</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>1998</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Jill Wichmann</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>2003</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives.

All full-time faculty members have MSW degrees from CSWE-accredited institutions, the minimum of two years post-master’s degree practice experience, and nine have doctorates. While all full-time and part-time faculty members, including part-time faculty, have a minimum of two years full-time post-master’s practice experience, most have four to ten years of practice experience, and some longer. Seven faculty members (Bassett, Hunter, Johansen, Mace, O’Donnell, Peck, and Schuldberg) possess the California Clinical Social Worker License. Ten faculty members (Bassett, Hunter, Johansen, Jones, Kohli, Mace, Ornelas, Schuldberg, Song, and Steiner) have taught previously in other MSW programs. Each full-time faculty member’s qualifications, level of competence and range of expertise in social work education and practice experience necessary for the program to achieve its goals and objectives related to the Advanced Generalist Concentration is presented below.

**James Bassett**
Dr. Bassett has over eleven years of full-time masters’ level teaching experience and 32 years of post-MSW practice and training experience in public and private mental health and substance abuse services. His practice also prepared him to work with HIV/AIDS programs and with at-risk youths. While the School hired him to provide the leadership and expertise for the concentration direct practice content area, he is also qualified to teach foundation research, human behavior and the social environment, substance abuse, and concentration practicum. As he was raised in Mexico and previously taught multicultural social work courses, he brings another important level of expertise to the MSW program. Additionally, he provides invaluable mentoring for junior faculty members' scholarship efforts.

**Patty Hunter, Director of Field Education**
Ms. Hunter brings over 20 years of practice in public mental health, adoptions, school social work and private practice to the School of Social Work Field Education directorship. As a long-time resident and highly valued social work practitioner in the region, she has a strong network of social service connections throughout the region. Prior to her appointment as Director of Field, she taught part-time in the BSW program for eight years. During that time, she taught social work practicum and social work practice courses. Additionally, she taught field practicum for CSU, Sacramento and for CSU Long Beach in their distance education MSW programs. Her exceptional teaching abilities and practice experience enhances her ability to conduct quality field education trainings and work closely with students, faculty and the community to develop quality field experiences for our students. She has a strong connection with the community and continues to build new partnerships with agencies throughout the Northern California.

**Pam Johansen**
Dr. Johansen has 20 years of post-MSW social work practice in the areas of mental health, forensics services, child welfare, and health, including services to persons with an HIV diagnosis or AIDS. Prior to her tenure track appointment to the School in 2001, she taught as an adjunct faculty member in the BSW program from 1987 to 2001. She also taught the administration course as an adjunct faculty member for the CSU, Long Beach MSW Distance Education
program. Her prior teaching and practice experiences prepared her for the direct practice and field practicum courses she teaches primarily in the BSW program. She has developed several online undergraduate and graduate courses including child welfare, advanced child welfare, and human behavior, as well as online communities for students and faculty. Additionally, she was the BSW director for two years before Dr. Ornelas and she has extensive knowledge and background of undergraduate education. The program and faculty benefit from her expertise and ongoing consultation. Her continuing research interest and the subject of her doctoral dissertation, the relationship between the priorities of social work educators and public child welfare supervisors, provides additional depth to the BSW program. She has published and presented papers on the use of technology, learning communities in social work education, practice with incarcerated parents, kinship care in public child welfare, HIV/AIDS, and working with undocumented immigrants. She is an exemplary model of the advanced generalist who moves easily among the various areas, levels, and systems of practice.

**Celeste A. Jones, Director of the School of Social Work**

Dr. Jones brings 20 years of post-MSW practice experience in family and children’s services, domestic violence, mental health, and the equivalent of one and one half years of full-time MSW teaching experience gained at CSUC, Chico and the University of South Carolina. She has been Director of the School of Social Work since August 2006 and previously was BSW Director then MSW Director. Although Dr. Jones is the Director, she teaches one MSW practice course each semester. Her extensive experience and research interest in social work micro practice, international and national domestic violence, as well as trauma provided her impetus to develop the MSW trauma elective. Her excellent research skills and interest in student writing provide outstanding support and mentoring for those two to three MSW students each year who choose to write a thesis or conduct a project. She also conducts writing workshops for students and faculty regarding use of the American Psychological Association (APA) writing style. In addition, Dr. Jones has provided trainings on ways to integrate Solution-Focused and Narrative Approaches in Supervision for Field Instructors. Dr. Jones presents and published on social work education, ethics and values, brief therapy, trauma, and debriefing practices.

**Hermeet Kohli**

Dr. Kohli’s undergraduate and graduate teaching and post-BSW and Post-MSW practice experience has prepared her to teach in the practice, research, human behavior and the social environment, and field practicum content areas. She worked for one and a half years in direct services and administration in social welfare and children’s services in Delhi, India. While working on her doctorate at Kent School of Social Work at the University of Louisville, she provided direct and indirect services and administration for a rural health project sponsored by the U of L. Dr. Kohli’s Sikh ethnicity is an extraordinary asset to the program and the broader community, as one of the largest Sikh communities in the country is located 45 miles south of CSU, Chico. Almost from the beginning of her employment at CSU, Chico, Dr. Kohli has been engaged in research and service to the Sikh community. Additionally, having taught BSW multicultural courses at the Kent School of Social Work, she brings that experience and expertise to SWRK 200: Multicultural Awareness in Human Services. She has taught and extended her research background to mentoring students enrolled in SWRK 499H: Honors in the Major research projects.
**Patrick Mace**

Dr. Mace has practice experience and background in developing and teaching in MSW programs. His post-MSW practice experience between 1976 and 1995 is primarily in public and private mental health and residential treatment for youths. Since 1990 he assisted in developing MSW programs at the University of Alabama, Hong Kong Shue Yan College, University of Texas: Pan American, and at CSU, Chico. Although he has taught across MSW curriculums since 1983, he has particular interest and expertise in research, policy, mental health policy, groupwork, and assisting students with theses and projects. Additionally, he lends his research expertise to: Chair of the Research Committee, assist interested junior faculty members to establish and further their research agendas; assist faculty with data analysis; and is the BSW Program Assessment Coordinator.

**Jan O’Donnell**

Professor O’Donnell has been with the School of Social Work since 1974. She has served as the administrator for the program (BSW Director, MSW Director, and Director) for most of her tenure at CSU, Chico. When the MSW program was initiated in 2000, she became the Director of the School and assumed the MSW Director position in 2002. Prior to the initiation of the MSW program at Chico, she worked closely with Dr. James Kelly and Dr. Gary Bess with CSU, Long Beach for six years in facilitating the CSU, Long Beach Distance Education MSW Program. In addition to her university employment, she has extensive social work practice experience. She had five years of full-time practice in mental health and developmental disabilities prior to joining CSU, Chico and 20 years of part-time practice with families in the public child welfare systems and victims of crimes. In September 2006 she entered the Faculty Early Retirement Program where she works half time. She and Valerie Peck, the Title IV-E Coordinator, share responsibility for the application and administration of the BSW and MSW Federal Title IV-E Child Welfare Training Project grants. She was awarded the campus-wide Outstanding Faculty Service Award in 2007 for her many years of contributions to the campus and community.

**Vincent Ornelas, BSW Director**

Dr. Ornelas currently serves as the BSW Director and brings practice, research, and teaching expertise in policy and practice with large systems to the BSW and MSW programs. After obtaining his MSW, he was the Program Director and Consultant for the Boys and Girls Club, the Director and Legislative Advocate for the Exceptional Children’s Foundation in Los Angeles, and the Grantsmanship Program Consultant for the USC Children’s Hospital. His research, publications and professional presentations are on the subjects of immigration, social justice, cross cultural practice, policy practice, Latinos, and inner cities schools. His BSW and MSW teaching experience includes lectureships at USC since 1993, CSU, Los Angeles since 1998, and UCLA since January 2004. Dr. Ornelas was selected as BASW Teacher of the Year in 2002 and 2004. Since Dr. Ornelas’ arrival in Butte County he has continued to remain involved with local and professional communities as part of his continuing efforts to combine teaching, service and scholarship. Dr. Ornelas continues to present at national, regional, and local conferences and at present is involved with his students in completing a survey of the campus community with regards to perceptions of safety and crime on and around California State University, Chico.
Valerie Peck, Title IV-E Coordinator

Valerie Peck brings 28 years of social work direct practice, supervisory and administrative experience to the MSW program. Her most recent employment was with the Butte County Office of Education as a clinician and coordinator of the program that served families and their children with severe emotional problems. As her roles required extensive collaboration with other social services, she developed a wide network of relationships that have proven to be invaluable in her role as the Title IV-E Coordinator. She worked as a consultant to public mental health and non-profit family and children’s services. Her experience as the executive director, trainer and clinician with a domestic violence program provided excellent preparation for her current position. The medical social work positions she held earlier in her career provides another dimension and set of community contacts valuable to her current position. A tireless and committed team member, she attends workshops, seminars and meetings to enhancing her currency and position, including the Title IV-E statewide coordinators’ meetings, NASW and CSWE APM conferences.

Jean Schuldberg, MSW Director

Dr. Schuldberg’s practice, teaching, and unique research experiences are assets to the MSW program as well as the School as a whole. Prior to her full time appointment to the School in 2002, she worked for 22 years in medical and gerontological social work since 1983. Her social work experience with the Iu-Mien, a Southeast Asian people who immigrated to this region over the past 30 years, resulted in her publishing a book this year on cultural competency and the Iu-Mien. Her expertise is a true contribution to social work and to her teaching practice courses in the MSW program. This is the third year she has taught the direct practice courses in the MSW program. She taught for CSU, Sacramento MSW program as a field liaison between 1997-1998. Her expertise in gerontology is an additional asset to the program, particularly given the significant population of older adults in the rural areas of this region. Becoming increasingly interested in policy related to older adults, she developed the MSW course on policy and practice with older adults. She received a Hartford Geriatric Enrichment Grant in 2002 and continues her involvement in gerontology social work education through the Institute for Geriatric Social Work-Boston University of Social Work. Dr. Schuldberg has served as the interdisciplinary Gerontology Coordinator on this campus 2004 - 2007.

Kui-Hee Song

Dr. Song, Associate Professor, possesses extensive post-MSW practice experience, as well as teaching experience in BSW and MSW programs. After receiving her MSW in Korea in 1990, she was an instructor and Chief Clinical Social Worker for the Family Therapy Institute in Seoul. She was an instructor and social worker at the Family Service Center in Wilmette, Illinois and social worker at the Korean American Women in Need in Chicago while completing her Ph.D. at Loyola University Chicago. While teaching at the University of Texas, Pan American Department of Social Work between 1998 and 2000, she taught BSW and MSW courses. She has experience and expertise for teaching human behavior and the social environment at all system levels, multicultural social work practice, and research. Her scholarship, including publications in multicultural practice, contributes to the profession as well as to the faculty and students of the BSW program and wider university, as well as multicultural community capacity building.
**Sue Steiner**

Dr. Steiner has been involved in social work practice, primarily community organizing, since receiving her MSW from San Francisco State University in 1986. She taught social work with larger systems for two years at Whittier College and 11 years Arizona State University, where she also served as the BSW and Ph.D. Program Directors. Dr. Steiner’s primary research interests are in the areas of teaching effectiveness, social and economic justice, and community organizing. She continues to work with community groups to assist with strategic planning, needs assessment, organizing, fundraising and program evaluation, which coincide with her teaching interests at the BSW and MSW levels.

**Faculty Development**

The School of Social Work and the university has invested considerable resources in faculty development.

During 2001-2007, the School of Social Work faculty members have attended all CSWE APM Conferences and BPD Conferences. The School has consistently financially supported between 4-10 full-time faculty members and 1-2 part-time faculty members in their attendance at CSWE APM. In October 2007, 10 full-time and 2 part-time faculty attended the 2007 CSWE APM and faculty development institutes. The School has supported 2-7 faculty members’ attendance to the BPD conference each year. The School of Social Work sent 5 faculty members to the 2007 Building Leaders in Social Work Education Conference. In addition, the School of Social work supported 4 faculty members attendance to the 2005 and 2007 CSWE Reaffirmation Workshops in Alexandria, VA. The School will continue to support faculty attendance at these functions and encourage them to become involved in other ways with CSWE and BPD to enhance their identification with undergraduate and graduate education.

The faculty attends and presents at other conferences to enhance their professional development, as well. Examples of those conferences include the California Chapter of NASW, the Society for Social Work Research, National Gerontological Social Work Conference, American Council on Aging, Latino Social Work Network Conference, Annual Policy Conference, and the National Staff development and Training Association Annual conference. The Licensed faculty (Bassett, Hunter, Johansen, Mace, O’Donnell, Peck, and Schuldberg) attend workshops and seminars to maintain their licensure. Additionally, CSU, Chico campus Center for Excellence in Teaching and Learning (CELT) sponsors an annual conference for the region each year. Most full and part-time faculty present and/or attend this conference each year.

The School supports Patty Hunter’s participation in the California Field Directors’ meetings held in January and June of each year. These meetings, as well as the field directors’ communication network, provide her with access to their expertise. She attended these meetings from 2003 through 2007 and plans to attend the 2008 meetings as well as those scheduled in the future. She has attended CSWE APM, BPD, and Faculty Development Institutes at both conferences from 2002-2007.

The Title IV-E Coordinator, Valerie Peck, attends IV-E Coordinator meetings four times a year, and is part of a strong communications network among the Coordinators. Her close association with these IV-E Coordinators of MSW programs provides additional mentoring for her teaching
and advising of BSW and MSW students. She also attended CSWE APM and Faculty Development Institutes during 2004 through 2007.

Faculty members with previous teaching, curriculum development, and research experience have become more active this year in mentoring junior faculty members in those areas. Dr. Jones and Dr. Schuldberg, with strong BSW teaching background and training other professionals, provides mentoring and support to the junior faculty members with less MSW teaching experience. Dr. Johansen, BSW faculty member has a strong history teaching undergraduates and as previous BSW Director fall 2005- spring 2007, serves as mentor and support for faculty with less BSW teaching experience. Dr. Mace, who has strong research skills and expertise, provides ongoing support for BSW faculty in their research such as scale development, preparing for human subjects reviews, running statistics, etc. Dr. Jones is assigned as Director and shares with the faculty her excellent preparation in syllabi development through her doctoral program and teaching experience at the University of South Carolina that she shares with the junior faculty. Ms. Hunter provides mentoring and support to less experienced Field Liaisons.

The School is sponsoring a professional writing seminar in conjunction with the CSU, Chico Writing Center in September 2004 to enhance the faculty’s ability to teach graduate students to write professionally. All part-time faculty and Agency Field Instructors are invited to these sessions and will be provided continuing education credits. Dr. Jones also conducts workshops for faculty on teaching writing.

Dr. Schuldberg received an internal grant for the 2007-2008 AY for an Interdisciplinary Scholar’s Program that focuses on integration of older adult information and curriculum material for faculty and students. This program has provided 4 workshops where faculty from the university as well as the School of Social Work presented and attended to gain knowledge for curriculum development in courses.

These are but a few examples of the School’s efforts to support the faculty’s professional development.
AS 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

The School of Social Work has developed a core of part-time faculty members who are committed to the social work profession and social work education. They are appointed as lecturers. These instructors have MSW degrees with several years of post-master’s practice experience and teach in their areas of expertise. They meet with the school director or other faculty members teaching companion sections of the course to discuss the selection of texts, create course syllabi, identify supplemental materials, review course schedules, to discuss the personnel process and pertinent school policies. While part-time faculty members are invited to participate in faculty meetings, it is difficult for many of them to attend as they have full-time employment and/or travel two and three hours to campus. Others make regular contributions through their work with the Field Education Committee and collaboration with the full-time faculty members who developed the courses and/or teach companion sections.

Vicki Tullius, MSW, who has over 20 years of experience administering social services, works in tandem with full-time faculty member, Patty Hunter, in teaching SWRK 652: Supervision, Program Development and Administration. Ms. Tullius has her primary assignment as BSW Field Liaison and teaches undergraduate field seminars. In addition, Ms. Tullius has served as an agency field instructor for BSW students from Chico and having served on the School and Field Advisory Committees, she is very well acquainted with the CSU, Chico BSW and MSW programs.

Part-time faculty members with specialized expertise teach the concentration electives. Meka Klungtvet-Morano, MSW, who has strong child welfare practice experience, provides her expertise through teaching an undergraduate course SWRK 320: Child Welfare. Andrea Rioux, MSW, who has 10 years of mental health and medical social work practice, teaches undergraduates the beginning social work practice skills course and field practicum. Jim Myers, MSW, who has an excellent experience with research and evaluation, teaches our undergraduate SWRK 330: Research Methods course and the graduate SWRK 617: Research Methods course.

The BSW program is fortunate to have several part-time Field Liaisons with MSWs and extensive post-MSW experience. Field Liaison Vickie Tullius has over 20 years of post-MSW experience, while Field Liaisons Lorie Cavanaugh and Andrea Rioux have over 10 years of post-MSW work experience. Meka Klungtvet-Morano, and Monica Derkacz have public child welfare experience.

While this region of California has a shortage of BSWs and MSWs, we have been fortunate to hire such talented, knowledgeable and committed part-time faculty members for the School.
The BSW program has 94 full-time students and three full-time faculty members whose primary assignments are to the BSW program, bringing the program into 1:31 that is approximately in compliance with the required 1:25 faculty/student ratio. Furthermore, there are several faculty members in the BSW program although their primary appointment is in the MSW program. In addition, the BSW program has nine part-time BSW faculty members and Field Liaisons dedicated to teaching undergraduates. Of that nine, three of these faculty members are long-standing adjunct faculty that have taught for the BSW program for years.

Most social work practice classes (SWRK 325: Basic Skills in Social Work Practice, SWRK 435: Social Work Practice Methods I, and SWRK 445: Social Work Practice Methods II have an average of 16-18 students per section. Field practicum units (SWRK 489/490A and SWRK 489/490B) have 18 or fewer students per section. Please refer to course enrollment summaries in Appendix II-19.

Please refer to faculty workload spreadsheets in Appendix II-20.
AS B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

The three full-time faculty members dedicated primarily to the BSW program (Ornelas, Johansen, and Song) have MSW degrees from CSWE-accredited programs and doctoral degrees. Mace and Bassett, the full-time faculty members who are assigned to the MSW Program and also teach BSW courses, have doctoral degrees.
AS 4.3 Faculty who teach required practice courses hold a master’s social work degree from a CSWE accredited program and at least two years post-baccalaureate or post-master’s social work practice experience.

| All full-time faculty members in the School of Social Work possess MSW degrees from CSWE accredited programs, and have more than two years of post-MSW practice experience. Most have more than 10 years of post-MSW practice experience. |
The following workload policy was developed and approved by the faculty of the School of Social Work and approved by Dr. Gayle Hutchinson, Dean of the College of Behavioral and Social Sciences.

California State University, Chico
School of Social Work
Faculty Workload Policy
Approved by Faculty on February 7, 2007

The School of Social Work faculty workload policy supports the achievement of: the mission and strategic goals of the School of Social Work; the strategic priorities of the University and the College of Behavioral and Social Sciences; the requirements of the Collective Bargaining Agreement between the California State University and the California Faculty Association; and the accreditation standards of the Council on Social Work Education designed to ensure sound program planning and operation.

Standard Workload Policy
Each full-time tenured and tenure track faculty member’s workload consists of 1.0 of which .8 is for teaching, and .2 for committee work and advising. As most CSU, Chico courses are three units, or .2 of the faculty member’s load, the standard teaching load is four classes. Each BSW Field Practicum section and seminar is worth six units or .4 of the faculty member’s load as they have 15-18 students in each section. Each MSW Field Practicum section has 9-10 students and is worth .2 of the faculty member’s workload. The maximum number of students allowed in each course is established by the CSU’s C-classification system (the type of class and teaching method used such as lecture, laboratory, seminar, practicum, independent study, etc). The C-Classification system, an inventory of all courses in the School of Social Work with their C-Classification, and table delineating the workload of faculty members are included (see Appendix II-21).

Assignment of Workload
The School of Social Work faculty members’ primary responsibilities fall within three major areas: teaching, research, scholarship and creative activities, and service to the University, profession, and community. Each faculty member’s workload for these three areas is determined through discussion between the faculty member and the Director of the School following the Director’s consultation with the appropriate program director or coordinator (MSW Director, BSW Director, Field Education Director, Title IV-E Coordinator, Mental Health Stipend Program Coordinator, and Gerontology Coordinator). As the Director has the overall view of the faculty member’s commitments and the needs of the School, she/he makes every attempt to balance the overall workload among the faculty members. In the division of labor, some faculty members may bear a larger instructional load with fewer committee assignments, while others carry heavier responsibility for program development, accreditation, committee work, etc.
**External Assigned Time**

Faculty members who apply for assigned time, (Assigned Weighted Teaching Units or AWTUs) through sources outside of the School of Social Work (CELT, BSS Strategic Funds, School of Graduate, Sponsored Projects and International Program, or external grants and contracts) must have their applications approved and signed by the Director of the School. This is important for purposes of planning, hiring replacement faculty, etc. Faculty members notify the Director regarding the outcome of the application for AWTUs.

**Assigned Time (AWTUs)**

The School of Social Work uses its own resources to allocate assigned time for administration of its programs, teaching, scholarship and service to the University, community, and the profession.

**Administration**

The School of Social Work allocates assigned time for the administration of its programs based on the resources needed to carry out its mission, goals and objectives and CSWE standards. Assignment of AWTUs for the Title IV-E program are based on requirements of the California Social Work Education Center at the University of California at Berkeley that administers the IV-E program.

<table>
<thead>
<tr>
<th>Position</th>
<th>AWTU Fa/Sp</th>
<th>AWTU Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of the School</td>
<td>.75</td>
<td>.75</td>
</tr>
<tr>
<td>BSW Director</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>MSW Director</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>Director of Field Education</td>
<td>1.00 Fall</td>
<td>12 month</td>
</tr>
<tr>
<td>Director of Field Education</td>
<td>.80 Spring/</td>
<td>.20 Instruction</td>
</tr>
<tr>
<td>Title IV-E Coordinator (MSW)</td>
<td>1.00</td>
<td>12 month</td>
</tr>
<tr>
<td>Title IV-E Coordinator (BSW)</td>
<td>.50-1.0</td>
<td>12 month</td>
</tr>
<tr>
<td>Mental Health Stipend Coordinator</td>
<td>.50</td>
<td>12 month</td>
</tr>
<tr>
<td>Gerontology Coordinator</td>
<td>.25</td>
<td>10 month</td>
</tr>
</tbody>
</table>

**Teaching, Research, Scholarship, Creative Activities, and Service**

The School of Social Work also uses its resources to allocate assigned time for teaching, research, scholarship, creative activities, and service to the university, profession, and community.

**Teaching Load and calculation of AWTUs**

The School uses existing University practices regarding the calculation of AWTUs in determining faculty members’ teaching assignments over the course of each year. While faculty members may not be required to assume an excessive teaching or student load, the overall instructional assignments of faculty members must meet the needs of the School and students.

**New Faculty**

All new faculty members have a three-course teaching load instead of the standard four-course load for both semesters of their first year.
**Course development**
Faculty members receive .2 AWTUs for course preparation the semester prior to offering a social work course on the internet and .2 AWTUs the first time the course is taught.

**Thesis or Project**
Faculty members will receive .2 AWTUs after serving as thesis or project chair for 24 units of thesis or project work (One thesis or project is worth 2 units per semester or 4 units for the academic year).

**Large Class Size**
Faculty members teaching BSW classes with 49 or more students and MSW classes with 25 or more students have first priority in receiving student assistant funds. A three-unit BSW class with more than 80 students is equal to two 3-unit classes. The Director will attempt to balance the number of large and small classes for each faculty member. If a faculty member teaches more than one large social work class in a semester in order to meet the School’s needs, the faculty member and the Director will negotiate to balance her/his overall workload.

**Honors**
The BSW Honors instructor is allocated .2 AWTUs in the spring for teaching and coordinating the BSW Honors program. Honors in the Major can only be offered when the School has the resources to provide assigned time to the faculty when the minimum number of students commit to the Social Work Honors course. This will be decided in the Spring semester before the academic year offered.

**Independent Study**
As the School does not have the resources to assign AWTUs to faculty members supervising Independent Studies, faculty members may supervise a maximum of two BSW students or one MSW student enrolled in independent study each semester.

**Research and Scholarship**
Faculty may be awarded .2 AWTUs a semester to complete a research project or other major scholarly work (book, book chapter, or article to be submitted to a refereed journal). Faculty members are encouraged to apply to the School for AWTUs to support their research and scholarship leading to publications or other relevant scholarly products. They are highly encouraged to also apply to the Center for Excellence in Learning and Teaching (CELT), the School of International, Graduate and Sponsored Programs, the College of Behavioral and Social Sciences, and external funding sources to support their scholarship.

**Grant Proposal Development and Maintenance**
Faculty may be awarded .2 AWTUs or more per semester for writing a proposal to obtain external funding for their scholarship or for the School’s programs or to maintain existing grants. Faculty members are encouraged to seek support for their proposal development, research and scholarship through other internal campus and external sources.
**BSW and MSW Assessment Coordinators**
The Assessment Coordinators, appointed by the Director, are assigned .2 AWTUs each semester for coordinating the School’s assessment activities required by the University and the Council on Social Work Education. The Assessment Coordinators establish and maintain systems for collecting and analyzing program data for ongoing assessment and program improvement. Data includes: outcomes data for the MSW and BSW Practicums; bi-annual BSW and MSW alumni and employer surveys; annual BSW and MSW exit surveys; BSW and MSW student progress/persistence each year. Other duties include: provide technical assistance to individual faculty members who choose to develop assessment instruments for their classes; assist the Director in collecting and analyzing data and information needed for various School, University and CSWE reports.

**Accreditation**
The Director may provide AWTUs for faculty members to conduct accreditation activities.

**Process for Allocating Assigned Time**
Faculty may apply for assigned time to conduct activities listed under any one of the above categories. Whenever possible, the request should be made prior to the semester for which the activity will be conducted and in sufficient time to hire replacement faculty. Assigned time for the required administrative positions (Director, BSW Director, MSW Director, Director of Field Education, Title IV-E Coordinator, Mental Health Stipend Coordinator, and Gerontology Coordinator—BSS funded position) must be allocated first. The Director’s decisions regarding allocation of the remaining assigned time will be based on the goals and fiscal realities for the School each year.

**Evaluation of Faculty Member’s Assigned Time**
In accordance with University policy, the faculty member files a written report at the end of the semester regarding the outcomes of the assigned time. The Director, in turn, submits this report to the Dean of BSS.

*Note: Faculty Data Forms for each faculty member are in Appendix II-13 and the Faculty Summary in Appendix II-22).*
AS 5.0: The program has admissions criteria and procedures that reflect the program’s goals and objectives.

The program has admissions criteria and procedures that reflect the program’s goals and objectives. The admissions policies for the Bachelor of Arts in Social Work (BSW) program at California State University, Chico (CSUC) are delineated in the *Student Handbook for BSW Program 2007/2008*; specifically, the information is detailed in pages 7-9 of the *Handbook*. There is a link to the *Handbook* which can be found at [http://www.csuchico.edu/swrk/](http://www.csuchico.edu/swrk/) which students are directed to during advising. Incoming students are directed as to how to access the *Handbook* during orientation and/or initial advising.

**Admissions to the University Undergraduate Program**

The undergraduate admissions policies for CSUC are delineated in the *2007 – 2009 University Catalog*; specifically, they are detailed on pages 90 – 96. There is a link to the catalog which can be found at [http://www.csuchico.edu/catalog/cat07/](http://www.csuchico.edu/catalog/cat07/) which students are directed to during advising.

**Admissions to CSUC BSW Program**

Undergraduates may announce their intentions to pursue a BSW degree; however, candidates for the degree must apply for the *Social Work Professional Sequence* once they have attained the equivalence of a junior academic standing at CSUC. The application includes:

- Verification of Social Work Core requirements or articulated agreements with a minimum grade of C-
- Application for the Professional Sequence
- Personal statement
- Application for field practicum, including liability insurance application
- A minimum GPA of 2.0

Admissions policies for the BSW program are administered by the BSW Director. The CSUC School of Social Work Professional Sequence Application must be completed and evaluated by the BSW Director and one other faculty member of the School. This instrument consists of several demographic items, a check list of prerequisite courses and concomitant grades, as well closed and open-ended items. Faculty reviewing this completed instrument are provided with a screening form with which to determine whether or not the individual applicant has met all criteria as noted in the admissions policies. Faculty reviewers are asked to provide a recommendation regarding the appropriateness of the applicant to enter the Professional Sequence. Please refer to the *Professional Sequence Application* and the *BSW Screening Form* in Appendix II-23. Those applicants who have been identified as having potential value/ethical concerns, or academic challenges, will be directed to attend a mandatory meeting with the BSW Director to discuss their respective application.
If the applicant has been determined to not meet the criteria to proceed into the Professional Sequence, the BSW Director will review the Standards of Professional Conduct and Termination from the BSW Program as detailed on page 15 of the *Student Handbook for BSW Program 2007/2008* with the applicant and discuss alternatives. The fact that persons have been convicted of a misdemeanor or felony will not preclude their acceptance or entry into the BSW program offered by the School. However, admission to the School’s BSW program does not guarantee graduation or acceptance by an agency for field practicum.
The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience. The course requirements for the major for the Bachelor of Arts in Social Work (BSW) program at California State University, Chico (CSUC) are delineated in the *Student Handbook for BSW Program 2007/2008*; specifically, the information detailing course requirements is noted on page 8 of the *Handbook*. The University Catalog states: “credit for life experience or prior work experience in lieu of course work or the social work practicum is not permitted” (p. 592).
AS 5.3: In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat the content.

In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat the content. Generally, the faculty of the California State University, Chico - School of Social Work (the School) participate in over 20 committees that address various aspects of the School’s programs and procedures. There are five (5) BSW/MSW Curriculum Committees including: Policy, Practice, Research, Field and HBSE (Human Behavior in the Social Environment). Each Curriculum Committee is composed of 3-6 faculty who have volunteered to serve as the Chair or as a member of the respective Committee. Members of the Curriculum Committees review all BSW syllabi within their respective overview to ensure syllabi adhere to the curriculum standards of the School. Specific curriculum objectives for the BSW curriculum have been promulgated and approved by the faculty as a whole to ensure content associated with knowledge, skills, and values are sequential and/or progressive in nature. To specifically ensure students do not repeat curriculum content a three-step process has been implemented.

Step One: A Lead faculty member from the ranks of the School full-time faculty with expertise in the course content area initiates and completes his/her review of a selected course which may lead to a change in course content.

Step Two: That individual faculty member then sends the proposed course content revisions to the appropriate Curriculum Committee for additional review. The Lead faculty for the course must then meet with the Committee as a whole to explicate the course revisions including explaining how the course does not replicate content already associated with existing courses in the BSW curriculum.

Step Three: The Curriculum Committee Chair prepares a report for the full faculty, including the existing syllabus and proposed syllabus. The full faculty then votes at the next BSW or MSW program meeting as appropriate to approve, disapprove or modify the changes recommended by the Curriculum Committee.

Challenging CSU, Chico Courses
Students may challenge any undergraduate course listed in the current University Catalog as noted in the Academic Policies pp 144-145. Students may challenge course(s) by passing a special examination on the course content. Credit earned by challenging courses will not apply towards residence requirements. CR/NC grading is mandated for challenged courses except in those contexts approved in advance by the Vice President for Academic Affairs. To challenge, a student must be enrolled in the University and in the course for the current semester and pay the appropriate fees. A student may not challenge a course if he/she has previously received credit for a more advanced course dealing with the same concepts. To apply to challenge a course, the student must submit a letter, no later than the end of the second week of classes, to the BSW Director. The student’s letter must include pertinent information concerning his/her educational background, readiness to challenge a course by examination, potential educational value of such a challenge in contrast to experiencing active enrollment in the course, and contact with a faculty...
member in the context of such enrollment. The School’s Director will approve or deny the application based on School policy and information on his/her application, and will notify the student of the decision. If approved, the course instructor will administer a written examination to the student. Where skills are involved, a performance test may be required in addition to the written examination. If the student passes the examination, the School Director will send a memorandum instructing the Registrar to enter the credit on the student’s academic record as “passed by examination,” with a grade symbol of CR. If the student fails the exam, he/she may remain in the course and receive a letter grade upon completion of the course. A student may request the CR/NC grading option, if appropriate, in accordance with established University policy and procedures. The student’s application form and the examination will be retained in the School office for at least one year. No more than 30 semester units of credit earned by challenging courses may count towards the bachelor’s degree. Certain major requirements may be waived by the School’s examination, but no units will accrue.

The course requirements for the major for the Bachelor of Arts in Social Work (BSW) program at California State University, Chico (CSUC) are delineated in the *Student Handbook for BSW Program 2007/2008* (see Appendix II-3); specifically, the information detailing course requirements is noted on page 8 of the *Handbook*. Students are required to repeat course content when they drop a course or do not receive a grade of at least C- or higher.
AS 5.3.1 The program has written policies and procedures concerning the transfer of credits.

Transfer of Credits to University
The undergraduate transfer policies for CSUC are delineated in the 2007 – 2009 University Catalog; specifically, they are detailed on pages 92 – 93. Students are directed to a link to the catalog which can be found at [http://www.csuchico.edu](http://www.csuchico.edu). Courses are reviewed by academic evaluators in University Advising. Generally credit for work completed at regionally accredited institutions will be transferred and applied where appropriate towards degree requirements. The evaluation policies are delineated pp. 99 -100 of the 2007 – 2009 University Catalog.

Transfer of Social Work courses
Course requirements for the Social Work major are delineated in the Student Handbook for BSW Program 2007/2008; specifically, the information detailing course requirements is noted on page 8 of the Handbook (see Appendix II-3). The BSW Director reviews all transfer students courses for the Social Work core; this consists of 24 units to ensure all courses are completed before taking any courses from the Professional Sequence (see Appendix II-10). The California State University system is also an organizational partner in ASSIST, an online student-transfer information system, that shows how course credits earned at one public California college or university can be applied when transferred to another which can be found at [http://www.assist.org/web-assist/welcome.html](http://www.assist.org/web-assist/welcome.html).

Students may initiate an upper division transfer from a CSWE-accredited social work program if they have a grade point average of 2.0 in all transferable units attempted, they are in good standing at the last college or university attended and they have completed at least 30 semester units of college course work with a grade of C or better. Social Work transfer courses must reflect current knowledge, skills, and values of equivalent courses offered by the School.
The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both. Advising is mandatory for all undergraduate social work majors. The BSW Director serves as the advisor to all new students, transfer students, and potential students. Students are assigned to individual advisors in the Fall semester of their junior year after completion of “Professional Sequence” application. Students are expected to meet with their advisors at least once each semester to develop an educational plan (see BSW Course Plan Appendix II-24), select appropriate courses, discuss career and academic goals, and to problem-solve concerns and difficulties. Advising policies and procedures are provided in the (online) Student Handbook for BSW Program 2007/2008 (p. 11) as well as California State University, Chico School of Social Work Faculty Manual Undergraduate Program Advising Section (see Appendix II-6, p. 20-30).

**Advising by Faculty**

All incoming students meet with the BSW Director to discuss program expectations, course sequencing, and professional goals. At the initial meeting, students are directed to the School of Social Work website [http://www.csuchico.edu/swrk/](http://www.csuchico.edu/swrk/) and advised to become familiar with the Student Handbook for BSW Program (see Appendix II-3). The BSW Director evaluates the compatibility of student career expectations with the social work program, including values and ethics.

The BSW Director advises all transfer students. Community college transfer advisors throughout our 12-county region are aware of admissions and prerequisite information for our undergraduate program. These transfer counselors often refer potential students to the BSW Director for advising and planning.

Advising is provided by full-time, tenure track faculty members or the BSW director. Each year, the BSW Director provides advisor training for all faculty members acting as advisors. The Undergraduate Program Advising section of the School’s Faculty Manual (see Appendix II-6, pages 20-30) is updated and provided to all advisors each year. Faculty advisors are expected to review prerequisite courses, progress in the major, course sequencing, and to provide advocacy to the students. The advisors work with other committees including the Field Committee and Student Affairs Committee to help resolve difficulties. Throughout the progress in the undergraduate program, faculty advisors track student progress in advising files. Faculty advisors inform students that their role is limited to degree requirements for the Social Work program. Students are encouraged to meet with CSUC Evaluations and Records, as well as to check their online “portal” accounts for any questions regarding General Education or university undergraduate requirements.
Advising Assistance by Staff
School of Social Work staff can provide general information on program requirements, prerequisites, and sources of information to students. Staff can provide students with website information http://www.csuchico.edu/swrk/, handouts, and schedule appointments with faculty advisors/program directors.
The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

Written policies and procedures for student rights and responsibilities are provided in the Student Handbook for BSW Program 2007/2008 (see Appendix II-3, p. 10-12) and the University Catalog 2007/2009 http://www.csuchico.edu/catalog/cat07/ (p. 51). Specific CSU, Chico “Student Rights and Responsibilities” are available through Student Office of Judicial Affairs http://www.csuchico.edu/sjd/discipline/studentRights.shtml. These documents are electronically accessible through the CSU, Chico website http://www.csuchico.edu/. The Student Handbook for BSW Program 2007/2008 (see Appendix II-3,p. 11) informs students of opportunities to meet with the BSW Director each month to share ideas or concerns. Students are encouraged to participate in the School’s BSW online community as a means to organize interests, express concerns, and offer suggestions.

The CSUC Associated Students and Student Association of Social Work

The CSUC Associated Students is a comprehensive campus auxiliary serving thousands of students, faculty, staff, and community members. Associated Students operates the CSUC Bookstore, Food Services, student union operations, and student government. The purpose of Associated Students is to enrich the quality of campus life and to complement the educational mission of the University, providing programs, services, and campus commercial enterprises. Associated Students supports student organizations at CSUC, including the School’s Student Association of Social Work (SASW).

The BSW program at California State University, Chico, has had an active student organization for over 30 years. The Student Association of Social Workers (SASW) is an officially recognized campus organization, eligible for resources from Associated Students, including the use of facilities and funding for events and activities. All students with declared social work majors are automatically members of the SASW. Each academic year, students elect officers, schedule ongoing meeting times, and invite a faculty member to serve as an advisor. According to the Student Handbook for BSW Program 2007/2008 (see Appendix II-3, p. 20), the mission of the Student Association of Social Workers includes the following objectives:

- To act as activists for social change in our community at CSU, Chico, and our surrounding communities.
- To advocate for student educational concerns and issues.
- To be facilitators for projects, volunteer opportunities, and related educational experiences.
- To promote professional identity as social workers.
- To provide public speakers on issues of interest and concern.
- To foster a sense of community within the School of Social Work to include students and faculty.
The Student Association of Social Workers organizes fundraising activities, participates in School of Social Work recruitment events, social advocacy, and provides opportunities for socialization and support. Students often identify special needs in the community through their field education activities to be the focus of attention. Students are informed of club meetings via email, notification on bulletin boards outside the School office (Butte 511) and announcements in classes. A calendar is posted on the student website that includes dates of club activities. The club has a mailbox and binder containing the bylaws, agendas, minutes, announcements, and publicity that are housed in Butte 511. The Student Association of Social Workers is encouraged to collaborate with the Associated Students MSW Club in planning activities and projects. In addition to Student Association of Social Workers students are encouraged to be involved in NASW, including attendance at NASW “Social Action Workshop and Lobby Days” conducted in Sacramento each spring.

**Student Participation on School of Social Work Committees**
In addition to participation in the SASW, BSW students are encouraged to participate in several standing School Committees. These committees include Assessment, Curriculum, Recruitment, Field Education Advisory Board, Student Advisory Committee, and School Advisory Board. Student representatives to these committees are selected by the SASW.
The program informs students of its criteria for evaluating their academic and professional performance. Students are informed of criteria for evaluation of academic and professional performance in the Student Handbook for BSW Program 2007/2008, (p.15), BSW Field Education Handbook [http://www.csuchico.edu/swrk/field/handbooks.shtml](http://www.csuchico.edu/swrk/field/handbooks.shtml) (p. 24), University Catalog (p.147), and in the syllabi for each course.

**University Grading Requirements**

CSUC requires all undergraduates to maintain a minimum 2.0 cumulative grade point average, including transfer units. CSUC grading policies are listed on page 146-147 in the University Catalog. Courses required for a major must be taken for a letter grade. The University Catalog includes policies for assignment of incomplete grades, withdrawal from courses, and repeating courses for forgiveness. The following are CSUC grading policies from the University Catalog.

Most courses employ standard letter grading described below. In some classes all students will be graded A, B, C, NC (No Credit) and in others CR (Credit) or NC only, as determined by the department. Students will be advised at the beginning of a course if either of these patterns is to be used.

**AU–Audit**

An AU denotes registration in a course in which fees are paid, but for which no credit is earned by the student. Completion of the course will result in the grade of AU being posted to the student’s permanent record.

**I–Incomplete**

The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student’s record at the end of the calendar year deadline.

You are NOT to re-enroll in a course in which you have received an "I", grade. If you do, the "I" will revert to an "IC" or "NC", depending on the grading method for the course.
**IC—Incomplete Charged**
The "IC" symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average computation.

**WU—Withdrawal Unauthorized**
The symbol "WU" indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used where a student, who is enrolled on census date, does not officially withdraw from a course but fails to complete it. It’s most common use is in those instances where a student has not completed sufficient course assignments and/or participated in sufficient course activities to make normal evaluation of academic performance possible. For purposes of grade point average computation this symbol is equivalent to an "F." The instructor shall report the last known date of attendance by the student. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the symbol "WU" is inappropriate and "NC" shall be used instead.

**RD—Report Delayed**
RD indicates that the instructor has delayed or not reported a grade. It does not indicate that the student failed to complete the work required. An RD is due to faculty action rather than student action.

**W—Withdrawal**
A withdrawal (W) grading symbol indicates that you were permitted to drop the course with appropriate approval after the fourth week of the semester. Withdrawals that occur within the first four weeks do not appear on your permanent record. The symbol carries no connotation of quality of your performance and is not used in calculating your grade point average. See the preceding sections on "Dropping Courses" and "Withdrawing from the University" for additional information.

**Grievance Procedures Related to Grades**
Grievances related to grades, University services, and academic programs on and off campus may be resolved either by an informal or formal process through the use of the Student Grievance Procedures. Every student has the right to use these procedures. Consult the Coordinator for Student Judicial Affairs, Kendall Hall 110, 530-898-6897, for further information.

**CSUC BSW Grading Standards**
Grading standards have been standardized throughout the curriculum, with the following standards included in each undergraduate course syllabi:

**Definition Of Letter Grading Symbols**
A = Typically students with near perfect attendance who come to class on time. They are prepared for class, have read the assignment, ask pertinent questions, and make thoughtful comments. They also make an effort to connect past learning with the present. Their written
assignments are turned in on time with few, if any, grammatical or typographical errors. Additionally, the content of the papers reflects an effort to integrate knowledge gained both inside and outside the class. When an assignment asks for a personal reflection, there is every indication they have taken the time to process their thoughts and feelings, and are able to communicate this in their writing and verbally. They consistently score high on assignments, quizzes, and exams.

C = Typically students late to class or have many absences. They prepare their assignments consistently, but may turn them in late or incomplete. The assignments meet the minimum requirements and reflect little integration of knowledge from readings, class discussion, or relevant outside experiences. They frequently have not done the reading ahead of class, and consequently may have difficulty participating in class discussions. Written assignments may have numerous typographical or grammatical errors. They receive average or inconsistent evaluations on assignments.

Grades

Grades are determined by each student’s point totals applied to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>≤63%</td>
</tr>
</tbody>
</table>

Repeating Courses

Students may repeat courses with forgiveness if the earlier attempt resulted in a less than “C” for practice courses (SWRK 325 Basic Skills in Social Work Practice, SWRK 435 Social Work Methods I, and SWRK 445 Social Work Methods II) or less than “C-” for all other courses. Students must pass all required social work courses during the semester they are offered before they can advance to the following semester. If students do not complete one course in the sequence that is offered, they must wait until the following year, when that course is offered again, before they can advance to the next level of social work courses.

School of Social Work Review of Academic Performance

The academic and professional performance of all students enrolled in the Professional Sequence is reviewed by School faculty each academic year. An additional review of any student may be initiated when any faculty member, advisor, or field instructor notes concerns regarding a student’s performance. The initiating party meets with the students and communicates the specific nature of the concern. Documentation should be provided whenever possible. In the event the concern is resolved by all parties involved, no further action is required. Unresolved concerns are referred to either the Student Affairs Committee (SAC) or the Field Review Committee.

Grading for Field Practicum

Field Practicum is graded on a CR/NC basis, dependent on written evaluations from Agency Field Instructors and faculty Field Liaisons. The evaluation of the student’s performance and progress is an ongoing process accomplished primarily in a weekly meeting between the Agency
Field Instructor and the student. In addition to this ongoing process, Agency Field Instructors are responsible for a mid-term and final written evaluation and two progress reports each semester. In addition to the areas to be evaluated on these forms, a Learning Contract specifies other activities and responsibilities that need to be included in the written evaluation (see BSW Field Education Handbook, Appendix II-4).

The student, the Agency Field Instructor, and Faculty Liaison all have active roles in this evaluation process. The student and the agency field liaison are responsible for evaluating the student’s performance. This is accomplished through the use of the Learning Contract that specifies both learning activities and performance expectations. The final written evaluation submitted to the Liaison should include narrative comments that identify both student strengths and areas for improvement.
The program has written policies and procedures for terminating student enrollment in the social work program for reasons of academic and professional performance. Written policies and procedures for termination of student enrollment in the social work program are included in Student Handbook for BSW Program 2007/2008 (see Appendix II-3, p.15) and the University Catalog 2007/2009 http://www.csuchico.edu/catalog/cat07/ (p.593). Expectations for students’ performances and conduct are included in the following documents: The National Association of Social Workers (NASW) Code of Ethics; the BSW Field Education Handbook; Student Handbook for BSW Program 2007/2008; the University Catalog; and the CSU, Chico Code of Student Rights and Responsibilities (Executive Memorandum 96-38, July 8, 1996, (see Appendix II-25), and Student Handbook for BSW Program 2007/2008, (Appendix II-3, p. 15-19).

The faculty of CSU, Chico School of Social Work believes that the social work degree signifies readiness to begin professional work requiring trust and high ethical standards. Students are expected to meet the ethical and professional standards set by the profession and the practicum agencies. Should it be determined students do not meet such standards, they can be dropped from the field practicum and all co-requisite social work courses and, thus, be prevented from completing the social work major. Termination occurs in extremely rare situations, usually involving a referral to Student Affairs Committee and/or Field Review Committee. The policies and procedures for addressing student academic concerns and potential termination from the Social Work program include CSUC Policies, informal review, referral to Student Affairs Committee, referral to Field Review Committee, and the CSUC Office of Student Judicial Affairs.

**CSUC Policies Regarding Academic Probation and Disqualification**

University policies regarding academic probation and disqualification are delineated in the 2007 – 2009 University Catalog; specifically, they are detailed on pages 148 – 149. There is a link to the catalog which can be found at http://www.csuchico.edu/ which students are directed to during advising

**Academic Probation**

Undergraduate students are subject to academic probation if at any time cumulative grade point average in all college work attempted or cumulative grade point average at CSUC falls below 2.00. Undergraduate students on academic probation are subject to academic disqualification when:

- As freshman (fewer than 30 semester hours of college work completed), they fall below a grade point average of 1.50 in all units attempted or in all units attempted at CSUC.
- As sophomores (30 through 59 semester hours of college work completed), they fall below a grade point average of 1.70 in all units attempted or in all units attempted at CSUC.
- As juniors (60 through 89 semester hours of college work completed), they fall below a grade point average of 1.85 in all units attempted or in all units attempted at CSUC.
- As seniors (90 or more semester hours of college work completed), they fall below a grade point average of 1.95 in all units attempted or in all units attempted at CSUC.
**Academic Disqualification, Not on Academic Probation**
Undergraduate students may be disqualified when the following circumstances exist:

- At the end of any term, they have a cumulative grade point average below 1.0, and
- Their cumulative grade point average is so low that in view of their overall educational record, it seems unlikely that their deficiency will be removed within a reasonable period.

**Administrative-Academic Probation**
Undergraduate students may be placed on administrative-academic probation for any of the following reasons:

- Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: If the withdrawal is directly associated with a chronic or recurring medical condition or its treatment, the student is not subject to Administrative-Academic probation for such withdrawal.)
- Repeated failure to progress towards the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit (NC), grades when such failure appears to be due to circumstances within the control of the student.
- Failure to comply, after due notice, with an academic requirement or regulation, as defined by CSUC policy, which is routine for all students or a defined group of students (examples: failure to complete a required CSU or CSU, Chico examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

When such action is taken, the student will be notified in writing and be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

**Administrative-Academic Disqualification**
Undergraduate students, who have been placed on administrative-academic probation, may be disqualified from further attendance if:

- They do not meet the conditions for removal of administrative-academic probation within the period specified.
- They become subject to academic probation while on administrative-academic probation.
- They become subject to administrative-academic probation for the same or similar reason for which you have been placed on administrative-academic probation previously, although not currently in such status.

**Procedures for Reinstatement**
Students may seek academic reinstatement after at least one academic year (two complete semesters) has elapsed since disqualification. The student must submit a letter of appeal before the established deadline. These deadlines may be found in the “Academic Calendar” in the front section of the University Catalog. In addition students must also submit their application for readmission and accompanying application fees in conjunction with their letter of appeal for reinstatement. Letters of appeal are sent to the Academic Status Committee, in care of the Office.
of Advising and Orientation. Students may consult with the office of Advising and Orientation for assistance.

**Student Affairs Committee (SAC)**
The purpose of the Student Affairs Committee (SAC) is to review students experiencing professional performance problems that interfere with their ability to function professionally in the program. A faculty member, BSW Director, Director of the School of Social Work, or a student may initiate a written request to one of the Co-Chairs of the SAC, specifying the student’s performance or conduct that initiated the need for review and the corrective action taken to date.

1. A Co-Chair of the SAC forwards the request to the faculty at the next regularly scheduled weekly meeting to inform them of the pending review and to solicit membership for the committee and inform the student’s advisor of the pending request. Faculty volunteer to serve on the committee who do not have the student in a course at the time of the request to avoid a conflict of interest. In addition, the Director of the School of Social Work does not serve on this committee. Supporting materials to the committee members, informing them that the committee will meet within one week to review the request. If the committee determines the request is legitimate, they set a date for the review to be held within one week of the student receiving written notification. The student, student’s advisor, and the Director of the School are notified in writing of the date, time, and place of the review, and the alleged nature of the deficiencies in performance or conduct under review.

2. At the discretion of the committee, the person requesting the review may be present during the SAC review.

3. The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the SAC on her/his behalf.

4. The student has the right to question anyone participating in the proceedings.

5. The person initiating the request may make a written request to the Committee Chair to cancel or discontinue the review process. If such a request is received, the Chair polls the members in a timely manner as to the appropriateness of the request.

6. The procedures for SAC meeting include the following:

   Call to order.
   - Record the attendees and their role in the proceeding (committee member, student, other faculty, and student’s invitees).
   - Identification of the matter for discussion.
   - Description of the known facts regarding the issue by a designated committee member.
   - The student’s comments, explanations, challenges, evidence (if applicable).
   - Comments of other attendees

161
Discussion with the goal of reaching concurrence on the nature of the difficulty and possible solutions including, possibly, dismissal from the School of Social Work.

Inform the student of the recommendation to be made to the Director.

Notification to student of date and location a copy of the minutes may be obtained along with an explanation that amendments must be made within six weeks.

Adjournment.

7. The secretary records the proceedings and arranges for faculty attendees to receive copies. It is the student’s responsibility to obtain a copy, if desired, per earlier instructions. In addition, the secretary prepares a written recommendation of the committee’s recommendation, to the BSW Director. A copy of this report is kept in the student’s file in the department office.

8. The BSW Director makes a determination of the action to be taken, if any, and notifies the student by registered letter. Any action will be carried out by the BSW Director and, possibly, other interested parties in accordance with the terms of the decision.

9. The faculty are informed at the next regularly scheduled meeting of the outcome of the review.

Policies for Addressing Concerns in Field Practicum

The School of Social Work Field Education Program is committed to helping students maximize their learning opportunities. Performance issues, personal and educational, occasionally surface in the field placement. The field education program encourages early identification of any difficulties so that a resolution and/or corrective action can be taken as soon as possible.

Early intervention is essential to protect the student, the agency, and the client’s interests. Problems in field education can generally be categorized as one or more of the following:

- **Situational**: transportation difficulties, illness, personal crisis, unreliable childcare, etc.
- **Environmental**: lack of adequate opportunity provided by the agency to accomplish learning objectives, little or unsatisfactory field instruction, personality conflict between the student and Agency Field Instructor, etc.
- **Academic/Professional Behavior**: ethical violations (NASW Code of Ethics), poor professional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, disrespect for clients and/or other professionals, unable to utilize feedback effectively, threatening or criminal behavior, etc.

**Situational Issues**

If there is an issue that arises during the practicum in which the student is having difficulty fulfilling their responsibilities due to transportation, illness, personal crisis, unreliable childcare, etc. a resolution must be settled upon by joint agreement between the student and field instructor. Strategies should be identified to resolve the issue in writing by the student and a copy of a remediation plan provided to the field instructor, Liaison, and Director of Field Education. The Liaison will monitor the situation to ensure that progress is being made and the student is fulfilling their responsibilities.
In the event that the situational issue is not ameliorated and the student is unable to fulfill their responsibilities to the practicum, the placement may be terminated by either the student or the Agency Field Instructor. Termination of a placement requires that the Liaison and Director of Field Education be notified immediately and a plan for adequate termination/closure with clients and agency personnel submitted to the Liaison and Agency Field Instructor. The plan for termination should reflect the date the student will leave the placement, timing, and method for terminating contacts with individuals and groups, and how and when the student will fulfill other termination responsibilities; i.e. transfer or closing of cases, completion of necessary paperwork, returning keys or identification cards etc.

**Environmental Issues**
Occasionally problems in fieldwork are related the agency’s or the Agency Field Instructor’s ability to provide appropriate learning experiences. The following steps are to be taken in this circumstance:

1) The student will address their concerns with the Agency Field Instructor first, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the student or the Agency Field Instructor may request the Liaison to be present for this discussion. At the very least, the Liaison should be informed of the concerns and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. The student will provide the Liaison with a written remediation plan, signed by both the student and Agency Field Instructor.

2) If the concerns are resolved in the designated time frame the student will remain in the placement. If the concerns are not resolved the student will request a meeting with the Agency Field Instructor and Liaison to determine whether or not a change in placement needs to occur. The program highly discourages changes in placements and every effort should be made to resolve the issue. The Liaison will make a recommendation to the Director of Field Education in writing at the conclusion of this meeting as to whether or not the student should be moved or remain in the placement, and the reasons they are making this recommendation. If the recommendation is to keep the student in the placement a revised remediation plan will be submitted with the recommendation and strategies identified to resolve the issue. The Liaison will notify the student and the Agency Field Instructor of their recommendation and the plan. If either the student or the Agency Field Instructor disagrees with the liaison’s recommendation they may submit a written appeal to the Director of Field Education who will make the final decision.

3) If either the student or the Agency Field Instructor chooses to appeal a decision made by the Director of Field they may request a meeting with the Field Review Committee to review the decision. The field committee will make a recommendation to support the decision of the Director of Field Education or submit a new remediation plan.

4) If the student or Agency Field Instructor rejects the plan submitted by the field committee they can appeal the decision to the Director of the School of Social Work.

5) If the student or Agency Field Instructor rejects the decision of the Director of the School of Social Work they can appeal the decision to the Dean of Behavioral and Social Sciences. At any point in the process a student may contact Student Judicial Affairs for
Academic/Professional Behavior Issues
Evaluation of the student’s academic and professional behavior in the placement is viewed as a process jointly undertaken by the student, the Agency Field Instructor, and the Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives and adhered to the agency’s personnel practices, policies and procedures, as well as the profession’s code of ethics. If a student breaches the professional code of ethics the Field Review Committee can make an immediate referral to the Student Affairs Committee and recommend immediate dismissal from the BSW program. If a student is not meeting the minimum expectations for professional behavior, a contract should be developed to help the student improve their performance. The following steps should be taken to resolve an academic/professional problem in the field placement:

1) The Agency Field Instructor will address their concerns with the student first, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the student or the Agency Field Instructor may request the Liaison to be present for this discussion. The Liaison will be informed of the concerns by the Agency Field Instructor and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. It is recommended that this initial time frame be no longer than two weeks. The student will provide the Liaison with a written remediation plan, signed by both the student and Agency Field Instructor.

2) If the concerns are resolved in the designated time frame the student will remain in the placement. If the concerns are not resolved the Agency Field Instructor will request a meeting with the student and Liaison to develop a formal Performance Contract (see appendix for form). The Performance Contract will include a clear statement of the problem area(s), remediation steps, expectations for change, a clearly defined evaluation process, and a time frame for remediation. The Performance Contract will be signed by all three parties and a copy provided to the student, Agency Field Instructor, Liaison, and the Director of Field Education. The Liaison will closely monitor the student’s progress.

3) If the time frame for the Performance Contract expires but the student has followed through with the remediation plan and is making satisfactory progress, the Agency Field Instructor in conjunction with the student and faculty liaison can agree to extend the time frame of the contract. An extension of the contract may also warrant the student completing additional hours in fieldwork to fulfill the terms of the contract. If the extension of the contract requires the student to complete field hours beyond the grading period the student will receive a grade of “Incomplete” until the contract is complete. Any and all extensions should be noted in writing on the Performance Contract and initialed by all three parties. The Director of Field Education will also be notified about any extensions.

4) If a student does not show satisfactory remediation progress under the contract or does not follow the contract time frame, the student will be terminated from the placement and
a grade of "No Credit (NC)" will be assigned for fieldwork. A grade of NC in fieldwork means the student may potentially be terminated from the BSW program. The Director of Field Education will be notified when a student fails their field placement and a Field Review Committee will be convened. This committee will be comprised of the Liaison, the Agency Field Instructor, the Director of Field Education, the student’s practice faculty, the student’s academic advisor, the student and an advocate for the student (should he/she wish to have one present). The Director of Field Education will act as chair and recorder for the meeting. The committee will meet within two weeks of the termination date to present the differing perspectives. Within one week of the meeting the Director of Field Education, the Liaison, and the student’s academic advisor will make a written recommendation to the BSW Program Director (with copies to all members of the review committee) as to whether or not the student should be terminated from the BSW program or be reassigned to another agency. If reassignment occurs the move will be made by the Director of Field Education and the new Agency Field Instructor will be informed of the circumstances necessitating the move and the performance issues. The Performance Contract will remain in force and the student will be expected to complete additional hours of fieldwork in order to accommodate the necessary orientation and integration to the new agency setting, and provide a base for evaluating the student’s performance. A reassignment may be delayed until the following semester if it is deemed more appropriate by the Director Field Education. If the decision is made to recommend termination from the BSW program, the Director of Field Education will refer the student to the SAC. (Please refer to the SAC process in the Student Handbook for the BSW Program, Appendix II-3).

5) If the student or Agency Field Instructor rejects the decision of the Field Review Committee to reassign the student they can appeal to the Director of the School of Social Work.

6) If the student or Agency Field Instructor rejects the decision of the Director they can appeal the decision to the Dean of Behavioral and Social Sciences. At any point in the process a student may contact Student Judicial Affairs for assistance. It is required that above steps be taken to resolve any placement issue in addition to any steps taken by Student Judicial Affairs.

A student may be removed from a practicum placement for the following reasons:
1. Failure to maintain confidentiality
2. Failure to abide by the NASW Code of Ethics
3. An attempt to harm someone else
4. An attempt to harm oneself
5. Repeated tardiness at the agency and/or tardiness without notification
6. Repeated absences from the agency and/or absence without notification
7. Repeated change in scheduled field hours without approval
8. Inappropriate or illegal behavior during or outside of the practicum
9. Below average performance as documented in formal written evaluation
10. Failure to perform and complete assigned tasks in a timely manner

165
**Closure**

Regardless of the reasons for early termination, it is expected that the student with direction from the Agency Field Instructor, will carry out adequate closure with clients, co-workers, and the agency. Any plans for closure should include: the exact date of termination, the timing and method used to terminate planned contact with individuals and/or groups; the way in which the student will fulfill other agency obligations (completion of summaries needed for case transfer or closing, for example); and completion of necessary separation procedures (sign forms, returning keys and/or ID, etc.). It is expected that the closure process will be done in a way that continues to support the student’s learning and the best interests of the client’s served.

---

**CSUC Office of Student Judicial Affairs**

The CSUC Office of Student Judicial Affairs. (Please see IM 94-22 Student Grievance Procedures in the Appendix II-26) serves to enforce student rights and responsibilities. Faculty may refer students to Office of Judicial Affairs for disciplinary action that could be as extreme as suspension from the University and/or denial of a degree for behaviors including cheating, forgery, misrepresentation, physical abuse, theft, misuse of campus property, theft of campus property, and possession of drugs and/or firearms. Students may request services from Office of Judicial Affairs to file grievances in the event they feel they have been treated unfairly or unjustly. Detailed policies on student rights and responsibilities (see Appendix II-24) are available online at [http://www.csuchico.edu/sjd/discipline/studentRights.shtml](http://www.csuchico.edu/sjd/discipline/studentRights.shtml).

**The policies are consistently implemented.**

The means by which the School may terminate a student’s enrollment in the Social Work program is documented in the Student Handbook for the BSW Program and is operationalized through procedures implemented by the SAC, an ad hoc committee of three faculty members appointed by the Director with committee co-chairs.
The Diverse and Non-Discriminatory Context of California State University, Chico

The School of Social Work is part of a larger context that includes California State University, Chico, and the California State University system, that are accountable to state and federal policies regarding non-discrimination and diversity. This larger context combines with the efforts of the School of Social Work to create the learning context in which the BSW Program operates. This section of the self study will begin with an analysis of this larger context and move toward a focus on the School of Social Work and the BSW Program.

The California State University System and California State University, Chico provides an immediate context for the School of Social Work and our students. Policies and laws exist that govern the University’s approach to non-discrimination. The University strives through various efforts to maintain an academic atmosphere that is non-discriminatory and fosters respect for the diversity of all people. Outlined below is a discussion of the policies and the various means that the University maintains this effort. These policies are published online on the CSU systemwide website [http://www.calstate.edu/](http://www.calstate.edu/) and the CSU, Chico website [http://www.csuchico.edu/](http://www.csuchico.edu/) respectively.

**CSU, System and CSU, Chico Policy and Procedures that foster diversity and non-discrimination**

The School of Social Work abides by the policies of the California State University System and California State University, Chico with regard to equal opportunity employment, affirmative action, and non-discrimination. These policies are published online on the CSU, System and CSUC websites (please see pp. 149-151 for a comprehensive list of these websites). These issues have become relatively complex; as a result President Zingg formed the Campus Climate Committee with Executive Memorandum 06-01 (see Appendix II-28). The purpose of the committee is:
“The University Campus Climate Committee serves as an advisory committee that reports annually to the Academic Senate. It is charged with focusing on preventing and correcting unlawful harassment and/or retaliatory acts involving administrators, faculty, staff, students and other members of the campus community including guests, vendors and volunteers.”

http://www.csuchico.edu/fs/supporting_docs_as/5-10-07/CampusClimate.pdf.

CSU, Chico polices are also published in the University Catalog, Presidential Executive Memorandums on numerous diversity issues are posted online with searchable index at http://www.csuchico.edu/prs/EMs/. These Executive Memorandums cover diversity issues such as sexual harassment, disability, nondiscrimination and affirmative action, and other important issues. The Faculty Personnel Policies and Procedures (FPPP) document (Section 3), and the California Faculty Association Contract (Article 16) provides specific guidance regarding diversity practices affecting faculty hiring, tenure, and promotion. These are available on and may be accessed at http://www.csuchico.edu/hr/fppp.shtml and http://www.calfac.org/allpdf/contractpages2007/Article_16.pdf.

The CSU system strictly adheres to the Civil Rights Act of 1964, including Title IX regarding sex and Title VI regarding race or national origin, as well as the Rehabilitation Act of 1973 regarding disability. The University’s Affirmative Action Plan can be accessed at http://www.csuchico.edu/vpaa/wasc/cpr/CFRs1/aaptoc.html.

Table 4 and Table 5 below provide the various list of the URL links to CSU System and CSUC policy documents that pertain to diversity issues.

Table 4 CSU, System Websites for Diversity Policies

<table>
<thead>
<tr>
<th>Diversity Policies</th>
<th>CSU, System Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Policies In University Catalog</td>
<td><a href="https://www.csuchico.edu/catalog/cat07/08EndMaterials/09CSUPolicies.pdf">https://www.csuchico.edu/catalog/cat07/08EndMaterials/09CSUPolicies.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Statewide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment – EO 883 (see Appendix II-28)</td>
</tr>
<tr>
<td>Harassment</td>
<td><a href="http://www.calstate.edu/EO/EO-927.pdf">http://www.calstate.edu/EO/EO-927.pdf</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.calstate.edu/EO/EO-928.pdf">http://www.calstate.edu/EO/EO-928.pdf</a></td>
</tr>
<tr>
<td>Sexual Harassment Training</td>
<td><a href="http://www.csuchico.edu/hr/Documents/STHR-SHTraining.pdf">http://www.csuchico.edu/hr/Documents/STHR-SHTraining.pdf</a></td>
</tr>
<tr>
<td>Policies</td>
<td>CSUC Websites</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Campus Climate Committee</td>
<td>Executive Memorandum 06-01 January 20, 2006</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.csuchico.edu/prs/EMs/EM06/em06_01.htm">http://www.csuchico.edu/prs/EMs/EM06/em06_01.htm</a></td>
</tr>
<tr>
<td></td>
<td>Year End Report – May 2007</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.csuchico.edu/fs/supporting_docs_as/5-10-07/CampusClimate.pdf">http://www.csuchico.edu/fs/supporting_docs_as/5-10-07/CampusClimate.pdf</a></td>
</tr>
<tr>
<td></td>
<td>(See Appendix II-28)</td>
</tr>
<tr>
<td>Diversity Programs</td>
<td><a href="http://www.csuchico.edu/diversity/">http://www.csuchico.edu/diversity/</a></td>
</tr>
<tr>
<td>General Policies In University</td>
<td><a href="https://www.csuchico.edu/catalog/cat07/08EndMaterials/09CSUPolicies.pdf">https://www.csuchico.edu/catalog/cat07/08EndMaterials/09CSUPolicies.pdf</a></td>
</tr>
<tr>
<td>Catalog</td>
<td><a href="http://www.csuchico.edu/prs/EMs/EM05/em05_10.htm">http://www.csuchico.edu/prs/EMs/EM05/em05_10.htm</a></td>
</tr>
<tr>
<td></td>
<td>Revisions to Student Grievance Procedures, EM 05-10 (see Appendix II-30)</td>
</tr>
<tr>
<td>Nondiscrimination and Affirmative</td>
<td><a href="http://www.csuchico.edu/hr/fppp.shtml">http://www.csuchico.edu/hr/fppp.shtml</a></td>
</tr>
<tr>
<td>Action</td>
<td><a href="http://www.csuchico.edu/hr/Documents/VPHR-SocialEquity.pdf">http://www.csuchico.edu/hr/Documents/VPHR-SocialEquity.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Social Equity at California State University, Chico (3rd Edition) (see Appendix II-31)</td>
</tr>
<tr>
<td></td>
<td>Non-discrimination regarding individuals with Disabilities EM 99-21(see Appendix II-35)</td>
</tr>
<tr>
<td>Employment Practices</td>
<td><a href="http://www.csuchico.edu/hr/employmentpractices.shtml">http://www.csuchico.edu/hr/employmentpractices.shtml</a></td>
</tr>
<tr>
<td></td>
<td>Employment Practices and Disability Programs (see Appendix II-32)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.csuchico.edu/hr/fppp.shtml">http://www.csuchico.edu/hr/fppp.shtml</a></td>
</tr>
</tbody>
</table>
| Campus Climate Committee | http://www.csuchico.edu/prs/EMs/EM06/em06_01.htm  
(See Appendix II-28) |
|--------------------------|--------------------------------------------------|
| Harassment               | http://www.csuchico.edu/prs/EMs/EM96/em96_38.htm  
Students Rights and Responsibilities (see Appendix II-27) |
Policy on Sexual Harassment, EM 99-20 (see Appendix II-33) |
|                          | http://www.csuchico.edu/sjd/harassment/description.shtml |
|                          | http://www.csuchico.edu/sjd/harassment/gender.shtml |
|                          | http://www.csuchico.edu/sjd/harassment/peer.shtml |
|                          | http://www.csuchico.edu/sjd/harassment/myth.shtml |
|                          | http://www.csuchico.edu/sjd/harassment/assault.shtml |
| Disability Support and Accommodations | http://www.csuchico.edu/prs/EMs/EM07/em07_09.shtml |
|                          | http://www.csuchico.edu/hr/Documents/EEOD-CSUCHAndbook.pdf |
|                          | http://www.csuchico.edu/hr/Documents/EEOD-ProcessingRequestsForAccomodations.pdf |
|                          | http://www.csuchico.edu/ires/projects/accessibleTechnology/index.html |
|                          | http://www.csuchico.edu/prs/EMs/EM06/em06_34.htm |
|                          | Executive Memorandum 05-19  
Americans with Disabilities Act Committee |

Information on complaint and/or grievance procedures regarding the non-discrimination policy and affirmative action policy or law is available from the Coordinator for Student Judicial Affairs (KNDL 110, 530-898-6897) or the Director of Employment Practice (KNDL 118, 530-898-4666). CSU, Chico policies and procedures for nondiscrimination are found in Executive Memorandums (EM) as follows: Policy on Nondiscrimination and Affirmative Action (see Appendix II-34); Non Discrimination Regarding Individuals with Disability Policy, EM 99-21(see Appendix II-35); Student Grievance Procedures, EM 05-10(see Appendix II-30);The Affirmative Action Policy was revised to include an Affirmative Action Committee of the
Academic Senate (EM 01-13). EMs are distributed campus-wide following any revisions and are available on the university’s website at http://www.csuchico.edu/prs/EMs/. The Affirmative Action Office was re-named to the Office of Employment Practices. This office actively provides leadership and consultation with regard to these policies. Affirmative Action policies for the CSU system and for CSU, Chico are posted on the University website and access is available to the public at: http://www.csuchico.edu/hr/employmentpractices.shtml#AffirmativeAction

**University Efforts to Communicate and Educate Campus Constituencies**

Efforts to educate the campus community about nondiscrimination include providing 24-hour access to information on the University Website at http://www.csuchico.edu/hr/employmentpractices.shtml#Discrimination and publishing a booklet in August 2003, Social Equity at California State University, Chico 3rd Ed.: A Collection of Excerpts from CSU, Chico Policies, Guidelines and Procedures Reflecting Campus Values". This booklet has been distributed to the campus community and is available in the Office of Employment Practices and at http://www.csuchico.edu/hr/Documents/VPHR-SocialEquity.pdf in compliance with federal laws and California State University system regulations.

In addition to the booklet, there are individual brochures that have been developed describing the nondiscrimination/affirmative action policies and procedures. The intention is to distribute these at student and faculty orientations and make them available to the campus community at various locations (e.g. Psychological Counseling Services, Student Union, Office of Employment Practices and Affirmative Action, Student Activities Office). All University policies are available on the University’s website. All supervisory personnel in the California State University System are mandated to receive a workplace harassment training every two years.

CSU, Chico polices are published in the University Catalog. The information can be accessed online at http://www.csuchico.edu/catalog/cat07/08EndMaterials/02UniversityPolicies.pdf

**University Goals for Diversity and Non-Discrimination**

The University has updated its Strategic Plan. The document outlining this is http://www.csuchico.edu/prs/documents/otherDocuments/csuStrategicPlan/index.shtml. The former plan was first approved in 1994 and has had associated Action Plans. The most recent CSU, Chico Action Plan (AA Plan) is 2005-2006. A copy of this is in the library and is posted on the University’s website at http://www.csuchico.edu/vpaa/wasc/cpr/CFRs1/aaptoc.html.

There were some significant goals in the 1994-95 AA Plan that have been met—the goal of increasing the number of women and minority faculty. From 1995 to 2001, there has been a 4% increase in women faculty (36% in 1995 to 41.7% in 2001), and a 2% increase in minority faculty (10% in 1995 to 11.8% in 2001). Since 2001, progress in these areas has continued to improve. In 2007 women represent 47% of the 1009 faculty members while minority faculty now make up 14%. The California Pre-Doctoral Program provides funding for doctoral education in underrepresented fields. Two women social work faculty members completed their doctoral degrees under this program.
On another note, the 2007 CSU, Chico Action Letter from the Western Association of Schools and Colleges (WASC) Commission pointedly urged the University to produce more from its efforts to diversify the faculty and student populations. The CSU, Chico is being challenged to find new and better ways of hiring a more diverse faculty and a student body that is reflective of the cultural make-up that is California today. The WASC reports can be found at: http://www.csuchico.edu/vpaa/wasc/. University leadership is very aware of the problem. It has prompted a further review of University efforts in the updating of the University Action Plan for next year.

School of Social Work Policy and Procedures that Foster Diversity and Non-Discrimination
The BSW Program is part of the longstanding academic effort to provide professional social work education to the citizens of Northern California. The BSW program produced social work graduates for over thirty years. Thus the learning context of the BSW program exists within the overall context of the School of Social Work and the long term effort that it established in providing a CSWE fully accredited BSW program. Prior to discussing the diversity learning context of the BSW Program, an analysis of the diversity context of the School of Social Work is provided.

In spring 2003 the School of Social Work faculty endorsed a special policy statement regarding human diversity authored by Dr. James Patrick Mace. This statement is:

California State University, Chico,
School of Social Work
Unqualified Respect for Human Diversity

As stated in the National Association of Social Workers Code of Ethics, specified within the Educational Policy and Accreditation Statement of the Council on Social Work Education, and consistent with the California State University, Chico's Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work:

Advocate eliminating all forms of discrimination based on age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and other physical, psychological or social characteristics.

Commit to teach, encourage, and promote an appreciation, respect, and understanding of human diversity in the School of Social Work, California State University, Chico, our professions, and our communities.

Affirm the value of respecting human diversity, and soliciting and incorporating it into all aspects of our educational experiences, our profession, and our personal lives as ways to enrich our total life experience individually and collectively as members of a diverse world community.


172
In keeping with the above policy statement and the policies and procedures of CSU, Chico, the School’s policies and procedures concerning faculty appointments and admission of students do not discriminate with regard to age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, veteran status, and other physical, psychological or social characteristics. By virtue of their roles in recruiting, interviewing, recommending, hiring, evaluating, training, and promoting faculty and staff, faculty members are responsible for carrying out these duties. All school personnel decisions are implemented with regard to these affirmative action and equal opportunity policies, and are reviewed by the university with regard to compliance. The School of Social Work conducts grievance procedures in terms of the policies and guidelines given in the University’s Faculty Personnel Policies and Procedures (FPPP). In addition, the school maintains standards within its BSW curriculum concerning compliance of course content with CSWE standards regarding human and cultural diversity and with the subject of non-discrimination in social welfare services. Every effort is presently made, and will be made in the future, for the School of Social Work to follow the guidelines regarding affirmative action and non-discrimination in relation to students, faculty and staff.

**Faculty composition**
The eleven full-time faculty of the School of Social Work are:

Bassett, J. David, PhD, LCSW
Hunter, Patty, MSW, LCSW
Johansen, Pam, EdD, LCSW
Jones, Celeste A., PhD
Kohli, Hermeet, PhD
Mace, James Patrick, DSW, LCSW

Ornelas, Vincent PhD
Peck, Valerie, M.S.W., LCSW
Schulberg, Jean, EdD, LCSW
Song, Kui-Hee, Ph.D.
Steiner, Susan, Ph.D.

The CSU, Chico faculty and student population are predominantly Euro-American, and this is true historically as well. The School of Social Work has gone through a significant change in the past decade evolving from a largely Euro-American male faculty to a majority female faculty with ethnic/racial minority faculty members. The current faculty composition by gender and by ethnicity/race for the School of Social Work is shown in the following table.

<table>
<thead>
<tr>
<th>Ethnic/Racial and Gender Diversity</th>
<th>Women</th>
<th>Men</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Euro-American</td>
<td>5</td>
<td>2</td>
<td>64%</td>
</tr>
<tr>
<td>African-American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>2</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>1</td>
<td>1</td>
<td>18%</td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total Percent</strong></td>
<td>73%</td>
<td>27%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The part-time social work faculty ethnicity and gender are reflective of two aspects. There are more women in social work education than men and the minimal diversity of our part-time faculty reflects the lack of social workers, especially ethnic/racial minority social workers, in this region (see Introduction).

<table>
<thead>
<tr>
<th>School of Social Work Part-time Faculty - 2008</th>
<th>Ethnic and Gender Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
</tr>
<tr>
<td>African-American</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
</tr>
<tr>
<td>Latino/a</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

**School of Social Work Faculty Recruitment**

Faculty recruitment from academic year 1998 to the present have involved a variety of efforts to increase the minority pool of applicants. Advertisements were sent to NASW Newsletters, the BPD and NADD list servers, the CSU system-wide advertisements, TRIS, CSWE, and faculty made personal contact with colleagues. One obstacle in recruitment over the past few years has been competitive salaries at other teaching institutions and CSU teaching load. While the campus and the School of Social Work have attracted minority applicants, those applicants sometimes have accepted offers from other campuses that offer a higher salary with a smaller teaching load. This is a CSU system problem that impacts all schools and departments.

AS 4: Faculty and AS 7: Program Renewal provides additional information regarding diversity of the faculty in the School.

**Social Work Student and Faculty Involvement in Creating a Nondiscriminatory Environment**

Social work faculty members have been advisers to some of the ethnic and minority student organizations. Dr. Jean Schuldberg is the faculty advisor for the CSUC Associated Students Iu-Mein Club. Dr. Kui-Hee Song serves as one of the advisers to the Korean Student Association. Several faculty members have been active in building relationships with both student clubs and campus programs that provide outreach and retention efforts to social work majors. This might include individual meetings with staff to seek guidance in strengthening a curriculum component for the benefit of our majors (e.g. ESL Writing Center). Social Work faculty members have been invited to speak at several minority student events, including events sponsored by the Women’s Center.
The efforts of faculty members have been directed towards education, although we are very active in informing students of their rights, making referrals and following up with Student Judicial Affairs. Several faculty help organize and/or attend regional cultural events on a regular basis, including the Hmong New Year. Faculty members participate in local movements that advocate for justice, including peace walks with the Peace and Justice Center and Stonewall Alliance. Two faculty members have written grants to provide support to ethnic programs (e.g. Community Collaborative for Youth grant to California Endowment Foundation; National Institute for Health Center for Disease Control grant on youth violence that included programs serving African-American, gay/lesbian/ bisexual, and Latino youth).

Efforts to educate students about diverse views, values and lifestyles are embedded in the BSW curriculum. These range from exercises, videos and reading assignments to panel presentations, required attendance at cultural events or presentations, and assigned interviews or dialogues where students learn about themselves by spending time with someone whose diversity differs from their own in some respect. All of these assignments have been accompanied by self-reflective analyses.

Faculty members are active on the international level and bring these perspectives into their teaching and research, including projects with students. Dr. Kui-Hee Song maintains contacts with social workers and social work educators in Korea and is creating a scholar exchange between the School and Korean universities. Dr. James Patrick Mace continues to maintain his social work and social work education contacts in Hong Kong and Japan and serves as an “External Examiner” for Ph.D. students enrolled in the Department of Social Work and Social Administration at the University of Hong Kong. Dr. Celeste Jones collaborates with researchers from six countries in studying domestic violence and domestic violence services internationally.

Faculty attend regional and national workshops and conferences on diversity, oppression and cultural competence. These have included specific workshops at NASW, CSWE and BPD, conferences on economic justice in San Francisco, and at Social Welfare Alliance Action national meetings, Butte County Behavioral Health workshops on ethnic diversity, and international conferences in Norway and Russia. There are also conferences sponsored by the California Center for Social Work Education (CalSWEC) and the Mental Health Services Act consortium. The Hartford Foundation also sponsors national conferences and training on issues affecting older adults. The intention is to deepen and renew faculty knowledge on diversity to help expand the curriculum and program content while improving efforts in recruitment and retention of faculty and students.

Staff composition
The support staff consists of three Euro-American women, Angela Corral, Sandra Warner, and the Title IV-E support staff, Teresa James. They were hired according to the University’s affirmative action and non-discrimination policies.

BSW Student composition
This section describes the BSW student applicant pool and students selected and enrolled by ethnicity, gender and age between 2001 and 2007. Comparisons between the applicants and the selected/graduated students are included in the discussion. The large numbers of applicants and
admitted students are the result of statewide applicants applying for more than one University and for more than one major during the application process. After admission much fewer students actually enroll and graduate.

**Social Work Ethnic/Racial Categories for Completed University Applications**
The following table indicates the ethnicity of the University applicants who have indicated a preference for the Bachelor of Arts in Social Work major for the years 2001 through 2007.

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>21</td>
<td>2.2%</td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
<td>6</td>
<td>15</td>
<td>10</td>
<td>19</td>
<td>11</td>
<td>19</td>
<td>84</td>
<td>8.7%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>8</td>
<td>13</td>
<td>33</td>
<td>33</td>
<td>49</td>
<td>52</td>
<td>80</td>
<td>268</td>
<td>27.7%</td>
</tr>
<tr>
<td>Other Latino/a</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>16</td>
<td>12</td>
<td>13</td>
<td>65</td>
<td>6.7%</td>
</tr>
<tr>
<td>Asian American</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>12</td>
<td>10</td>
<td>6</td>
<td>13</td>
<td>58</td>
<td>6.0%</td>
</tr>
<tr>
<td>Pacific Island + Filipino</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>1.3%</td>
</tr>
<tr>
<td>Euro-American</td>
<td>39</td>
<td>38</td>
<td>33</td>
<td>57</td>
<td>67</td>
<td>64</td>
<td>74</td>
<td>372</td>
<td>38.4%</td>
</tr>
<tr>
<td>Unknown 2</td>
<td>10</td>
<td>11</td>
<td>13</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>15</td>
<td>77</td>
<td>8.0%</td>
</tr>
<tr>
<td>Visa/Foreign</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72</td>
<td>78</td>
<td>106</td>
<td>137</td>
<td>181</td>
<td>167</td>
<td>227</td>
<td>968</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007
2 Unknown represents students who decline to state their ethnicity.

The proportion of ethnic and minority students who have applied to the University and indicated a preference for the Bachelor of Arts in Social Work major over the past seven years is 53.6%. Since the program began there has been an increase in the numbers of ethnic and minority applicants who have applied to the University and indicated a preference for the Bachelor of Arts in Social Work major. In 2001, 22 of 72 applicants (30.5%) of the applicants were of ethnic or minority origins, while in the year 2007 at least 135 of 227 (59.5%) applicants are estimated to be ethnic minorities.
Social Work Ethnic/Racial Categories for Accepted Applicants

The following table indicates the ethnicity/race of the accepted applicants who have indicated a preference for the Bachelor of Arts in Social Work major year 2001 through 2007.

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>1.7%</td>
</tr>
<tr>
<td>African American</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>33</td>
<td>5.1%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>7</td>
<td>4</td>
<td>12</td>
<td>15</td>
<td>27</td>
<td>38</td>
<td>56</td>
<td>159</td>
<td>24.5%</td>
</tr>
<tr>
<td>Other Latino/a</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>38</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>38</td>
<td>5.9%</td>
</tr>
<tr>
<td>Pacific Island + Filipino</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>Euro-American</td>
<td>33</td>
<td>32</td>
<td>27</td>
<td>43</td>
<td>55</td>
<td>52</td>
<td>62</td>
<td>304</td>
<td>46.9%</td>
</tr>
<tr>
<td>Unknown2</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>52</td>
<td>8.0%</td>
</tr>
<tr>
<td>Visa/Foreign</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>51</td>
<td>62</td>
<td>78</td>
<td>113</td>
<td>123</td>
<td>164</td>
<td>648</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007
2 Unknown represents students who decline to state their ethnicity.

The proportion of ethnic and minority students accepted into the University who indicated a preference for the Bachelor of Arts in Social Work major over the past seven years is 55.5%. Since 2001 there has been an increase in the numbers of ethnic and minority applicants accepted into the University who indicated a preference for the Bachelor of Arts in Social Work major. In 2001 19 of 57 (33.3%) of the enrolled students who indicated a preference for the Bachelor of Arts in Social Work major were of ethnic or minority origins, while in the year 2007, at least 93 of 164 (56.7%) are ethnic/racial minorities.
Social Work Ethnic/Racial Categories for Enrolled Admitted Applicants

The following table indicates the ethnicity of the accepted applicants who have indicated a preference for the Bachelor of Arts in Social Work major who were admitted and then enrolled at CSU, Chico for year 2001 through 2007.

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1.3%</td>
</tr>
<tr>
<td>African American</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>11</td>
<td>4.6%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>36</td>
<td>15.1%</td>
<td></td>
</tr>
<tr>
<td>Other Latino/a</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>4.2%</td>
</tr>
<tr>
<td>Pacific Island + Filipino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Euro-American</td>
<td>21</td>
<td>21</td>
<td>9</td>
<td>14</td>
<td>20</td>
<td>23</td>
<td>139</td>
<td>58.2%</td>
<td></td>
</tr>
<tr>
<td>Unknown2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>24</td>
<td>10.0%</td>
<td></td>
</tr>
<tr>
<td>Visa/Foreign</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>29</td>
<td>23</td>
<td>30</td>
<td>35</td>
<td>42</td>
<td>52</td>
<td>239</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007
2 Unknown represents students who decline to state their ethnicity.

The proportion of ethnic and minority students enrolled in the University with a preference for the Social Work major over the past seven years is 30.5%. Since 2001 there was an early increase in the numbers of ethnic and minority applicants enrolled in the University with a preference for the Social Work major with the number holding steady for the last four years. In 2001 4 of 28 (14.3%) of the enrolled students were of ethnic or minority origins, while in the year 2007, at least 17 of 52 (32.7%) are ethnic/racial minorities.
Social Work Ethnic/Racial Categories for Graduating BSW Students

The following table indicates the ethnicity of the Bachelor of Arts in Social Work graduates for the years 2002 through 2007.

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2.0%</td>
</tr>
<tr>
<td>African American</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>11</td>
<td>4.3%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>23</td>
<td>9.0%</td>
</tr>
<tr>
<td>Other Latino/a</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td>5.5%</td>
</tr>
<tr>
<td>Asian American</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>24</td>
<td>9.4%</td>
</tr>
<tr>
<td>Pacific Island + Filipino</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.7%</td>
</tr>
<tr>
<td>Euro-American</td>
<td>27</td>
<td>28</td>
<td>24</td>
<td>20</td>
<td>25</td>
<td>18</td>
<td>142</td>
<td>55.5%</td>
</tr>
<tr>
<td>Unknown2</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>32</td>
<td>12.5</td>
</tr>
<tr>
<td>Visa/Foreign</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>43</td>
<td>41</td>
<td>37</td>
<td>52</td>
<td>38</td>
<td>256</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007
2 Unknown represents students who decline to state their ethnicity.

Ethnicity of students graduating from the BSW program

The proportion of ethnic and minority students graduating from the BSW program over the past six years is 30.8%. Since 2001 the numbers of ethnic and minority students graduating from the BSW program has averaged 13 students per year. In the 2002 graduating cohort of the BSW program 15 of 45 (33.3%) of the graduating BSW students were of ethnic or minority origins, while in the year 2007, at least 11 of 38 (28.9%) are ethnic or minority origin.
Comparing Ethnicity/Race of Applicants, Admitted with a preference for the Social Work major vs. Graduating from the BSW Program

The table below compares 2001 to 2007 totals for persons applying and admitted with a preference for the Social Work major to persons graduating from the BSW program by their ethnicity/race.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Applications</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percent</td>
<td>Total</td>
<td>Percent</td>
</tr>
<tr>
<td>Native American</td>
<td>21</td>
<td>2.2%</td>
<td>11</td>
<td>1.7%</td>
</tr>
<tr>
<td>African American</td>
<td>84</td>
<td>8.7%</td>
<td>33</td>
<td>5.1%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>268</td>
<td>27.7%</td>
<td>159</td>
<td>24.5%</td>
</tr>
<tr>
<td>Other Latino/a</td>
<td>65</td>
<td>6.7%</td>
<td>38</td>
<td>5.9%</td>
</tr>
<tr>
<td>Asian American</td>
<td>58</td>
<td>6.0%</td>
<td>38</td>
<td>5.9%</td>
</tr>
<tr>
<td>Pacific Island + Filipino</td>
<td>13</td>
<td>1.3%</td>
<td>9</td>
<td>1.4%</td>
</tr>
<tr>
<td>Euro-American</td>
<td>372</td>
<td>38.4%</td>
<td>304</td>
<td>46.9%</td>
</tr>
<tr>
<td>Unknown2</td>
<td>77</td>
<td>8.0%</td>
<td>52</td>
<td>8.0%</td>
</tr>
<tr>
<td>Visa/Foreign</td>
<td>10</td>
<td>1.0%</td>
<td>4</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td>968</td>
<td>100.0%</td>
<td>648</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007
2 Unknown represents students who decline to state their ethnicity.

Numbers for graduating BSWs do not reflect students who will graduate in the future and do not directly compare with applicant, admitted and enrolled data that represent yearly preference cohorts. Numbers graduated reflect students who have successfully completed the BSW Professional Sequence and have met all California State University, Chico requirements for an undergraduate degree. Time to completion of degree may be impacted by multiple issues including but not limited to financial, personal, and academic considerations.

Ethnicity/Race of Students Accepted, Admitted into the University and Graduated from the BSW program

The proportion of ethnic and/or racial minority students who have applied to the University with a Social Work major preference over the past seven years is 52.6%. The percentage of ethnic and/or racial minority students accepted to the University with a Social Work major preference over the past seven years is 44.5%.

The percentage of ethnic and/or racial minority students enrolled in the BSW program over the past five years is 30.8%. The percentage of ethnic and minority students graduating from the BSW program over the past five years is 30.9%. There appears to be a larger proportion of ethnic and/or racial minority persons applying to multiple CSU campuses and accepted than are graduating locally from the CSU, Chico BSW program. This may be due to larger proportions of
minority students applying from areas outside the 12 county service region of California State University, Chico but not accepting admission to the CSU, Chico BSW program. The CSU, Chico program appears to attract students from the local regions whose population is approximately 80% Caucasian. However, trends in the CSU, Chico BSW information show a positive increase in the numbers of ethnic and/or racial minority persons applying, being accepted, enrolling and graduating from the BSW program. CSWE data indicated 35.6% of full-time BSW students are of ethnic and/or racial minority status. To increase the number of ethnic and/or racial minority and other diverse students in the applicant pool and in the BSW program, the program must continue those related recruitment efforts.

**Gender of applicants to the University with a preference for the Social Work major**

The following table indicates the gender of the applicants with a preference for the Social Work major for the years 2001 through 2007.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>56</td>
<td>73</td>
<td>90</td>
<td>123</td>
<td>165</td>
<td>142</td>
<td>197</td>
<td>846</td>
</tr>
<tr>
<td></td>
<td>77.8%</td>
<td>93.6%</td>
<td>84.9%</td>
<td>89.8%</td>
<td>91.2%</td>
<td>85.0%</td>
<td>86.8%</td>
<td>87.4%</td>
</tr>
<tr>
<td>Men</td>
<td>16</td>
<td>5</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>25</td>
<td>29</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>22.2%</td>
<td>6.41%</td>
<td>15.1%</td>
<td>10.2%</td>
<td>8.8%</td>
<td>15.0%</td>
<td>12.8%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>78</td>
<td>106</td>
<td>137</td>
<td>181</td>
<td>167</td>
<td>227</td>
<td>968</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

The proportion of women BSW applicants between years 2001 and 2007 is between 77.8% and 93.6% with an average of 87.4%, and for men 6.4% and 22.2% with an average of 12.5%.
**Gender of students accepted to the University with a preference for the Social Work major**
The following table indicates the gender of the applicants with a preference for the Social Work major accepted for year 2001 through 2007.

<p>| University Admitted Applications with preference for the Social Work major by Gender for 2001-2007 |<br />
|---|---|---|---|---|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Gender</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>44</td>
<td>48</td>
<td>54</td>
<td>70</td>
<td>103</td>
<td>105</td>
<td>146</td>
<td>570</td>
</tr>
<tr>
<td>%</td>
<td>77.2%</td>
<td>94.1%</td>
<td>87.1%</td>
<td>89.7%</td>
<td>91.2%</td>
<td>85.4%</td>
<td>89.0%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Man</td>
<td>13</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>18</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>%</td>
<td>22.8%</td>
<td>5.9%</td>
<td>12.9%</td>
<td>10.3%</td>
<td>8.8%</td>
<td>14.6%</td>
<td>11.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>51</td>
<td>62</td>
<td>78</td>
<td>113</td>
<td>123</td>
<td>164</td>
<td>648</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

The proportion of women BSW applicants accepted between years 2001 and 2007 was between 77.2% and 94.1% with an average of 88.0%, and for men, the proportion is between 5.9% and 22.8% with an average of 12.0%.

**Gender of students enrolled into the University with a preference for the Social Work major**
The following table indicates the gender of the University admitted applicants with a preference for the Social Work major enrolled for the years 2001 through 2007.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>2001</td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Woman</td>
<td>19</td>
<td>27</td>
<td>21</td>
<td>28</td>
<td>33</td>
<td>32</td>
<td>44</td>
<td>204</td>
</tr>
<tr>
<td>%</td>
<td>67.9%</td>
<td>93.1%</td>
<td>91.3%</td>
<td>93.3%</td>
<td>94.3%</td>
<td>76.2%</td>
<td>84.6%</td>
<td>85.4%</td>
</tr>
<tr>
<td>Man</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td>%</td>
<td>32.1%</td>
<td>6.9%</td>
<td>8.7%</td>
<td>6.7%</td>
<td>5.7%</td>
<td>23.8%</td>
<td>15.4%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>29</td>
<td>23</td>
<td>30</td>
<td>35</td>
<td>42</td>
<td>52</td>
<td>239</td>
</tr>
</tbody>
</table>

The proportion of women admitted applicants enrolled between years 2001 and 2007 was between 67.9% and 94.3% with an average of 85.4%, and for men, the proportion is between 5.7% and 32.1% with an average of 14.6%.
Gender Distributions for Graduating BSW Students

The following table indicates the gender of the BSW graduates for year 2002 through 2007:

<table>
<thead>
<tr>
<th>Gender</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>38</td>
<td>34</td>
<td>37</td>
<td>29</td>
<td>45</td>
<td>36</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>84.4%</td>
<td>79.1%</td>
<td>90.2%</td>
<td>78.4%</td>
<td>86.5%</td>
<td>94.7%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Men</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>15.6%</td>
<td>20.9%</td>
<td>9.8%</td>
<td>21.6%</td>
<td>13.5%</td>
<td>5.3%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>43</td>
<td>41</td>
<td>37</td>
<td>52</td>
<td>38</td>
<td>256</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

The proportion of women BSW students graduating between years 2002 and 2007 is between 78.4% and 94.7% with an average of 85.5%, and for men, the proportion is between 5.3% and 21.6% with an average of 14.5%.

Comparing Gender of Applicants, Admitted, and Graduating for the BSW Program

| University Applications, and Admitted vs. Graduated Comparison by Gender for 2001-2007 |
|-----------------------------------------------|-----------------------------------------------|
| Gender | Applications | Admitted | Enrolled | Graduated |
|        | Total | Percent | Total | Percent | Total | Percent | Total | Percent |
| Women  | 846   | 87.4%   | 570   | 88.0%   | 204   | 85.4%   | 219   | 85.5%   |
| Men    | 121   | 12.5%   | 78    | 12.0%   | 35    | 14.6%   | 37    | 14.5%   |
| Total  | 968   | 100.0%  | 648   | 100.0%  | 239   | 100.0%  | 256   | 100.0%  |

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

Numbers for graduating BSWs do not reflect students who will graduate in the future and do not directly compare with applicant, admitted, and enrolled data that represent yearly Social Work preference cohorts. Numbers graduated reflect students who have successfully completed the BSW Professional Sequence and have met all California State University, Chico requirements for an undergraduate degree. Time to completion of degree may be impacted by multiple issues including but not limited to financial, personal, and academic considerations. The state’s allocation to CSU General funds since 2001/2002 have declined significantly; conversely beginning in 2002/2003 undergraduate student cumulative fees have increased 76% (California Faculty Association, 2005). Research indicates that in California a 10% increase in tuition resulted in a .52 decrease in enrollment at 4-year institutions (Heller, 2001). Tuition and fee increases have also pushed many students to work more which often results in reduced student course loads thereby increasing time to graduation. Studies have found that students of color and low income students to be most sensitive to fee increases (California Faculty Association, 2003).
Gender of Students Accepted, Admitted, Enrolled and Graduated for the BSW program
The proportion of women who have applied to the University with a preference for the Social Work major over the past seven years is 87.4%. The percentage of women accepted into the University with a preference for the Social Work major over the past seven years is 88.0%. The percentage of women enrolled in the University with a preference for the Social Work major over the past seven years is 85.4%. The percentage of women graduating from the BSW program over the past six years is 85.5%. There appears to be no difference in the proportion women and men applying, being accepted and graduating in the CSU, Chico BSW Program. CSWE data indicates that 85% of BSW students are women, the CSU, Chico program gender proportions are comparable to this.

Age of Applicants to the University with a preference for the Social Work major
The following table indicates the age of the applicants with a preference for the Social Work major for the year 2001 through 2007.

<table>
<thead>
<tr>
<th>University Total Applications with a preference for the Social Work major by Age for 2001-2007 Academic Years</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤25</td>
<td>54</td>
<td>57</td>
<td>75</td>
<td>113</td>
<td>150</td>
<td>136</td>
<td>191</td>
<td>776</td>
<td>80.2%</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>52</td>
<td>5.4%</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>64</td>
<td>6.6%</td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>3</td>
<td>12</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>13</td>
<td>59</td>
<td>6.1%</td>
</tr>
<tr>
<td>≥51</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>17</td>
<td>1.8%</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>78</td>
<td>106</td>
<td>137</td>
<td>181</td>
<td>167</td>
<td>227</td>
<td>968</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Data supplied by the CSU, Chico Office of Institutional Research, October 2007

From the reported information it is apparent that CSU, Chico attracts individuals primarily from the 25 and younger age group. They comprise 80.2% of the University applicants with a preference for the Social Work major.
Age of University Applicants with a preference for the Social Work major Accepted to the University

The following table indicates the age of the University applicants with a preference for the Social Work major accepted to the University for years 2001 through 2007.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 25</td>
<td>42</td>
<td>34</td>
<td>35</td>
<td>61</td>
<td>88</td>
<td>99</td>
<td>133</td>
<td>492</td>
<td>75.9%</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>43</td>
<td>6.6%</td>
</tr>
<tr>
<td>31-40</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>47</td>
<td>7.3%</td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>2</td>
<td>11</td>
<td>4</td>
<td>12</td>
<td>7</td>
<td>12</td>
<td>54</td>
<td>8.3%</td>
</tr>
<tr>
<td>≥ 51</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>51</td>
<td>62</td>
<td>78</td>
<td>113</td>
<td>123</td>
<td>164</td>
<td>648</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

From the reported information it is apparent that the admissions process tends to reduce the proportion of the 25 and younger group although it still is the largest age group at 75.9%.

Age of University Applicants with a preference for the Social Work major enrolled into the University

The following table indicates the age of the University applicants with a preference for the Social Work major enrolled into the University for years 2001 through 2007.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 25</td>
<td>18</td>
<td>17</td>
<td>10</td>
<td>22</td>
<td>20</td>
<td>32</td>
<td>37</td>
<td>156</td>
<td>65.3%</td>
</tr>
<tr>
<td>26-30</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>28</td>
<td>11.7%</td>
</tr>
<tr>
<td>31-40</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>25</td>
<td>10.5%</td>
</tr>
<tr>
<td>41-50</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>25</td>
<td>10.5%</td>
</tr>
<tr>
<td>≥ 51</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>29</td>
<td>23</td>
<td>30</td>
<td>35</td>
<td>42</td>
<td>52</td>
<td>239</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

From the reported information it is apparent that the enrollment process tends to reduce the proportion of the 25 and younger group although it still is the largest age group at 65.3%.
Age of Graduates of BSW program by Graduating Year
The following table indicates the age of the BSW graduates for the BSW program for years 2003 through 2007.

<table>
<thead>
<tr>
<th>Age of Graduates</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or younger</td>
<td>21</td>
<td>25</td>
<td>25</td>
<td>17</td>
<td>29</td>
<td>20</td>
<td>137</td>
<td>53.5%</td>
</tr>
<tr>
<td>26-30</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>40</td>
<td>15.6%</td>
</tr>
<tr>
<td>31-40</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>39</td>
<td>15.2%</td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>24</td>
<td>9.4%</td>
</tr>
<tr>
<td>51 or older</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>16</td>
<td>6.3%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>43</td>
<td>41</td>
<td>37</td>
<td>52</td>
<td>38</td>
<td>256</td>
<td>100%</td>
</tr>
</tbody>
</table>

The age distribution of students graduating from the CSU, Chico BSW program shows the 25 and younger group as the predominant group receiving BSW degrees. They comprise 53.5% of the graduating BSW students.

Comparing Age of Applicants, Admitted, and Graduating for the BSW Program
The following table compares the age of those persons who applied, were accepted for admission, enrolled, and graduated for the CSU, Chico BSW program for the year 2001 to 2007.

<table>
<thead>
<tr>
<th>Age of Applicants</th>
<th>Applications</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Total</td>
<td>Percent</td>
<td>Total</td>
<td>Percent</td>
</tr>
<tr>
<td>25 or younger</td>
<td>776</td>
<td>80.2%</td>
<td>492</td>
<td>75.9%</td>
</tr>
<tr>
<td>26-30</td>
<td>52</td>
<td>5.4%</td>
<td>43</td>
<td>6.6%</td>
</tr>
<tr>
<td>31-40</td>
<td>64</td>
<td>6.6%</td>
<td>47</td>
<td>7.3%</td>
</tr>
<tr>
<td>41-50</td>
<td>59</td>
<td>6.1%</td>
<td>54</td>
<td>8.3%</td>
</tr>
<tr>
<td>51 or older</td>
<td>17</td>
<td>1.8%</td>
<td>12</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>968</td>
<td>100.0%</td>
<td>648</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

186
Numbers for graduating BSWs do not reflect students who will graduate in the future and do not directly compare with applicant, admitted and enrolled data that represent yearly Social Work preference cohorts. Numbers graduated reflect students who have successfully completed the BSW Professional Sequence and have met all California State University, Chico requirements for an undergraduate degree. Time to completion of degree may be impacted by multiple issues including but not limited to financial, personal, and academic considerations.

The age range of University applicants accepted/enrolled in the University varies from the late teens to almost 60. In comparing the University applicants’ ages with those graduating, the students accepted and enrolled in the University with a preference for the Social Work major as compared to the graduating students are older than students represented in the applicant pool. A difference is in the 25 and younger category where 80.2% of the applicants are in that category; make up 75.9% of the University applications accepted, and 65.3% of the enrolled students and 53.5% of persons who graduate. In comparing the full-time students in the BSW program with CSWE data, the Chico students tend to be older as a group. Nationally, 61.5% of BSW students are age 25 and under while 53.5% of the students in the Chico BSW program are age 25 and under.

**Current Professional Sequence Students**

The following table indicates the ethnic /racial and gender composition of students currently enrolled in the Social Work Professional Sequence. This table does not include those students who are freshmen, sophomores, and juniors who are declared social work majors and are in the process of completing General Education requirements and the Social Work Core. This table also does not include those students who began the Social Work Professional Sequence and have moved out of the Social Work Professional Sequence for personal, academic or financial reasons.

<table>
<thead>
<tr>
<th>School of Social Work</th>
<th>BSW Professional Sequence Students</th>
<th>Ethnic/Racial and Gender Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Women</strong></td>
<td><strong>Men</strong></td>
</tr>
<tr>
<td>Euro-American</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>African-American</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Latino/a</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>15</td>
</tr>
<tr>
<td>Total Percent</td>
<td>84%</td>
<td>16%</td>
</tr>
</tbody>
</table>

These data would indicate that the BSW program has been able to successfully recruit and enroll a diverse group of BSW students in terms of age, ethnicity and gender.
Selection of agencies and their clientele as field education settings
BSW field placements have been expanded to include programs that enhance students’ contacts with diverse groups, exposure to the dynamics of discrimination, and understanding of cultural competence. Some of the agencies that provide BSW placements include: Feather River Tribal Health, Northern Valley Indian Health Services, Migrant Education, Independent Living Services, Enloe Children’s Center, County Child Welfare Departments, Veterans Administration, community mental health programs, county public health department, public schools, foster family agencies, residential treatment, domestic violence programs, public and private adoption agencies, medical hospitals, hospice programs, home health care programs and services for older adults. The student evaluation instruments for the field practicum have been improved by adding more questions related to cultural competence.

Composition of Field Advisory Board
The Field Advisory Board is reflective of the diversity of our region with representation from the Latino community and individuals who experience disabilities. The agencies serve diverse groups including populations-at-risk and varied ethnicities, socio-economic status’, gender, age, and origin.

Al Holen – Joe McGie Center
Donna Jensen - Mental Health Stipend Coordinator
Gina Muse – California Dept. of Rehabilitation
Glenna Akers – Passages Adult Resource Center
Jantina Thompson – Shasta County Social Services
Jay Harris – Independent Living Services
Marty Wang – Butte County Children’s Services
Patrick Borel – Butte County Behavioral Health CAL WORKS program
Peggy Merte – Tehama County Mental Health
Sue Mattheissen- Northern Valley Indian Health Services
Susan Lamoreaux – New Directions for Hope
Valerie Peck – Title IVE Coordinator
Vincent Ornelas – BSW Program Coordinator

Composition of Practicum Partnership Program (PPP) Advisory Board
The PPP Board is reflective of the diversity of our region in regard to gender and representation from the African American community. The agencies serve a diverse clientele in respect to ethnicity, age, economic status, and immigration/refugee status.

Gloria Boston – Veterans Administration
Joseph Cobery- PASSAGES Adult Resource Center
Arlene Phalen Hostetter – PASSAGES Adult Resource Center
Patty Hunter- Faculty, Director of Field Education, CSUC School of Social Work
Vicki Paxon - Retired Social Worker (MSW) - Consumer
Andrea Rioux – Adjunct Faculty, CSUC School of Social Work/Enloe Medical Center
Becky Robinson – Alzheimer’s Association
Composition of Mental Health Advisory Board
The Mental Health Advisory Board provides representation from consumers and agency personnel African American and Latino communities. The agencies are public service or maintain public service contracts. They serve a wide range of diverse clientele including varied ethnic groups, age, soci-economic status, immigration status, gender, and region.
- David Bassett – CSUC School of Social Work Faculty
- Matt Madaus – Victor Treatment Services
- Keven Partridge – Behavioral Health Consumer
- Rick Reynolds – Program Manager, SEARCH program, Butte County Behavioral Health

Composition of Title IV-E Advisory Board
The Title IV-E Advisory Board is reflective of the diversity of our region with representation from the Native American and Latino communities. The agencies are public service organizations and serve a diverse clientele in respect to ethnicity, age, economic status, immigration status, gender, and region.
- Susan Brooks – UC Davis Child Welfare Training Academy
- Roberto Garcia – Sutter County Child Protective Services
- Nanette Gledhill – Native American Mediation Services
- Cheryl Harrison – Glenn County Children’s Services
- Pamela Johansen – CSUC School of Social Work Faculty
- Dan Katz – California State Adoptions
- Meka Klungtvet-Morano – Butte County Children’s Services
- Amber Middleton – Shasta County Children’s Services
- Steve Thalken – MSW Title IV-E Alumni
- Marty Wang – Butte County Children’s Services

Resource allocation
All faculty members who have applied for monies to attend the CSWE Annual Program Meeting, Baccalaureate Program Directors Meeting, and Society for Social Work Research in the past seven years have been granted those resources. One ethnic minority faculty member was invited to attend an international conference but was unable to attend as the cost was prohibitive. In general, when the resources are available, faculty members are supported to attend or participate in meetings and conferences that benefit their professional development and/or the program. (Please refer to Budget discussion in AS 3, p.93 for additional information regarding the program’s support for faculty travel).

Assigned time for professional development, course development, program development, administrative or essential program functions is another valuable resource. The tables below summarize the use of assigned time to faculty for various tasks in the School of Social Work. Administrative and program management assignments are not considered assigned time and are excluded from the analysis.
The above table shows the amount of assigned time provided for faculty for various tasks other than teaching or administrative functions for each academic year since fall 2001. Increases reflect time assigned for accreditation curriculum work and increases in the number of faculty available.

The above table shows the distribution of assigned time among various work tasks within the School of Social Work. Significant time is assigned to faculty academic projects.
### Assigned Time for Faculty
**Academic Years 2001 – 2007**

.2 = one class, 1 = Full-Time Equivalent Faculty (FTEF)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Years Available</th>
<th>Number of assignments</th>
<th>Total FTEF</th>
<th>Average per assignment</th>
<th>Average per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bassett, J. David</td>
<td>M</td>
<td>Caucasian</td>
<td>7</td>
<td>8</td>
<td>1.60</td>
<td>.2000</td>
<td>0.23</td>
</tr>
<tr>
<td>Dooley, Alberta</td>
<td>F</td>
<td>Caucasian</td>
<td>1</td>
<td>2</td>
<td>.40</td>
<td>.2000</td>
<td>0.40</td>
</tr>
<tr>
<td>Hunter, Patty*</td>
<td>F</td>
<td>Caucasian</td>
<td>7</td>
<td>4</td>
<td>.80</td>
<td>.2000</td>
<td>0.11</td>
</tr>
<tr>
<td>Jensen, Donna*</td>
<td>F</td>
<td>Caucasian</td>
<td>2</td>
<td>3</td>
<td>.50</td>
<td>.1667</td>
<td>0.25</td>
</tr>
<tr>
<td>Johansen, Pam</td>
<td>F</td>
<td>Caucasian</td>
<td>7</td>
<td>14</td>
<td>3.00</td>
<td>.2143</td>
<td>0.43</td>
</tr>
<tr>
<td>Jones, Celeste</td>
<td>F</td>
<td>Caucasian</td>
<td>7</td>
<td>9</td>
<td>1.83</td>
<td>.2033</td>
<td>0.26</td>
</tr>
<tr>
<td>Kohli, Hermeet</td>
<td>F</td>
<td>East Indian</td>
<td>3</td>
<td>6</td>
<td>1.40</td>
<td>.2333</td>
<td>0.47</td>
</tr>
<tr>
<td>Mace, J. Patrick</td>
<td>M</td>
<td>Caucasian</td>
<td>7</td>
<td>6</td>
<td>1.30</td>
<td>.2167</td>
<td>0.19</td>
</tr>
<tr>
<td>Monges, M.</td>
<td>F</td>
<td>African-American</td>
<td>2</td>
<td>2</td>
<td>.34</td>
<td>.1700</td>
<td>0.17</td>
</tr>
<tr>
<td>O'Brien, Thomas</td>
<td>M</td>
<td>Caucasian</td>
<td>2</td>
<td>6</td>
<td>1.60</td>
<td>.2667</td>
<td>0.80</td>
</tr>
<tr>
<td>O'Donnell, Jan</td>
<td>F</td>
<td>Caucasian</td>
<td>6</td>
<td>4</td>
<td>.70</td>
<td>.1750</td>
<td>0.12</td>
</tr>
<tr>
<td>Ornelas, Vincent</td>
<td>M</td>
<td>Latino</td>
<td>4</td>
<td>6</td>
<td>1.20</td>
<td>.2000</td>
<td>0.30</td>
</tr>
<tr>
<td>Peck, Valerie*</td>
<td>F</td>
<td>Latina</td>
<td>7</td>
<td>1</td>
<td>.27</td>
<td>.2700</td>
<td>0.04</td>
</tr>
<tr>
<td>Schuldberg, Jean</td>
<td>F</td>
<td>Caucasian</td>
<td>7</td>
<td>16</td>
<td>3.25</td>
<td>.2031</td>
<td>0.46</td>
</tr>
<tr>
<td>Song, Kui-Hee</td>
<td>F</td>
<td>Korean</td>
<td>5</td>
<td>10</td>
<td>2.20</td>
<td>.2200</td>
<td>0.44</td>
</tr>
<tr>
<td>Steiner, Sue</td>
<td>F</td>
<td>Caucasian</td>
<td>1</td>
<td>2</td>
<td>.40</td>
<td>.2000</td>
<td>0.40</td>
</tr>
<tr>
<td>Zahnd, Walter</td>
<td>M</td>
<td>Caucasian</td>
<td>1</td>
<td>2</td>
<td>.40</td>
<td>.2000</td>
<td>0.40</td>
</tr>
</tbody>
</table>

This table shows the total assigned time given to each faculty member for the 2001-2007 academic year study period and the time per year ratio that is the basis for comparison for gender and ethnicity.

*Note that Ms. Patty Hunter, Field Education Coordinator, Ms. Donna Jensen, Mental Health Program Coordinator, and Ms. Valerie Peck hold full-time positions that are primarily administrative and are assigned few classes to teach and thus receive little assigned time from their administrative duties.*

Analysis of assigned time for man versus women faculty show that men averaged 5.6 assignments and women averaged 6.1 assignments for the 2001-2007 study period. The average assigned time per year was 0.38 for man faculty and 0.30 for women faculty. The differences are not statistically or substantially significant.

Analysis of assigned time for Caucasian versus Ethnic faculty show that Caucasian faculty averaged 6.3 assignments and Ethnic faculty averaged 5.0 assignments for the 2001-2007 study period. The average assigned time per year was 0.34 for Caucasian faculty and 0.28 for Ethnic faculty. The differences are not statistically substantially significant.
Within the context of the faculty workload policy, assigned time has been used in several ways. Given that all faculty members, except Professor O’Donnell, have been hired within the past nine years, they have been given assigned time to assist them with their professional development related to scholarship, teaching and service. Most faculty members have been given some assigned time to develop (and continue to develop) BSW curriculum. Time has been given for CSWE accreditation work. Other units on campus such as the College of Behavioral and Social Sciences, the School of Graduate, International, and Sponsored Programs, and the Center for Excellence in Teaching and Learning, have provided funding for assigned time to conduct research or complete publications. Grants such as the Hartford Gero-Rich Initiative have also provided funding for curriculum development.

**Program leadership**

The present leadership within the School of Social Work is provided by four Caucasian women and one Latino and one Latina. The Director of the School is Dr. Celeste Jones (Caucasian woman); the Director of Field Education is Patty Hunter (Caucasian woman); the BSW Director is Dr. Vincent Ornelas (Latino man); the MSW Director is Dr. Jean Schuldberg (Caucasian woman); Title IV-E Coordinator is Valerie Peck (Latina woman), and the Mental Health program Coordinator is Ms. Donna Jensen (Caucasian woman).

Other aspects of leadership within the program are diverse. For two years, Dr. Hermeet Kohli who is Asian Indian woman was the School and one of the College of BSS representatives on the Academic Senate. Dr. Vincent Ornelas, who is Latino, is the School’s representative with the California Faculty Association. Dr. Jean Schuldberg (Caucasian woman) is the campus Gerontology Coordinator.

**Speakers Series, Seminars, and Special Programs**

The University has sponsored a number of speakers, workshops, and presentations through the Associated Students, Chico Performances, the Regional and Continuing Education Office and the Diversity Office. See [http://www.csuchico.edu/diversity/](http://www.csuchico.edu/diversity/)

All of these speakers, presentations, and workshops are posted and open to all BSW students as well as the campus community and general community. Multiple courses require and encourage students to attend these events as part of classroom assignments including SWRK 200: Multicultural Awareness for Human Services, SWRK 302: Human Behavior Across the Lifespan, and SWRK 474: Policy and Programs for Older Adults.

Various workshops, special speakers, and events have been sponsored within the BSW program, including: A special workshop for the **SWRK 652: Supervision, Program Development, & Administration** students focusing on the Development of an Individual Education Plan (IEP) where the case study was about an African American family. **SWRK 612 - Social Work Practice in Multicultural Contexts** included various speakers for the “Beyond Violence Alliance.” The coordinator of the program spoke on “Exploring the Roots of Violence.” It was a full evening workshop whose aim was to challenging our personal awareness of violence by
deconstructing stereotypes and prejudice in our society and culture. This course also had speakers discussing “Acupuncture and Its Effects on Recovering from Drugs,” community action social worker presenting on “Haitian Issues of Poverty,” a presentation on sound therapy and Ayurveda class (Spirituality and Social Work using techniques from Hindu Culture). The course also encouraged the students to participate in various public events that celebrate diversity including: Kwanzaa Ceremony and other PAU Events, MECHA Events, Women's Center Events, Movies, such as Antoine Fisher, and a Play—the Vagina Monologues. **SWRK 601: Human Behavior & Social Environment I** brought in speakers on Alzheimer’s disease and on the criminal victimization of older adults.

**Research and Other Initiatives**

*The John A. Hartford Geriatric Enrichment in Social Work Education (Gero-Rich) Grant for Infusion of Older Adult Content into the Curriculum.*

The School of Social Work obtained a grant from the Hartford Foundation for infusing the BSW and MSW curriculums with content pertaining to the needs of older adults. The Gero-Rich Program is now in its third year. All BSW and MSW course now have content related to older adults.

*The Title IV-E Child Welfare Program*

The Title IV-E program provides stipends to students who wish to pursue a BSW with an emphasis in Child Welfare. Stipends of $18,500.00 are provided to students who are willing to serve two years in a specific child welfare program. Selection of awards is made by a special committee consisting of faculty and child welfare professionals. The following tables provide information related to gender and ethnic origin of the Title IV-E applicants for stipends and the students selected receive stipends to participate in the IV-E program.

*Ethnic Origins of the Title IV-E Applicants*

This following table shows the number of Title IV-E applicants according to their ethnic origin.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity/Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican American</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
<td>6</td>
<td>6.3%</td>
</tr>
<tr>
<td>Other Latino / Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Americans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander &amp; Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Euro-American</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>16</td>
<td>93.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>
Ethnic Origins of the Title IV-E Recipients
This following table shows the number of Title IV-E recipients according to their ethnic origin.

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American / Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican American</td>
<td>1</td>
<td>1</td>
<td></td>
<td>7.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Latino / Hispanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Americans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander &amp; Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Euro-American</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td>92.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

The distributions of ethnic origins of the applicants and the recipients are very similar with 93% of the applicants being of similar ethnic origins. An additional factor to note is that the recipients are evenly divided in age between those persons who are traditional undergraduate age students 18-25 and those recipients who are older students, 26+. Coincidentally all recipients who were nontraditional students were also part-time students. In 2004 a part-time cohort model was implemented. The part-time cohort model was not replicated this academic year. We are attempting to increase the numbers of diverse students in the Title IV-E program by recruiting a larger pool of applicants, including applicants with diverse ethnic origins. The Title IV-E Coordinator and Field Director visited six of the 12 counties in the CSUC service region during the academic years 2003-2007, and are scheduled to have information/recruitment visits with the remaining six counties throughout the current academic year.

Gender of the Title IV-E Applicants
This following table shows the number of Title IV-E applicants according to their gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>BSW IV-E Applicants by Gender for Fall Semesters 2004-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Women</td>
<td>6</td>
</tr>
<tr>
<td>Men</td>
<td></td>
</tr>
</tbody>
</table>
Gender of the Title IV-E Recipients

This following table shows the number of Title IV-E recipients according to their gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>BSW IV-E Stipends Awarded by Gender for Fall Semesters 2004-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Women</td>
<td>4</td>
</tr>
<tr>
<td>Men</td>
<td></td>
</tr>
</tbody>
</table>

The gender distribution of the applicants and the recipients is the same. As the applicant and recipient pool has consisted only of women, the program is making greater efforts to recruit more men into the field of child welfare.

BSW Curriculum model understanding of and respect for diversity.

The CSU, Chico BSW Program uses an integration model for diversity content within the curriculum. All classes are required to present material on human diversity and social justice issues related to the primary subject content of the course. Self-Study readers are referred to the BSW Curriculum section of this document for details regarding how human diversity content is included in each course.

Age

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity provides content on social work values, including respect for diversity and the issues associated with a growing population of older adults. Community speakers affiliated with the regional Area Agency on Aging discuss issues in the local context and the services that have been developed to address these issues. SWRK 200: Multicultural Awareness for the Human Services provides multiple opportunities for students to study specific groups of people at-risk for oppression, discrimination, and economic deprivation. Groups include people distinguished by issues of race, culture, ethnicity, socio economic class, gender, age, sexual orientation, mental or physical disability, language, religion, regional or national origin. SWRK 302: Human Behavior Across the Lifespan uses a systems framework and selected human behavior theories to exam human behavior across the lifespan. Social work values and ethics are stressed as students explore cultural, ethnic and generational diversity. SWRK 303 Human Behavior and the Social Environment II addresses a number of issues including women, economically disadvantaged children, gay, lesbians, and transgender concerns, and older adults. Class discussions focus on the bio-psycho-social-spiritual development of varying groups.

Class

SWRK 303: Human Behavior and the Social Environment II includes an exploration of the values and ethics of various large systems and how these can conflict with social work values and ethics. Values and ethics are also emphasized in the social work responsibility to increase social and economic justice, often accomplished through macro level change. SWRK 325: Basic Skills in Social Work Practice introduces students to competent practice with people from diverse backgrounds. This includes the ecological-systems framework, strengths perspective, and differential application of practice knowledge related to the needs of various
groups characterized by gender, race, ethnicity, culture, generation, sexual orientation, class, and ability. In SWRK 330: Social Work Research Methods, an emphasis on diversity and conducting culturally competent research is a focus throughout the course. Diversity is examined as students discuss ethical implications of research; there are numerous examples in the text of how racial, economic, gender, and other group characteristics can and have had an impact on research studies. SWRK 485: Social Welfare Policy, Programs and Services offers students the opportunity to analyze ethical dilemmas associated with the policy arena. For example, students complete exercises where they analyze ethical dilemmas that arise when passage of a policy means one group benefits e.g. persons whose wealth places them in the uppermost quintile of earnings while another group e.g. wage earners who make up the working class suffers.

Color / Ethnicity / Race

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity introduces the role of social and economic policies as having the potential to place certain groups of people at-risk for social and economic injustice. The course reviews how social and economic conditions become social problems that impact oppressed and marginalized groups, including racial and ethnic minorities, children, older adults, people with disabilities, women, gays and lesbians, immigrants, migrant workers, people living in poverty, and other special populations-at-risk. In SWRK 200: Multicultural Awareness for the Human Services the overall goal for this course is to help students develop high regard for the worth and dignity of all people. Students learn about the relationship between membership in various oppressed groups and being at risk. The course focuses on social work values of respect for diversity and elimination of social and economic injustice. In SWRK 330: Social Work Research Methods diversity is examined as students discuss ethical implications of research, including for example reading about the Tuskegee study. Researcher bias is discussed as is the effect of diversity, or the lack thereof, in research studies. SWRK 489A/B and 490A/B: Social Work Practicum I and II and Seminar for Practicum I and II field practica provide students with opportunities to gain direct experience working with people from diverse backgrounds and the field seminars give students a place to discuss challenges that this work brings up and competently cultural approaches to practice. Course objectives require students to develop sensitivity, understanding, and skill in responding to the special needs of women, ethnic groups, gays and lesbians, older adults, people with mental and physical limitations, and other populations-at-risk.

Disability

SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity provides an introduction to selected social policies including the development of an entitlement to services for persons with developmental disabilities and their family members in California to help students organize their study of individual social policies. Through course materials, lectures, and application, students integrate their knowledge and skill in understanding major social welfare systems including the California Department of Developmental Services (DDS). SWRK 200: Multicultural Awareness for Human Services presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships and human service workers. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion, and national origin. Historical and cultural
experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people. **SWRK 302: Human Behavior Across the Lifespan** using a systems framework, students develop an understanding of theoretical perspectives that examine human development and behavior across the lifespan. Students learn how development is impacted by a variety of risk factors including disability and discrimination. **SWRK 303: Human Behavior and the Social Environment II** examines differential access to systems and resources based on group membership. The culture and structure of communities and organizations is explored with an eye toward understanding the consequences of exclusionary policies and practices on oppressed groups including persons with developmental and/or physical disabilities.

**Gender / Sex**  
**SWRK 302: Human Behavior Across the Lifespan** Uses a systems framework, to provide students an understanding of theoretical perspectives, including the feminist perspective, that examine human development and behavior across the lifespan. Students must understand and apply theories and research findings to human behavior and the social environment. To complete their final assignment for the course, students must be able to apply research findings to both human behavior and the social environment in understanding their own development and life path. **SWRK 330: Social Work Research Methods** students are exposed to the importance of considering diversity during the research process and the abuses that have occurred when race, gender, class, sexual orientation, age, etc. have been ignored in the research process. For example, students discuss the impact of hierarchical, male-dominated perspectives on the development of research questions, the selection of populations for study and methodological choices made in the implementation of research studies.

**Marital Status**  
**SWRK 170 Social Welfare Institutions: A Response to Power and Scarcity** provides a history of social work and social welfare in the United States. Students examine conceptions of family and localism on the provision of social welfare services. Further, the effects of the Civil War, industrial change, waves of immigration and the changing nature of families are reviewed and discussed. Within that context, students examine the structure of social welfare institutions as a series of social institutional arrangements. Lectures, discussions, and in-class exercises highlight key aspects of these institutions in the context of the current services delivery system. The historic material thus provides a foundation upon which students are expected to develop a working understanding of current service delivery systems and the impact of early beliefs regarding the family on the receipt of social services. **SWRK 320: Child Welfare** students are acquainted with problem-solving skills specific to child welfare policies and practice. Family systems, intergenerational, cultural, and socio-economic factors are emphasized in assessing child welfare issues. **SWRK 445: Social Work Methods II** Students continue to learn to apply social work values and ethics in practice with individuals, groups, families, organizations and communities. Students are asked to explore ethical dilemmas that surface at all levels of practice and apply ethical decision making skills.
**Religion**

**SWRK 200: Multicultural Awareness for the Human Services** explores cross cultural practice and ethical dilemmas that arise when practicing with diverse populations with differing value systems. A typical issue for analysis would be the development of services for specific populations as opposed to developing more generic services for the larger population. **SWRK 435: Social Work Methods I** introduces students to an ethical decision-making model and has students use the model to analyze situations where ethical dilemmas arise. For example, an agency explicitly linked with an established religious group in a geographically isolated community that is opposed to providing clients with a full array of information related to family planning services is analyzed. Students use case examples from their field practicum to become aware of ethical dilemmas and apply the ethical decision-making model as a support for resolving the dilemma. They are also asked to note and analyze ethical dilemmas that arose during interviews conducted for a class assignment. **SWRK 485 Social Welfare Policy, Programs and Services** prepares students to analyze public policies including funding mechanisms, and the concomitant programs they enable and their impact on client systems. For example students examine factors underlying the development of current federal policies for faith based services as a basis for developing strategies for policy change. Factors include historic and current forces such as demographics and ideology acting on contemporary programs and services. The course also includes an analysis of alternative policy choices and their likely effects on service provision at multiple practice levels.

**Sexual Orientation**

**SWRK 200: Multicultural Awareness for Human Services** explores the dynamic, interacting systems that impact human behavior and development and develop self-awareness on stereotypes, prejudice, and discrimination. Diversity in regard to spirituality, culture, ethnicity, economic status, sexual orientation, ability, and generations is studied to promote the development of cultural competency. Students complete an assigned self-awareness paper and class presentation to heighten awareness of their own identity. The assignment addresses such questions as: What is your “cultural” identity and group affiliations in relation to national origin, race, religion, gender, sexual orientation, socioeconomic class, etc. How might you use the information in the readings as well as the impacts of those readings on you to inform your role and responsibilities as a human service provider? **SWRK 302: Human Behavior Across the Lifespan I** using systems theory as a framework, this course examines selected theories, perspectives, and research regarding human behavior and the social environment. Diversity issues are presented throughout the course in the readings and classroom discussions. Students must demonstrate an understanding of human diversity through service learning assignments and reflective papers. The primary text has content that specifically focus on diversity, race, gender, ethnicity, sexual orientation, and multiculturalism. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. **SWRK 303 Human Behavior and the Social Environment II** This course includes an exploration of the values and ethics of various large systems and how these can conflict with social work values and ethics. The impact that diversity has on groups, organizations, institutions and communities is a central focus of the course. Cultural competence is addressed as students assess how larger systems meet the needs of diverse clientele.
National origin / Immigration status

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity examines U.S. economic, historical, political, socio-cultural, values, political ideologies, and other factors shaping social welfare policies, economic policies, and the concomitant programs and services associated with these same policies. Various social welfare policies including recent federal economic support policies impacting immigrant populations, and their concomitant programs and services are selected e.g. the Personal Responsibility and Work Opportunity Act of 1996 and the corresponding Illegal Immigration Reform and Immigrant Responsibility Act of 1996. Students examine the respective roles of policymakers and social workers through US history as facilitators of positive social change. Special emphasis is placed on the effects of social and economic policy decisions on impoverished and oppressed people, evaluating the variables of age, culture, ethnicity, sexual orientation, religion/spirituality, and immigration status. SWRK 485: Social Welfare Policy, Programs and Services prepares students to analyze public policies including eligibility criteria for means tested programs such as Medicaid and housing programs and their impact on client systems. Students examine factors underlying the development of current and proposed policies particularly those in California as a basis for developing strategies for policy change. Factors include historic and current forces such as national and local demographics acting on contemporary programs and services such as the distinction in eligibility for programs and services for Cubans, Nicaraguans, Haitians, and some juveniles. The course also includes an analysis of alternative policy choices based on analysis by advocates and think tanks associated with both sides of the immigrant debate. Students are asked to determine the likely short and long term effects of competing proposals on service provision at multiple practice levels.

Language

SWRK 302 This course introduces the use of multidimensional systems theory and knowledge of human behavior as the foundation for viewing the reciprocal, interactional process of humans in regard to the social environment. This course teaches the analysis of social systems by viewing the interactions between individuals and the social environment through the lifespan perspective. Students are asked to examine the diversity of groups and languages present in their service learning placements. SWRK 325: Basic Skills in Social Work Practice is the first social work methods course. Students learn basic interviewing and communications skills. Students practice interviewing skills using video-taped role plays. They are assigned to critique their own and their peers’ interviews based on materials presented in the course readings and lectures. SWRK 435: Social Work Methods I building on skills and knowledge from SWRK 325 Basic Skills in Social Work Practice, students develop knowledge and skills at developing interventions with larger systems, as well as continuing to refine skills in work with individuals. SWRK 445: Social Work Methods II this course builds on the communication skills introduced in SWRK 325 Basic Skills in Social Work Practice and SWRK 435 Social Work Methods I. Students learn to facilitate small groups and continue to use supervision and consultation as they complete their year-long community projects. SWRK 320: Child Welfare students learn to consider communication, supervision, and consultation in child welfare practice at individual, family, and policy levels. Culturally competent communication in family assessment is emphasized.
**Faculty contributions to the School of Social Work focus on Diversity**

**Full-Time Faculty**

**Dr. David Bassett** is a EuroAmerican man, full professor in the School of Social Work. He shows a variety of films that deal with diversity in his classes. In the undergraduate practice courses he shows “Big Mama” and “Why can’t we be a Family Again”. Additionally, “What does it Mean to be White,” “Peace Propaganda, and the Promised Land,” “To be Hmong is to be Free,” and “Los Trabajadores” are all films that are shown in Dr. Bassett’s SWRK 612: SWRK Practice in Multicultural Contexts. In SWRK 673: Trauma and Loss, “Smoke Signals,” “My own Private Idaho,” “Mysterious Skin,” and “The Color Purple” are shown to the students. SWRK 681: Advanced Family and Child Treatment and SWRK 685: Developmental Theory & Interpersonal Process feature the films “Beautiful Thing” and “The Sum of us,” consecutively. Outside of the classroom, Dr. Bassett offers Lyme disease referral and support.

**Dr. Celeste A. Jones** is a EuroAmerican woman, associate professor in the School of Social Work. She utilizes a role-playing and case studies as components in her courses. These role plays and case studies involve aspects of diversity in age, gender identity, sexual orientation, and culture/ethnicity in her undergraduate practice course, and SWRK 642: Advanced Practice in FCY Services. Dr. Jones provides specific lectures on values and ethics that deal with diversity as well as social and economic diversity. In addition, she uses videos that depict cultural diversity in all of the above stated classes. The videos include “Big Mama,” “Why can’t we be a Family Again,” “The Legacy of Unsolved Loss,” and “Narrative therapy and Multicultural Practice” Outside of the classroom, she is President of the Board for the Community Collaborative for Youth (CCY) which is a coalition of six community-based programs which serve youth from diverse cultural and ethnic populations in the North Valley. Each CCY program has a unique approach to serving the youth and families of our community. All have the common purpose of providing encouragement and guidance for youth in their transition to adulthood; all address major issues such as violence, alienation, isolation and hopelessness of youth in today’s society, and the oppression and the power imbalances that are imbedded in our society in such forms as racism, gender bias, homophobia, age discrimination, and poverty.

**Dr. James Patrick Mace** is an Appalachian EuroAmerican man, associate professor in the School of Social Work. He is the author of the School of Social Work statement on *Unqualified Respect for Human Diversity*. In his undergraduate policy course, he facilitates the Service Learning for students to work at Napa State Hospital, Sonoma Developmental Center, and Yountville Veterans’ Home. In SWRK 617: Research I: Methods of SWRK Knowledge and Practice and undergraduate courses, Dr. Mace utilized various readings that include: Davis (1986) “A Feminist Approach to Social Work Research,” Davenport and Davenport(1997), Rural Social Work Overview, and other reading on rural poverty, discrimination, sexism and sex bias, homelessness, and refugee experiences. In SWRK 609: General SWRK Theory & Practice II, students read Fadiman (1997), *The Spirit Catches You and You Fall Down*. For this course, students engage in group discussions that questions: What do we know about the Hmong people? ...and did Fadiman help us with that understanding? In SWRK 653: Research II: Program Evaluation in SWRK, Dr. Mace utilizes Department of Mental Health documents on health, diversity, and mental health services After viewing Fredrick Wiseman’s film *Titicut Follies*,

200
regarding oppression of the mentally ill in a Massachusetts mental institution before reforms were instituted in the 1970s, Dr. Mace facilitates class discussion and relates to current issues.

**Dr. Vincent Ornelas** is a Mexican American man, assistant professor in the School of Social Work. In his undergraduate policy course he facilitates service learning at Napa State Hospital, Sonoma Developmental Center and Yountville Veterans’ Home. He utilizes guest speakers from Butte County Juvenile Hall, Feather River Hospital, and University of the Poor. In SWRK 610: General Social Work Theory and Practice III, the students’ Community Projects include Chico Activists for a Better Economy, Chico Avenues Neighborhood Association, Home Boys Industries, and the Homeless Taskforce Butte County. In SWRK 699P: Masters Project, as a Thesis Project Chair, Dr. Ornelas has worked with students on LGBTIQ Issues in Social Work: California State University- Queer Studies Consortium, and Empowering Youth Voice in the Paradise/Ridge Community. Outside of the classroom, Dr. Ornelas is involved in the Butte County Homeless Census 2007. He is the Chapter representative for California Faculty Association CFA Affirmative Action Council and Editor of California Journal of Health Promotion. Dr. Ornelas is on the Board of Directors for Catalyst Domestic Violence Services, a mentor for Educational Opportunity Program (EOP), faculty Advisor for Graduate Student Social Work Club, and Editor of National Association of Social Work (NASW) Social and Economic Justice and Peace Specialty Practice Section. He is also the Faculty Advisor for MSW Student Association of Social workers (SASW).

**Dr. Jean Schuldberg** is a EuroAmerican woman, associate professor in the School of Social Work. She utilizes role-playing that addresses diversity in age, gender identity, sexual orientation, and culture/ethnicity in the undergraduate and graduate courses she teaches. Dr. Schuldberg provides specific lectures on cultural competency and cultural diversity awareness, as well as shows videos depicting cultural diversity in all of the courses. The videos include “Big Mama,” “Legacy,” “Why can’t we be a Family Again,” “Kelly Loves Tony,” “I’m Really Going to Miss me,” The Collector of Bedford Street,” “The Legacy of Unsolved Loss,” and “Aging in America.” Outside of the classroom, she is an advisor for the CSUC Associated Students Iu-mien Student Organization. For the Scholars Program in Medical Social Work: Emphasis on Older Adults, Dr. Schuldberg infuses cultural aspects of care, including end of life, in the curriculum of her four sessions. In 2005, she secured the Boston U. Grant for Trainings of Practitioners and Faculty and facilitated the presentations from the LGBT Community and other presentations on factors in working with older adults.

**Dr. Kui-Hee Song** is an Asian American, woman associate professor in the School of Social Work. In SWRK 200 she has guest speakers on the topics of Islam and Muslims. She also assigns cultural diversity community event assignments. Outside of class she is a member of the Steering Asian Studies Committee. She has been the advisor for the Korean Student Organization. She has been responsible for the increase the diversity content in SWRK 601: Human Behavior and the Social Environment, utilizing feedback from the HBSE Curriculum Committee and diversity frameworks. Dr. Song’s scholarship is primarily on diversity, and is a representative for the Korean American Social Work Educations Association and the Council on Social Work Diversity Conversations Spring 2008 meeting.
**Dr. Sue Steiner** is a EuroAmerican woman, associate professor in the School of Social Work. She is a member of the LGBT staff and faculty organization. Dr. Steiner conducted a needs/assets assessment of the LGBT community and was Chair for United Way Teen Health, Diversity and Tolerance Fund. She was also a member of the Planning Committee for University-wide conference on Diversity in the classroom. Dr. Steiner is a member of the Research Curriculum Committee and actively works to include issues of diversity in the course content.

**Adjunct Faculty**

**Mr. Phil Coppock** is a EuroAmerican man lecturer in the School of Social Work. He works with students and faculty to help them better understand how the structure and characteristics of the native languages of students learning English as a second language can affect the way and the speeds with which they learn and use what is termed “basic” English. Mr. Coppock’s philosophy is that this is very important for students because of the emphasis on collaborative work like writing. He also views that it is equally important for faculty, whose education and training may not have exposed them to current understandings of literacy issues.

**Ms. Nanette Gledhill** is a Native American, woman lecturer in the School of Social Work. In SWRK 648/658: Advanced Practicum I & II she facilitates discussions and uses handouts regarding the Indian Child Welfare Act. A guest lecturer from UCLA, who works within Native American Communities, also visits her classes. Ms. Gledhill develops ICWA curriculum for NASW and curriculum for online class- UCLA, School of Law ICWA. Outside of the classroom, she is partnered with UCSF and UCLA in researching transitional aged Native American foster youth. She is a member of the California Indian Child Welfare Association and the National Indian Child Welfare Association. Nanette helps facilitate trainings at UC Davis about working with Native American families (ICWA 101, 102). She is on the California State Citizens Review Panel concerning at risk youth and is involved with the California Disproportionality Project regarding African and Native Americans.

**Ms. Donna Jensen** is a EuroAmerican woman lecturer and program coordinator for the MSW California Mental Health Stipend in the School of Social Work. She shows videos on diversity, specifically ethnicity and older adults, in SWRK 474/67: Policy & Practice with Older American & their Families and 608: General SWRK Theory Practice. In her undergraduate field class and in SWRK 608: General SWRK Theory Practice, Ms. Jensen shows videos and lectures on translating. A speaker from Independent Living Services of Northern California (ILSNC) and a guest speaker from Area Agency on Aging visits her undergraduate field and policy classes . Stomp Out Stigma (SOS), an advocacy group for individuals with mental illness provides a panel discussion in her undergraduate course and SWRK 608: I. Ms. Jensen integrates role play regarding aspect of aging in SWRK 474/674: Policy & Practice with Older American & their Families. Outside of the classroom, Ms. Jensen is on the Board of Directors for Paradise Center for Tolerance and on the Recovery Collaboration Committee (for individuals with mental illness) in Butte County.

**Ms. Meka Klungtvat-Morano** is a EuroAmerican woman lecturer in the School of Social Work. She invites a variety of guest speakers with various ethnic/racial backgrounds and gay/lesbian family members. She also holds class discussions with accompanying course work regarding
Indian child welfare issues and women’s issues. Ms. Klungtvet-Morano encourages students to write policy papers regarding marginalized or diverse populations. She also shows videos including of the above stated issues. Outside of the classroom she is a CPS worker with various diverse clients who are primarily women and/or poor. She has attended trainings on diversity including racial, gender, and sexuality trainings.

Ms. Victoria Tullius is a EuroAmerican woman lecturer in the School of Social Work. SWRK 652- student group presentations on diversity. In SWRK 652: Supervision, Program Development, and Administration and in her undergraduate field classes, ethical issues are discussed regarding impaired social workers Student evaluations includes students exposure to diverse population in field. Students also present a client from field and address diversity. Outside of the classroom, Ms. Tullius was a prior member in the Hispanic Resource Center in Butte County. She maintains a private practice working with people with disabilities and clinical illness, older adults. Ms. Tullius is a member of Soroptimist International and received an annual community award honoring “Women Helping Women.” She has maintained various speaking engagements for professionals in health, legal system, child welfare parents, foster parents, and chemical dependency with perinatal population. Ms. Tullius provides supervision for interns working towards licensure where issues of diversity are identified and discussed.

Ms. Kathryn Wendt is a Native American/ EuroAmerican woman lecturer in the School of Social Work. At every seminar session she addresses diversity in discussions of cases, populations served by agencies, and diversity in the class. She also recommends various readings and films to the students. Outside of the classroom Kathryn is a member of the Cultural Competency Committee for Butte County Behavioral Health. She attended the 2002 Cultural Competency Conference as well as trainings for Gay/Lesbian issues, geriatric issues, addicted family issues, child welfare, Native American Circles of Care, and cultural competency.

Ms. Wendt also co-facilitated a Hmong women’s group for Calworks Behavioral Health.

Ms. Jill Wichmann is a EuroAmerican woman lecturer in the School of Social Work. She instates bi-weekly journaling, which encourages students to share social work value including diversity. She also holds bi-weekly discussions of working with clients from diverse backgrounds. Descriptions of a wide array of clients are included in the student presentations of agencies and populations being served. All of these activities correspond to SWRK 648. Outside of that class, Ms. Wichmann speaks to other classes about addiction on campus and mandated clients to legal services.

References
California Faculty Association (2005). Where have all the students gone? Budget cuts and declining enrollment at the California State University. Los Angeles, CA: California Faculty Association
AS 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social services recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

Social Work Practitioners

The program engages social work practitioners in at least four major ways. Ten part-time instructors with specific areas of expertise teach in the BSW program and are actively involved with the full-time faculty in developing courses, thereby increasing currency and relevancy of the curriculum. Practitioners, including administrators and program managers, serve on the School of Social Work Advisory Board, the Field Education Advisory Committee, the PPP Advisory Committee, the MH Advisory Committee, the Title IV-E Advisory Committee, and Title IV-E Student Selection Committee. Faculty are actively involved and present at monthly Chico unit - Region D, California chapter NASW meetings. Agency Field Instructors provide ongoing feedback regarding the curriculum, including the field practicum curriculum, during field education meetings and trainings held each semester. Finally, practitioners provide guest lectures in BSW classes in all curriculum content areas.

Social Service Recipients

Involvement of social service recipients in the program varies according to individual faculty member’s interests. For instance, Dr. Pam Johansen connected with the local AIDS project for a number of years and was awarded their Compassion Award. Her most current involvement with the AIDS project is working with a collaborative to acquire research funding. Additionally, she and Dr. Jean Schuldberg provided technical expertise and guidance to a local foster grandparent’s organization. Dr. Miriam Monges (now deceased) and Professor Jan O’Donnell conducted the SHEBA research and service project that provided intensive services to homeless women with histories of substance abuse. Professor Jan O’Donnell conducted a bi-weekly group for women at the homeless shelter as part of the SHEBA project, and Dr. Patrick Mace and his students provided program evaluation for that program. Dr. Jean Schuldberg collaborated with social service recipients of Passages, a resource and advocacy agency for older adults, in her production of a video to recruit social workers in gerontological social work. Dr. Hermeet Kohli conducted extensive research with the women in the Sikh community to determine their social service needs and their use of social services. Dr. Vincent Ornelas helped with a Point in Time (PIT) Census and Needs Assessment of Homeless Population in Butte County, California. This involved participatory research that was conducted with the Butte County Department of Behavioral Health and the Greater Chico Homeless Taskforce that composed of public and private sector service providers and homeless population. In addition, student volunteers helped to collect this data.
Advocacy Groups
Social work faculty members are engaged with advocacy groups within the region. Valerie Peck, the Title IV-E Coordinator, serves as a mentor for the local chapter of California Youth Connections, a statewide advocacy organization run by current and emancipated foster youth. The AIDS project identified above under “social service recipients” is also an advocacy organization. Dr. Celeste Jones serves as Board of Director President for a youth organization that focuses on advocating and helping youth who are marginalized through poverty, class, race, ethnicity, sexuality, or diversity of any kind. Dr. Kui-Hee Song provides advisory and advocacy roles for the Korean students on campus and for Korean citizens in the community. Dr. Ornelas is past President and remains an active member of the Board of Directors for the local domestic violence agency, Catalyst Domestic Violence Services and advocates at many levels through his participation as the California Faculty Association (CFA) Affirmative Action Advocate on campus. Dr. Schuldberg provides advisory and advocacy for Iu-Mien students on campus through faculty advisor to the student club.

Social Service Agencies
The program has exchanges with social service agencies in numerous ways. The program continues to have an ongoing dialog with the Northern California Welfare Directors. They provided feedback regarding the need for a required course on supervision and program development included in the concentration curriculum, as well as the MSW substance abuse elective. Subsequently, they recommended an administrative elective, SWRK 656 Advanced Social Work Macro Practice that has been implemented. The collaborative has been highly instrumental in Chico acquiring the federal Title IV-E Child Welfare Training Grant that provides a number of monetary and curriculum resources for the BSW program and $18,500 each year for BSW students committing to work in public child welfare.

The Mental Health Educational Stipend Program collaborates with social service agencies and various mental health workgroups serving local and statewide entities. California State University, Chico participates in the local Butte County Behavioral Health Board of Directors as well as meets regularly with mental health directors in our service area. The development and nurturing of these relationships are vital to ensure the community's continued commitment to our students. We are also represented at state regional meetings for mental health education and workforce development partnerships. We participate in the Superior (Northern California) and Central (Sacramento Valley) Area Regional Partnerships through the California Institute for Mental Health. The Mental Health Educational Stipend Program spearheaded a local collaborative of county mental health, State Department of Rehabilitation, Butte-Glenn Community College and several social service agencies. This collaborative develops trainings for faculty and students of the university and community college, staff and consumers of local mental health and vocational rehabilitation and social service agencies. The Mental Health Educational Stipend Program has an advisory board comprised of social service agency directors and staff, retired mental health directors, faculty, consumers, and family members of individuals with mental illness. This board serves to guide the Mental Health Stipend Program, including the selection of students who are awarded the stipend, review of syllabi and curriculum to ensure students are receiving the knowledge and education needed to serve in public mental health.
The School was awarded in 2006 the Practicum Partnership Program (PPP), recently renamed the Hartford Partnership Program for Aging Education (HPPAE), by the John A. Hartford Foundation and New York Academy of Medicine. The goals of this national program are to meet the workforce demands for geriatric social workers by training and educating bachelors level social work students in older adult care and to establish a specialized aging practicum model that can be replicated in social work programs across the country. The PPP/HPPAE, in its very nature, emphasizes university-community collaboration with a focus on the attainment of multiple gero-competences through diverse practicum experiences and leadership opportunities. This offers our students, faculty, and community agencies a range of innovative opportunities to expand and improve social work training. The CSUC PPP/HPPAE has an Advisory Board that consists of agency personnel, consumers, and faculty. The Board participates in the development of the PPP/HPPAE through curriculum audits, assessment of course material needed to meet gerontological competencies, and the selection of students awarded the PPP/HPPAE.

Through collaboration with the community and university, the implementation of the PPP/HPPAE has been instrumental in faculty, student, and community professional development. Students in the PPP are required to attend a total of six specialized trainings during the academic year in addition to their required coursework. The PPP co-director’s commitment to continuing education for faculty and community personnel have led to trainings on older adults geared specifically to Field Liaisons and field instructors, as well as the university awardship, to the School, of a CSUC Center on Excellence in Learning and Teaching (CELT) grant. This grant allowed the development and facilitation of an Interdisciplinary Scholars Program on Health and Older Adults (four workshops) open to all CSUC students and faculty, and School of Social Work field instructors during the spring of 2008.

Faculty have been involved in various program evaluations of regional programs. Over the past few years, Dr. Celeste Jones has conducted program evaluations for Butte County Behavioral Health and the Chico Unified School District. Dr. Kui-Hee Song completed her evaluation of a collaborative social service program (LINCS) for Shasta County 80 miles north of Chico. Additionally, the Butte County Community Action Agency invited her to provide consultation regarding program evaluation in 2004. To the west of Chico, Glenn County invited Dr. Patrick Mace to sit on its Program Evaluation Advisory Board for its System of Care Program. Part-time faculty member, Gary Bess, PhD, conducts numerous program evaluations, including evaluations for Native American groups, that enrich the policy and research courses he teaches.

The Faculty has been engaged with social services through other avenues. As a result of the Hartford Grant initiative to infuse content on aging throughout the BSW and MSW curriculums, Dr. Jean Schuldberg maintains extensive interaction with regional agencies serving older adults. In that role, she served on the Northern California Geriatric Enrichment Center Advisory Board. As she works with the faculty to infuse aging content in their courses, the input from these agencies has been most valuable. Jan O’Donnell is a member of the Victor Community Support Services, Inc. Board of Directors, an organization that provides social services for families and children at risk at various sites throughout California. While she lends her expertise to that program, the knowledge gained from this experience provides current information regarding these avenues of child and family services. In keeping with her role as the Director of Field Education, Patty Hunter served on the Chico Unified School District Strategic Planning
Committee and currently serves on their School Attendance Review Board (SARB). She also participated on the Los Molinos School District’s First Step Early Readiness Advisory Group and is the local chapter of the National Charity League’s Liaison for Habitat for Humanity. Dr. Mace represents the university by serving on the Glenn County Children’s Interagency Coordinating Council and Dr. Jones and Valerie Peck are members of the Butte County Children’s Coordinating Council. Additionally, Dr. Schuldberg and Dr. Jones lend their expertise on trauma to the Red Cross and its local activities. Donna Jensen, MH Coordinator, represents the School of Social Work at state meetings for mental health education and workforce development partnerships, meetings with the Superior (Northern California) and Central (Sacramento Valley) Area Regional Partnerships and as a member of the a local collaborative of county mental health, State Department of Rehabilitation, Butte-Glenn Community College and several social service agencies.

**Professional Associations**

The faculty is involved with professional associations in a variety of ways. All full-time faculty members belong to the Council on Social Work Education (CSWE) and four faculty members who belong to the Association of Baccalaureate Program Directors, Inc (BPD). The program provides money to send faculty members to BPD and the Annual Program Meeting for CSWE where they frequently present and acquire new knowledge for their own professional development, as well as for the program. Valerie Peck, Title IV-E Coordinator and Dr. Jones, Director are actively involved with the Title IV-E Child Welfare Training Project at the state level. Dr. Jones serves as a member of CalSWEC Board and is the representative to the Statewide Human Service Research and Training Network for California that works with Child Welfare agencies across the state to provide a research and training agenda for each year. Dr. Jones has been a member of the California Deans and Directors Association (CADD) and the National Association of Deans and Directors of Schools of Social Work (NADDSSW) since 2006 and a member of the National Network of Social Work Managers and Administrators since 2007. To support the new faculty’s professional development, the School has paid the CSWE membership fees in conjunction with the APM registration fees for all full-time faculty members.

A most visible example is the faculty continuing its long history of involvement NASW. Over 20 years ago, the faculty and local social workers started the Chico Unit of the California Chapter of NASW. Dr. Mace serves on the state Board of Directors, the Finance Committee, and the Legislative Committee. Ninety percent of the full-time faculty members belong to NASW. Six part-time faculty members belong to NASW. Nine faculty members hold memberships to California Faculty Association, the National Education Association, and the American Association of University Professors. Other faculty hold memberships in professional organizations such as: American Society on Aging; Butte County Health Care Coalition; Planned Parenthood; California Association of Supervisors of Child Welfare and Attendance; National Network for Social Work Managers; American Evaluation Association; California Association of Social Rehabilitation Agencies; Asian American Social Work Educators Association, Chicano Latino Council of California State University, Chico; Social Welfare Alliance; Global Awareness Society International; Society for Social Work Research; Academy of Certified Social Workers; Board Certified Diplomat Social Worker; Social Workers; Society for the Advancement of Groupwork; Register of Clinical Social Workers; International Society for Traumatic Stress Studies; and the Human Rights Campaign.
AS 7.1  The program’s faculty engages in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

Dr. David Bassett has published seven articles, six in peer-reviewed journals, since 2000 and has one under review. His primary areas of scholarship are in clinical social work and diversity. He serves as a guest reviewer for *Families in Society: The Journal of Contemporary Human Services* and *Smith College Studies in Social Work* and is a reviewer for Prentiss-Hall publisher. He presented at the Field Education Training in fall 2003 on the Four Psychologies and in spring 2004 on Clinical Theory on Personality Development for which the field instructors and field faculty received continuing education units.

Patty Hunter, Director of Field Education, has been active in several areas relevant to the profession. She received several grants in the past seven years. One grant supported social work interns at the Citrus Elementary School and the second supported the costs to hire students in the School of Social Work and Theater Arts to perform as simulated clients in the BSW and MSW practice courses. The third grant awarded by the campus Center for Excellence in Learning and Teaching (CELT) provided funds to produce four educational videos on simulated client-social worker interviews. Another grant from CELT provided funds to redesign the field practicum course to include an online component. The CSU Chancellor’s office provided Ms. Hunter with the Engaged Department Grant to integrate service learning throughout social work undergraduate curriculum. She was co-author on the New York Academy of Medicine: Practicum Partnership Program Grant award that integrated a rotation model of field practicum and increased exposure for graduate student working with older adults. In addition, Ms. Hunter has received two grants from University of California, Davis for the development and implementation of evaluation tools for Supervisory Project with Child Welfare agencies in Northern California. Ms. Hunter has presentation at the 2001, 2003 and 2006 Baccalaureate Program Directors’ meetings. She has presentation at CSWE APM in 2007, 2004, and 2003. Ms. Hunter co-presented at the CSWE Gero-Rich Forum in Charleston, SC and twice at the annual CELT Conference on campus. Her presentation topics were on curriculum development, supervisory training, field education, and innovative teaching methods. In collaboration with faculty member Jean Schuldberg, she has produced the video, *Voices from the Field: Social work with older adults.* In addition, Ms. Hunter has one peer review article currently submitted for publication and two other articles in progress.

Dr. Hermeet Kohli has been exceptionally active in this area. She received one internal grant from the College of Behavioral and Social Sciences to support her research on diversity, and another grant from the CSU, Chico Research Foundation for her community needs assessment of South East Asian women in Butte and Sutter Counties. In 2003 she received the Dean’s Citation for the Year 2003 in recognition of excellent achievement as a graduate candidate for the advanced degree in the University of Louisville; the University of Louisville’s Outstanding Graduate for the Kent School of social Work; and the National Academics of Practice’s Interdisciplinary Group Recognition Award for “Kentucky Interdisciplinary Community Screening Program (KICS),” University of Louisville. She has presented at CSWE APM in 2004 and BPD in 2006 and was invited, but unable to attend, to present her paper on diversity attitudes of students at the International Conference on Social Sciences held in Hawaii. She has two diversity articles in press with the *Journal of Ethnic and Cultural Diversity in Social Work,* and
the International Social Work Journal. Additionally, she has one co-authored article with Dr. Johansen in process and several articles submitted for review.

**Dr. Pam Johansen** has been active in this area of her professional development and achievement. She received a College of Behavioral and Social Sciences Strategic Performance Grant in 2003-2004 to provide her assigned time to develop an online course. The same source provided her $1,500 for data analysis of her research. A third grant, the CSU Doctoral Forgiveness Loan provided $30,000 for her to complete her doctoral degree. Over the past eight years she has given ten presentations, attending 2007 and 2005 CSWE Annual Program Meeting, as well as the 2008 and 2006 Baccalaureate Program Directors. Dr. Johansen has presented on technology in social work education through her work with communities of learning for faculty and students, online journals, and online case studies. She gave a paper on kinship care at the 2nd Annual National Gerontological Social Work Conference, a paper on the use of reflective journals to develop communities of learning at the 7th Annual University of South Carolina Technology Conference, and a paper on differences in priorities between faculty and supervisors regarding the child welfare competencies at the Hawaiian International Conference on Social Sciences. She also presented the latter paper to the CSU, Sacramento MSW Students in 2003. Dr. Johansen has three peer review publications, two articles under revision in peer-review journals and a three in progress.

**Dr. Celeste A. Jones, Director**, remains active in these professional activities in addition to her administrative responsibilities. She has received over 24 internal grants for: travel to professional meetings; support for innovative instruction; data analysis of her research; support for student recruitment; assigned time to conduct research; assigned time to write a grant proposal; and for study in Italy in summer 2000. She has five articles published in *Traumatology, Women Against Violence: A Feminist Australian Journal, Social Work Education, Journal of Baccalaureate Social Work* and *Journal of Family Violence* and one book chapter on the subjects of trauma, innovative teaching, and domestic violence. Currently, she has four articles in progress. Over the past few years, she has given over 11 presentations at national conferences and over 24 University and invited presentations. She provides consultation and workshops to the San Joaquin, Santa Cruz, Santa Clara and Butte County Social Services regarding ethics, interviewing, and domestic violence. Her professional conference presentations include BPD, CSWE APM, Western Social Science Association, the Professionalization of Social Work Conference in Bodo, Norway, and the CSU, Chico Annual CELT Conference. Topics of her presentations include domestic violence-national and international, teaching critical reflection skills, trauma and social work, and experiential learning. She has given numerous presentations at campus forums and classes regarding terrorism, domestic violence, child abuse, and youth violence.

**Dr. Patrick Mace**, the majority of Dr. Mace’s professional presentations are related to the development of the MSW program in 2000. He presented the MSW curriculum and other aspects of the program to the College of Behavioral and Social Sciences Curriculum Committee, the Graduate Council, and the Educational Programs and Policies Committee, and the Academic Senate. During that period, he made numerous presentations to the local unit of California Chapter of NASW, and at the invitation of the Northern California Welfare Directors, the Children’s Summit. He presented on violent clients to a local mental health agency in 2003.
Dr. Vincent Ornelas, BSW Director is very active in this area of his professional development and achievement. Over the past three years he has given numerous presentations. At CSWE APM in 2002 and 2004 he presented on the use of cross-cultural projects in the community practice courses, and on integrating macro practice and social justice in field internships. He presented again at APM in 2005 and 2007. Dr. Ornelas presented at BPD in 2006 and 2008 and in 2005 at the 9th Annual Sheppard Symposium on Social Justice at the University of Wyoming. His presentations focused on the topics of: Core values and personal values; Challenges and Opportunities in Writing; Reorganizing: a Field Education Model; preparing Latino social workers to use policy practice methods at the 12th Annual Social Work Latino Conference; policy practice at the Policy Conference in South Carolina; immigration and services in Latino communities at the School of Social Work at UCLA; the integration of social justice in field placements at Whittier College; and on the generalist practitioner at the California Department of Mental Health. He was awarded BASW Faculty of the Year at CSU, Los Angeles in 2002 and 2004 for his outstanding teaching and service to students. Dr. Ornelas coauthored four articles in the past two years. He has two articles in the National Association of Social Workers Newsletter on immigration and on changing demographics. His coauthored article on cross cultural field assignments was published in the Journal of Community Practice, and his coauthored article on neighborhood watch programs for inner city schoolchildren was published in Children and Schools. Dr. Ornelas has one article in submission and 3 articles slated for submission in summer 2008.

Valerie Peck, Federal Title IV-E Coordinator, collaborates with the Director of the School in submitting and administering the Title IV-E BSW and MSW Child Welfare Training Project grants for the School of Social Work. Her professional presentations are related primarily to her role as the IV-E Coordinator. She has given numerous presentations to the MSW students and MSW classes on a wide variety of child welfare issues. In her work with the child welfare supervisors, program managers and directors, she has given many presentations regarding the IV-E program at CSU, Chico. She has presented the program to community groups such as the California Youth Connection and the Butte County Children’s Coordinating Council. In addition, she is currently working with Patty Hunter, Field Director in evaluating a supervisory training model for Child Welfare Supervisors.

Dr. Jean Schuldberg, MSW Director is active in these areas of her professional development and achievement. She is the recipient of five external grants in the past three years: the Hartford Foundation and the New York Academy of Medicine Practicum Partnership Program for stipends and rotation practicum for students interested in working with older adults, two consecutive years of funding from the Institute for Geriatric Social Work-Boston University School of Social Work GeroRich Training Initiative grant for training leaders in gerontology; the Hartford Foundation and Council on Social Work Education: Geriatric Enrichment in Social Work Education Project; and the California State University Forgiveable/Doctoral Incentive Loan to complete her doctoral studies. She has received 13 internal grants for: support her travel to professional meetings; gerontology recruitment activities; and support for social work and theater arts students to perform as simulated clients for the practice courses. She has received numerous certificates of recognition for her advisory role to the Student Association of Social Work organization, her participation in the CSWE/SAGE-SW Faculty Development Institute, and her innovations in geriatric enrichment at CSU, Chico. Her list of professional presentations is lengthy. Many of those presentations have included students. She has presented at
Baccalaureate Program Directors meeting in 2002, 2003, and 2004, and at the CSWE Annual Program Meeting in 2003, 2004, 2005 and 2007. Topics at those conferences included: diverse students’ perception of the social work educational experience, students’ development of professional writing, students’ development of critical self-reflection, video production as a medium for curricular development, cultural competency of non-Iu-Mien social workers, and the integrated practice course. She has also presented at the First and Second National Gerontological Social Work Conferences, and the CSU, Chico CELT conferences. Additionally, she has given numerous local and regional presentations to various professional audiences. Her most recent publication is a book chapter in Cultural aspects of the African diaspora. Dr. Schuldberg’s book, The Challenge of Cross-Cultural Competency in Social Work: Experiences of Southeast Asian Refugees in the United States, was published in 2004 by Edwin Mellon Press. In collaboration with Patty Hunter, the Director of Field Education, she produced the video, Voices from the Field: Social work with older adults. She has three peer review publications in Journal of Social Work Education, California Journal of Health Promotion, and Across the Disciplines. She has one article that is submitted and three articles that are in process.

Dr. Kui-Hee Song is the recipient of one external and five internal grants since 2002 and currently has a 2008 internal research grant through the Office of Research and Sponsored Program, Project titled “Inter-professional collaboration approach to human services for culturally diverse groups in Butte County” submitted for review. The Shasta County LINCS Program Evaluation Research Project supported her research and provided funds to give her assigned time over three semesters to complete the project. She received a Provost Incentive Funds for her research, grants from the School of Graduate and International, and Sponsored Programs to initiate an international scholarship exchange between CSU, Chico and Korean universities, and to participate in the 11th Annual Conference of Global Awareness Society International in Vancouver, British Columbia. Additionally, she received College of BSS Strategic Performance Funds to support her book project, Beyond Multiculturalism in Social Work in 2003, and to support graduate students to assist her research and teaching in 2002. She presented her paper on Korean immigrant families and child abuse at the 2002 CSWE APM, and her paper on the reorganizational design of children and family services in Shasta County at the 11th Annual Conference of Global Awareness Society International in Vancouver, British Columbia. She presented on further developments of that reorganization at the Annual San Diego conference on Child and Family Maltreatment in San Diego in 2004. Dr. Song’s book, Beyond multiculturalism in social work practice, was published in 2004 by University Press of American and her co-authored book chapter, “Korean children and families in culturally competent practice with immigrant and refugee children and families, was published by Guilford in 2004. She has an article on child abuse in Korean American families published in the International Journal of Welfare of the Aged, and another article on the cultural significance of the “Han” transformation on the healing process published in the same journal. In 2003, she submitted an unpublished report of her program evaluation for the Shasta County LINCS Program.
Leadership within the Profession

Several social work faculty members provide leadership for the profession in various capacities. Dr. Patrick Mace, as mentioned above, has been very involved with NASW Board of Directors of the California Chapter for over the past five years. In this capacity, he serves on various committees and task forces throughout the state. Additionally, he has been instrumental in organizing local efforts to participate in the NASW Legislative Lobby Days held at the Capitol in Sacramento. Through her publications, workshops, presentations, and membership in professional organizations, Dr. Kohli is a national leader within the Asian Indian social work community. Dr. Kui-Hee Song has developed a similar stature within the Asian American international social work community through her publications and presentations on social work with Korean Americans. Dr. Jean Schulenberg’s commitment to gerontological social work has led her to become engaged in leadership as the CSU, Chico representative to the Northern California Geriatric Enrichment Center Advisory Board. Dr. Schulenberg continues her leadership in gerontology through her participation as Ad-hoc CSWE Gero-Ed Center Review Team Member and CSWE Gero-Rich proposal reviewer for the 2006 APM. Dr. Pam Johansen and Dr. Hermeet Kohli were members of the CSWE APM Planning Committee for the 2004 APM. Dr. Celeste Jones, Director, has been instrumental through working with the California Social Work Education Center (CalSWEC) at UC Berkeley, and the Northern California Welfare Directors in maintaining the BSW Title IV-E Child Welfare Training Project stipend program in California. She is also a member of the CalSWEC Board, Curriculum Committee, MH Stipend Committee, and Statewide Human Service Research Network. Patty Hunter, Director of Field Education has been named the 2008 Social Worker of the Year for our Region. These are but a few examples of the faculty’s engagement with leadership in the profession.

Leadership within the Academic Community

The faculty has participated in leadership positions within the academic community. Dr. Celeste Jones has served as the secretary for the Academic Senate, the Educational Policies and Procedures Committee of the Academic Senate, and the University Executive Council for three years. In addition to Dr. Jones, Dr. Pam Johansen and Dr. Kui-Hee Song currently serve in the Academic Senate. Valerie Peck, Dr. Celeste Jones, Jan O’Donnell have participated in the state-wide initiative through the California Social Work Education Center to start one of the first BSW Title IV-E programs in California. Dr. Pam Johansen, known for her excellence in teaching, serves on the BSS Dean’s Best Teaching Practices Advisory Committee. Dr. Ornelas is a leader on campus and through the CSU system as the California Faculty Association (CFA) Affirmative Action Representative. Dr. Patrick Mace serves as the CFA Political Action Representative. A faculty member known throughout the region for her expertise on gerontology, Dr. Jean Schulenberg serves on the University Interdisciplinary Gerontology Committee and served as the Coordinator of the Interdisciplinary Gerontology Certificate Program from 2003-2007. In 2004, she is participating in the three-year California Geriatric Education Center Gerontology Leadership Academy Scholar program. Additionally, Dr. Schulenberg serves on the California Social Work Education Center’s Gerontology Initiative Task Force. Dr. David, Bassett, Patty Hunter and Professor O’Donnell were instrumental in developing the California Social Work Education Center’s Mental Health Initiative Task Force for the School of Social Work.
The program also has developed a relationship with the Northern California Training Academy located at UC Davis. The Valerie Peck, Title IV-E Director serves on their advisory board and participates in regular meetings with the training academy. The Patty Hunter, Field Director and Valerie Peck, Title IVE Director have also joined the training academy in developing a "New Tools for Supervisory Excellence" Training Program for Child Welfare Supervisors. The faculty members will be evaluating this program and providing feedback to the academy for future training modules. Donna Jensen, Mental Health Stipend Coordinator and Patty Hunter, Field Director are also working closely with a small group of community practitioners and advocates as well as the Department of Rehabilitation to develop a community based social recovery program to serve the mentally ill and provide a comprehensive network of services including employment, education, recreation and housing. Both of these collaborations provide valuable feedback as to skill development needs for students as well as program development needs for the community.

These are but a few examples of the faculty’s talent and ability to provide leadership within the academic community.
AS 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

The School has developed a number of complementary program evaluation measures for the undergraduate program which are congruent with the University’s overall program assessment for undergraduate programs and the School’s own program assessment. These measures include student-focused, course embedded measures; BSW Program Exit Surveys; surveys of Alumni and employers of CSU, Chico BSW graduates and final Field practicum evaluations. The program assessment plans are designed to be implemented on a continuous basis.

There have been two assessment plans which have been in effect in succession since the time of the last reaffirmation of the BSW program at CSU, Chico in 2002. The first assessment plan inclusive of student outcomes was developed spring 1996 and subsequently revised annually through 2001. In fall 2001, the BSW program was reaffirmed and the assessment plan was maintained. A second layer of assessment was added to the existing assessment plan developed by Dr. Vincent Ornelas Spring 2005 and approved by faculty in response to a directive AY 2004-05 from the President of CSU, Chico and the Associate Provost to implement the All University Responsibility for Assessment Project (AURA) (see http://www.csuchico.edu/vpaa/assessment/index.html). All academic units of CSU, Chico were directed to develop a new plan to assess Student Learning Outcomes (SLOs). Four measures previously associated with the BSW program assessment exclusive of those addressed in the Student Learning Outcomes Assessment (SLOA) sanctioned by CSU, Chico’s All University Responsibility for Assessment (AURA) Committee have been continued (see Appendix II-38 EM 99-05). These four measures are: BSW Program Exit Surveys; final Field Evaluations and surveys of alumni (see Appendix II-39) and employers of CSU, Chico BSW graduates (see Appendix II-40).

The University has established an AURA committee composed of members from each college and University administration in fall 2004. The American Association for Higher Education (AAHE) model for program assessment follows an outcomes assessment model which aids in clearly defining what students need to know and or be able to do upon graduation from each baccalaureate program. Additionally, this program assessment is a tool for oversight bodies external to the University to determine what the specific student learning outcomes are for each academic unit. The assessment plan thus forms the basis for the Western Association of Schools and Colleges (WASC) accreditation. The AURA assessment plan is also one component of the University-wide, five year review. The most recent accreditation visit for the Accrediting Commission for Senior Colleges and Universities was successfully completed March 2007 (See Capacity and Preparatory Review Report of the WASC visiting team to CSU, Chico (see http://www.csuchico.edu/vpaa/wasc/cpr/index.html).
Annual AURA assessment reports that analyze the results of our current assessment plan and recommend action or follow up, if necessary, are provided to the faculty of the School and the Dean of the College of Behavioral and Social Sciences (BSS). Per the direction of the AURA Committee, the School at minimum assesses one or more SLOs each year and discusses the results of assessment to improve student learning in the BSW program in regularly scheduled faculty, BSW program and curriculum committee meetings. The conceptual model for the assessment plan is indicated here in Figure 1 (See Assessment of Student Learning http://www.csuchico.edu/vpaa/assessment/index.html).

There have been changes in responsibility for assessment and leadership of the BSW program. Dr. Celeste Jones served as BSW Program Director Fall 2001 through summer 2005. Dr. Pam Johansen served as BSW Program Director Fall 2005 through spring 2007. Dr. Vincent Ornelas has served as BSW Program Director Summer 2007 to the present. Between 2001 and 2004 various faculty shared responsibility for BSW assessment as the School focused on the development and implementation of the MSW program. In recognition of the difficulty coordinating multiple faculty efforts at assessment, the positions of BSW and MSW assessment coordinators were developed. Dr. Patrick Mace served as the BSW Assessment Coordinator Spring 2004 to spring 2005 and was reassigned this responsibility fall 2007 to the present. Dr. Vincent Ornelas served as the BSW Assessment Coordinator Spring 2005 through summer 2007.

The following sections discuss (a) mission, (b) program purposes, (c) intended learning objectives/outcomes, (d) procedures, measures, and criteria, (e) implementation plan, (f) evaluation timelines, and (g) development of feedback loops for use of evaluation results.

The linkages between the School of Social Work’s mission statement and that of CSU, Chico may be visually linked to the goals and objectives of the BSW Program. Figure 1 depicts the assessment process flow chart and feedback loop ratified by the faculty.
Mission
The mission of the School of Social Work is to provide high quality social work education for generalist social work practice at the baccalaureate level, advanced practice and leadership at the master's level, and high quality general education courses. Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state. Through collaborative efforts with community service agencies, social work professionals and organizations, the program educates social workers who will become lifelong learners and culturally competent professionals who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.

Table 1 delineates the major strands that link our University’s mission to that of our School.

**Table 1**

**Linkages between Mission of the School of Social Work and CSU, Chico**

<table>
<thead>
<tr>
<th>University Mission</th>
<th>BSW Program Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University, Chico is a comprehensive University serving Northern California and other regions of the state, as well as the nation and the world, through instruction, research, and public service.</td>
<td>The mission of the School of Social Work is to provide high quality social work education for generalist social work practice at the baccalaureate level, advanced practice and leadership at the master's level, and high quality general education courses.</td>
</tr>
<tr>
<td>Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state.</td>
<td>Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state.</td>
</tr>
<tr>
<td>. . . to promote social and economic justice in an increasingly complex, diverse, and interconnected world.</td>
<td>. . . the program educates social workers who will become lifelong learners and culturally competent practitioners who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.</td>
</tr>
</tbody>
</table>

Our first priority is the education of our students by creating and maintaining selected quality undergraduate and graduate programs. We will be known for the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and moral and intellectual virtues that form the basis for life long learning and contribution.

Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state.

. . . the program educates social workers who will become lifelong learners and culturally competent practitioners who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.

We affirm the importance of scholarship and public service. We support the exploration of the frontiers of knowledge, the integration of ideas, the connecting of thought to action, and the inspiring of students.

Through collaborative efforts with community service agencies, social work professionals, and organization, . . .

We make the results of these academic efforts available for public scrutiny by all our constituents. We will maintain extensive continuing education and public service programs that serve the needs of our varied constituencies.

. . . the program educates social workers who will become lifelong learners and culturally competent practitioners who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.

**Program Purposes**

Part of the School’s mission is to prepare BSW graduates for the State of California generally, and meet the need for BSW graduates in the CSUC service region. Given the characteristics of the region as outlined in AS 1 of this self study, BSW graduates must be prepared as culturally

217
competent professionals who can practice as generalists and provide service within agencies, communities, and the profession.

**Intended Learning Objectives/Outcomes**
The six BSW Program Goals and 13 corresponding BSW Program Objectives are presented in Table 2. As evidenced in the Course Alignment Matrix, the 6 overall goals and 13 objectives are further subdivided into 47 Student Learning Outcome Statements (SLOS) to address discrete outcomes in measurable terms for assessment purposes. The School continues to employ several means to provide information on the program goals and objectives through: (a) *Student Handbook of the BSW program* (see Appendix II-3), (b) *BSW Field Education Handbook* (see Appendix II-4), and (c) School of Social Work website.

This information is available to students, faculty, administrators, staff, the School alumni, School of Social Work Advisory Board members, and practicum supervisors. Moreover, at the beginning of each academic year, orientation sessions for new BSW students, faculty, and practicum instructors provide opportunities to reinforce the mission, goals, and objectives of our School. The program goals and objectives identified in Table 2 are as follows.

**Goals of the BSW Program**
To fulfill its mission, the BSW Program will:

1. Prepare social workers with the knowledge, values and skills necessary for entry-level generalist professional practice with multi-level systems;

2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on practice within the urban and rural areas of Northern California;

3. Prepare social workers for advocacy and social or political action promoting social and economic justice to alleviate poverty, oppression, and other forms of discrimination;

4. Maintain connections with the professional community and the social services system throughout the region and work toward improvement of services and the programs;

5. Participate in the University’s General Education program through course offerings;

6. Prepare social workers who will engage in continuing professional education and life-long learning to enhance their social work knowledge and skills.
**Objectives of the BSW Program**

1. Apply critical thinking skills in all learning environments to multiple units of concern and levels of social work practice.

2. Assess personal values and demonstrate knowledge of the NASW Code of Ethics and the interaction upon professional social work practice.

3. Demonstrate knowledge of diverse populations and respect for their concomitant values and practices.

4. Understand the forms and mechanisms of oppression and discrimination including environmental racism and apply multi-level strategies of advocacy and social change that advance social and economic justice.

5. Understand the history of the social work profession, its contemporary issues and structures.

6. Apply knowledge and skills of empowering, strengths-based, collaborative practice with multi-level systems.

7. Use theoretical frameworks supported by empirical evidence to understand and assess individual development and social behaviors across the life span.

8. Analyze historical and current social policy and concomitant social service delivery patterns to formulate alternative, empirically based proposals.

9. Evaluate research studies and corresponding theories to assess one’s own practice and large systems interventions.

10. Demonstrate communication skills differentially with various client and professional populations and settings.

11. Use supervision and consultation appropriate to generalist practice.

12. Demonstrate collaborative practice within the structure of organizations and service delivery systems seeking organizational change to provide comprehensive and effective services.

13. Demonstrate professional use of self that includes awareness of personal and professional visibility in our North Valley.
Table 2 outlines the relationship and linkage between the six BSW Goals and the 13 BSW Program Objectives.

<table>
<thead>
<tr>
<th>BSW Goals</th>
<th>BSW Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare social workers with the knowledge, values and skills necessary for entry-level generalist professional practice with multi-level systems.</td>
<td>1. Apply critical thinking skills in all learning environments to multiple units of concern and levels of social work practice.</td>
</tr>
<tr>
<td>2. Assess personal values and demonstrate preliminary knowledge of the NASW Code of Ethics and the interaction upon professional social work practice.</td>
<td>2. Assess personal values and demonstrate preliminary knowledge of the NASW Code of Ethics and the interaction upon professional social work practice.</td>
</tr>
<tr>
<td>6. Apply knowledge and skills of empowering, strengths-based, collaborative practice with multi-level systems.</td>
<td>6. Apply knowledge and skills of empowering, strengths-based, collaborative practice with multi-level systems.</td>
</tr>
<tr>
<td>7. Use theoretical frameworks supported by empirical evidence to understand and assess individual development and social behaviors across the life span.</td>
<td>7. Use theoretical frameworks supported by empirical evidence to understand and assess individual development and social behaviors across the life span.</td>
</tr>
<tr>
<td>9. Evaluate research studies and corresponding theories to assess one’s own practice and large systems interventions.</td>
<td>9. Evaluate research studies and corresponding theories to assess one’s own practice and large systems interventions.</td>
</tr>
<tr>
<td>10. Demonstrate communication skills differentially with various client and professional populations and settings.</td>
<td>10. Demonstrate communication skills differentially with various client and professional populations and settings.</td>
</tr>
<tr>
<td>2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on practice within the urban and rural areas of Northern California.</td>
<td>3. Demonstrate knowledge of diverse populations and respect for their concomitant values and practices.</td>
</tr>
<tr>
<td>3. Prepare social workers for advocacy and social or political action promoting social and economic justice to alleviate poverty, oppression, and other forms of discrimination.</td>
<td>4. Understand the forms and mechanisms of oppression and discrimination including environmental racism and apply multi-level strategies of advocacy and social change that advance social and economic justice.</td>
</tr>
<tr>
<td>4. Maintain connections with the professional community and the social services system throughout the region and work toward improvement of services and the programs.</td>
<td>8. Analyze historical and current social policy and concomitant social service delivery patterns to formulate alternative, empirically based proposals.</td>
</tr>
<tr>
<td>5. Understand the history of the social work profession, its contemporary issues and structures.</td>
<td>12. Demonstrate collaborative practice within the structure of organizations and service delivery systems seeking organizational change to provide comprehensive and effective services.</td>
</tr>
</tbody>
</table>
5. Participate in the University’s General Education program through course offerings.

1. Apply critical thinking skills in all learning environments to multiple units of concern and levels of social work practice.

6. Prepare social workers who will engage in continuing professional education and life-long learning to enhance their social work knowledge and skills.

11. Use supervision and consultation appropriate to generalist practice.

13. Demonstrate professional use of self that includes awareness of personal and professional visibility in our North Valley.

Procedures, Measures, and Criteria

The School has developed and implemented a course alignment matrix to organize curriculum assessment as one part of the overall BSW program assessment plan. The course alignment matrix is a two dimensional grid showing specific learning outcomes by specific course. Within each box on the grid each of the student learning outcomes statements (SLOS) designed, approved and implemented by the faculty of the School are indicated. Designations for outcomes in this matrix include ‘Introduced’, ‘Practiced’, or where students ‘Mastered’ are thus indicated for each SLOS in each course. In addition each SLOS is further subdivided to indicate whether the specific outcome is associated with a Knowledge outcome ‘K’, a Skills outcome ‘S’ or a Values outcome ‘V’.

The School of Social Work maintains a comprehensive approach to evaluating program outcomes in relation to the program objectives. This approach includes direct (demonstration of specific knowledge, skills and values in the field and course assignments), indirect (opinion/self efficacy surveys of students, faculty, alumni, and faculty), and descriptive sources of evidence. The comprehensive approach relies on several lines of evidence to assess achievement of program objectives from several constituencies including students, community, faculty, and social work administrators. The assessment plan has three related components: (a) assessment of program goals; (b) assessment of program objectives; and (c) assessment of student learning outcomes. Data is collected at multiple points in time and aggregated by class cohort for student learning outcomes, and by graduating cohort for program objectives.

The School uses several assessment tools and procedures to determine achievement of learning objectives that include an exit survey, alumni survey, employer’s survey, and student learning outcomes. In AY 2007-08 the field evaluation instrument is undergoing review from field faculty, the Field Advisory Committee and the academic faculty to align the evaluation instrument with the program objectives and student learning outcome statements. The School is also using embedded assignments to measure program objectives, course objectives, and SLOS. Each of these measures is discussed briefly below and in more detail in the following section.
Briefly, the current assessment process entails a multi-dimensional approach that includes the use of the following tools to collect data from the different constituencies:

**Students:**

*Field Evaluations:*
The current field practicum evaluation instrument has been in use since 2001. In AY 2007-08, the instrument is in the process of review by the BSW Field Advisory Committee and Director of Field Education to revise the evaluation instrument to bring it into alignment with current BSW program objectives. A revised instrument will be introduced and implemented AY 2008-09.

*Aggregated data from specific course assignments in select courses:*
Specific assignments from different courses across the social work courses in the Social Work Core and the Professional Sequence curriculum were selected by the different curriculum sequence committees to offer insight into student mastery of various course and program objectives. The Policy Sequence Curriculum Committee elected to have the two courses in the BSW curriculum assessed initially (SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity and SWRK 485: Social Welfare Policy, Programs and Services) in AY 2005-06 and AY 2006-07 respectively utilizing the revised SLOS. In AY 2007-08 the Research Sequence Curriculum Committee elected to go next and the School is in the process of assessing SWRK 330: Social Work Research Methods. This data and analysis will be provided in the following section.

*Exit Focus Groups:*
Focus groups are held for graduating students to discuss their experiences in the School. The focus group discussion is framed by the objectives of the BSW program as well as open-ended discussion opportunities for information that might be helpful to the planning process of the School.

*Exit Survey:*
This survey has been implemented continuously since 2001; formats vary slightly from year to year to query students about changes implemented periodically in response to changes in the BSW program and/or concomitant curriculum (see Appendix II-41).

**Community:**

*Alumni Surveys:*
This survey explores the opinions of those who have been out of School for more than one year regarding their educational experiences and related career development (see Appendix II-39).

*Employer Surveys:*
This survey is sent to the major employers of CSU, Chico BSW graduates to assess the marketplace determination of how well they meet the objectives of the School (see Appendix II-40).

*Focus Groups/Meetings with Community Advisory Board, and Field Advisory Board:*
Meetings are held once a semester by the Director of the School, Field Director and Program Directors with the members of the School of Social Work Advisory Board, Student Advisory Board, and Field Advisory Board respectively. The Title IV-E
Advisory Board and PPP Advisory Boards meet once a year in conjunction with the School of Social Work Advisory Board meeting each spring. These meetings are very useful in bridging the gaps between the needs of the community and academia (see Appendix II-42).

Tables 3, 4, 5, 6 and 7 (on following pages) highlight the plan, time-table and external and internal assessment mechanisms of BSW Program and Curriculum Objectives.

**Table 3**

**CSUC, School of Social Work Embedded Measures**


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaffirm Program Goals 1 - 6</td>
<td>Align Program Objectives 1 – 13 with program goals</td>
<td>Establish and align Student Learning Outcomes (SLOS) Statements 1 – 47 for All University Responsibility for Assessment project (AURA)</td>
<td>Revise and align individual course objectives with BSW program goals, BSW program objectives and SLOS</td>
<td>Designate individual courses for assessment</td>
<td>Designate individual courses where SLOS are specifically Introduced, Practiced, and Mastered (I, P, M)</td>
<td>Review data</td>
<td>Recommend and implement changes in assessment process and/or curriculum</td>
<td></td>
</tr>
</tbody>
</table>

223
<table>
<thead>
<tr>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance BSW Assessment Plan to coincide with AURA</td>
<td>Revised course objectives in curriculum committees</td>
<td>Finalized new course objectives</td>
<td>Linked to program objectives</td>
<td>Linked to program objectives</td>
<td>Complete rubrics for embedded assignments for the curriculum</td>
<td>Review readings for all courses</td>
<td>Designated SWRK 302 for SLOS</td>
</tr>
<tr>
<td>Designated SWRK 170 for SLOS</td>
<td>Provide AURA with annual report</td>
<td>Designated SWRK 485 for SLOS</td>
<td>Review BSW/Foundation</td>
<td>Designated SWRK 330 for SLOS</td>
<td>Review AURA with annual report</td>
<td>Review AURA with annual report</td>
<td>Review AURA with annual report</td>
</tr>
<tr>
<td>Review data</td>
<td>Review data</td>
<td>Review data</td>
<td>Review data</td>
<td>Review data</td>
<td>Review data</td>
<td>Review data</td>
<td>Review data</td>
</tr>
</tbody>
</table>
Table 5

Sources of External Information for Change in the BSW Program and BSW Curriculum

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>Completed By</th>
<th>Type of Measure</th>
<th>Time of Data Collection</th>
<th>Administered By</th>
<th>Reviewed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluation by California Social Work Education Center (CalSWEC) Reports</td>
<td>Evaluation by California Social Work Education Center</td>
<td>Outcome Evaluation of Title IV-E Program by CalSWEC</td>
<td>Yearly</td>
<td>Child Welfare Title IV-E Coordinator Program Chair</td>
<td>Program Chair Dean University Research Foundation CalSWEC</td>
</tr>
<tr>
<td>2 Employer Survey</td>
<td>BSW Graduate Employers</td>
<td>Outcome Evaluation Quantitative &amp; Qualitative data Self-report mailed survey</td>
<td>2 yrs after graduation</td>
<td>Assessment Coordinator Assessment Committee Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Assessment Committee BSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>3 Alumni Survey</td>
<td>BSW Graduates</td>
<td>Outcome Evaluation Quantitative &amp; Qualitative data Self-report mailed survey</td>
<td>2 yrs after graduation</td>
<td>Assessment Coordinator Assessment Committee Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Assessment Committee BSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>4 Focus Group Meetings with School of Social Work Advisory Board</td>
<td>School of Social Work Community Advisory Board</td>
<td>Process Evaluation Qualitative reports</td>
<td>Bi-yearly meetings and written feedback</td>
<td>BSW Director Program Chair</td>
<td>BSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>5 AURA Report</td>
<td>Assessment Coordinator</td>
<td>Process Evaluation Qualitative &amp; quantitative data</td>
<td>On-going with periodic formal reviews</td>
<td>Assessment Coordinator Academic Assessment Council (AAC)</td>
<td>Faculty Program Chair BSW Program Director Program Chair  Dean University AAC</td>
</tr>
</tbody>
</table>
### Table 6

**Sources of Internal Information for Change in the BSW Program and BSW Curriculum**

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>Completed By</th>
<th>Type of Measure</th>
<th>Time of Data Collection</th>
<th>Administered By</th>
<th>Reviewed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Course assignments across curriculum in Social Work Core &amp; Professional Sequence</td>
<td>BSW students</td>
<td>Outcome Evaluation Quantitative &amp; Qualitative data</td>
<td>Continuous</td>
<td>Faculty Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Assessment Committee BSW Director Program Chair Faculty University AAC</td>
</tr>
<tr>
<td>2 Field Instructor Evaluation of Students Professional Sequence</td>
<td>BSW Field Instructors</td>
<td>Outcome Evaluation Quantitative &amp; Qualitative data</td>
<td>End of Professional Sequence</td>
<td>Field Instructors Field Liaisons Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Assessment Committee BSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>3 Field Instructor Feedback</td>
<td>BSW Field Instructors</td>
<td>Process Evaluation Qualitative reports</td>
<td>Bi-yearly meetings and written feedback</td>
<td>Field Director</td>
<td>BSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>4 BSW Student Exit Survey</td>
<td>BSW Students</td>
<td>Outcome Evaluation Quantitative &amp; Qualitative data</td>
<td>End of Professional Sequence</td>
<td>Assessment Coordinator BSW Director</td>
<td>Program Chair Dean</td>
</tr>
<tr>
<td>5 Curriculum Sequence Committee Reports</td>
<td>Faculty</td>
<td>Process Evaluation Qualitative reports</td>
<td>On-going</td>
<td>Curriculum Sequence Committee Chairs</td>
<td></td>
</tr>
<tr>
<td>6 Faculty Review of Students</td>
<td>BSW Faculty</td>
<td>Process Evaluation Qualitative reports</td>
<td>On-going with periodic formal reviews</td>
<td>Faculty Advisors</td>
<td></td>
</tr>
</tbody>
</table>
### Table 7

**Matrix Table Depicting Relationship between Program and Curriculum Objectives**

Table 3 aligns the goals of the BSW program, the curriculum objectives of the BSW program and the student learning outcome statements (for a full description of goals and curriculum objectives of the BSW program see AS 8 p 211).

The following table represents the degree to which individual professional sequence classes are contributing to particular Student Learning Outcome (SLO) statements.

#### Key for degree of alignment and contribution to program learning goals:

- **K** – Knowledge
- **S** – Skills
- **V** – Values
- **I** – Introduced
- **P** – Practiced
- **M** – Mastered

#### Key for where in the curriculum the SLO is Introduced, Practiced and Mastered

- **K** – Knowledge
- **I** – Introduced
- **S** – Skills
- **P** – Practiced
- **V** – Values
- **M** – Mastered

<table>
<thead>
<tr>
<th>Goals of BSW Program (6)</th>
<th>Currr. Obj. of BSW Program (13)</th>
<th>Student Learning Outcome Statements (SLOS) (47)</th>
<th>Core Courses</th>
<th>Professional Sequence Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student graduating with a BSW degree is able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1.</td>
<td>#1.</td>
<td>1. Critically evaluate, analyze and interpret information to solve problems in one’s personal life and professional practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1 Demonstrate ability to critically evaluate, analyze and interpret information in one’s personal life (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 Demonstrate ability to critically evaluate, analyze and interpret information in one’s professional practice (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#2.</td>
<td>2. Demonstrate an understanding, support for and implementation of practice according to the values, ethics and principles of the social work profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 Demonstrate an understanding of the values, ethics and principles of the social work profession (K)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Demonstrate an appreciation for of the values, ethics and principles of the social work profession (V)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Social Welfare Instit</th>
<th>Multicultural</th>
<th>Human Beh.</th>
<th>Human Env.</th>
<th>Socialization</th>
<th>SW Practice</th>
<th>SW Research</th>
<th>SWRK Methods</th>
<th>Social Pol.</th>
<th>(Fa) SWRK Practicum I</th>
<th>(Fa) Seminar</th>
<th>SWRK Methods II</th>
<th>(Sp) SWRK Practicum II</th>
<th>(Sp) Seminar</th>
<th>Practicum II</th>
</tr>
</thead>
<tbody>
<tr>
<td>170</td>
<td>200</td>
<td>302</td>
<td>303</td>
<td>305</td>
<td>325</td>
<td>330</td>
<td>435</td>
<td>485</td>
<td>489</td>
<td>490</td>
<td>445</td>
<td>489B</td>
<td>490</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Demonstrate proficiency in the integration of social work values, ethics and principles into one’s professional practice (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6.</td>
<td>6. Effectively apply the knowledge, values and skills of generalist social work to practice with systems of all sizes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1 Effectively apply the knowledge of generalist social work to practice with micro level systems (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.2 Effectively apply values associated with generalist social work to practice with micro level systems (V)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.3 Effectively apply the skills of generalist social work to practice with micro level systems (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.4 Effectively apply knowledge of generalist social work to practice with meso level systems (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.5 Effectively apply values associated with generalist social work to practice with meso level systems (V)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.6 Effectively apply the skills of generalist social work to practice with meso level systems (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.7 Effectively apply knowledge of generalist social work to practice with macro level systems (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.8 Effectively apply values associated with generalist social work to practice with macro level systems (V)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.9 Effectively apply the skills of generalist social work to practice with macro level systems (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7.</td>
<td>7. Demonstrate an understanding of individual development, interactions, and behavior using systems theory as a framework, incorporating the ecological systems, strengths, and the dual perspectives all supported by empirical evidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.1 Demonstrate ability to understand &amp; integrate knowledge of individual development, interactions &amp; behavior using systems theory as a framework, incorporating the ecological systems, strengths, &amp; the dual perspectives to practice with micro level systems (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Demonstrate sufficient skills to develop, collect, and analyze research data in order to evaluate one’s own practice at multiple systems levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>Demonstrate understanding of techniques to develop, collect, and analyze research data in order to evaluate one’s own practice with micro level systems (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>Demonstrate proficiency in the development, collection, and analysis of research data in order to evaluate one’s own practice with micro level systems (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3</td>
<td>Demonstrate understanding of techniques to develop, collect, and analyze research data in order to evaluate one’s own practice with meso level systems (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4</td>
<td>Demonstrate proficiency in the development, collection, and analysis of research data in order to evaluate one’s own practice with meso level systems (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.5</td>
<td>Demonstrate understanding of techniques to develop, collect, and analyze research data in order to evaluate one’s own practice with macro level systems (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.6</td>
<td>Demonstrate proficiency in the development, collection, and analysis of research data in order to evaluate one’s own practice with macro level systems (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.7</td>
<td>Demonstrate sufficient skills to evaluate appropriate research studies and under supervision, apply findings to practice with client systems of all sizes (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.8</td>
<td>Demonstrate proficiency in ability to evaluate appropriate research studies and under supervision, apply findings to practice with client systems at the micro level (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Competency Description</td>
<td>#</td>
<td>Competency Description</td>
<td>#</td>
<td>Competency Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.9</td>
<td>Demonstrate proficiency in ability to evaluate appropriate research studies and under supervision, apply findings to practice with client systems at the <em>messo</em> level (S)</td>
<td>10</td>
<td>Effectively use communication skills differentially with a variety of client populations, colleagues, &amp; members of the community, including the rapidly growing population of elders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.10</td>
<td>Demonstrate proficiency in ability to evaluate appropriate research studies and under supervision, apply findings to practice with client systems at the <em>macro</em> level (S)</td>
<td>10.1</td>
<td>Demonstrate understanding of different communication techniques to interact with a variety of client populations (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.2</td>
<td>Demonstrate proficiency in the use of different communication techniques to interact with a variety of client populations (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.3</td>
<td>Demonstrate understanding of different communication techniques to interact with a variety of colleagues (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.4</td>
<td>Demonstrate proficiency in the use of different communication techniques to interact with a variety of colleagues (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.5</td>
<td>Demonstrate understanding of different communication techniques to interact with a variety of members of the community, including the rapidly growing population of elders (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.6</td>
<td>Demonstrate proficiency in the use of different communication techniques to interact with a variety of members of the community, including the rapidly growing population of elders (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2.</td>
<td>#3.</td>
<td>3. Demonstrate an understanding of and respect for the positive values of diversity, particularly diversity within the region, distinguished by ethnicity, culture, socioeconomic class, gender, sexual orientation, religion, marital status, family structure, physical or mental ability, age, and/or national origin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 Demonstrate an understanding of the positive values of diversity, particularly diversity within the region, distinguished by ethnicity, culture, socioeconomic class, gender, sexual orientation, religion, marital status, family structure, physical or mental ability, age, and/or national origin (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Demonstrate respect for the positive values of diversity, particularly diversity within the region, distinguished by ethnicity, culture, socioeconomic class, gender, sexual orientation, religion, marital status, family structure, physical or mental ability, age, and/or national origin. (V)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3.</td>
<td>#8.</td>
<td>8. Demonstrate proficiency in the analysis, formulation, and influence on social policies that address regional, state, and/or national concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.1 Demonstrate an understanding of social policy analysis including the means by which social policies that address regional, state, and/or national concerns are formulated and/or influenced (K)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.2 Demonstrate an ability to appropriately apply policy analysis skills to social policies that address regional, state, and/or national concerns. (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.3 Demonstrate an understanding of the importance of analyzing, formulating and/or influencing social policies that address regional, state, and/or national concerns. (V)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4.</td>
<td>4. Demonstrate an understanding of the forms and mechanisms of oppression and discrimination, particularly those within the region, and the strategies of change that advance social and economic justice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1 Demonstrate an understanding of the forms and mechanisms of oppression and discrimination, particularly those within the region (K)</td>
<td>1</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2 Demonstrate an understanding of the strategies of change that are most likely to advance social and economic justice particularly within the region (K)</td>
<td>1</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3 Demonstrate proficiency in applying appropriate strategies of change that are most likely to advance social and economic justice particularly within the region (S)</td>
<td>1</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| #4. | 5. Demonstrate an understanding of the history of the social work profession, including its development within the region, & its current structures & issues |
|   | 5.1 Demonstrate an understanding of the social work profession including its history and development within the region (K) | 1 | M |
|   | 5.2 Demonstrate an understanding of the social work profession’s current structures & issues within the region (K) | 1 | M |

| #12. | 12. Demonstrate proficiency in ability to function within the structure of organizations & service delivery systems & seek necessary organizational change. |
|   | 12.1 Demonstrate an understanding of the means of analyzing and evaluating the structures & processes associated with the functioning of organizations and service systems (K) | P |
|   | 12.2 Demonstrate proficiency in the analysis & evaluation of the structures & processes associated with the functioning of organizations and service systems (S) | P |

232
<table>
<thead>
<tr>
<th>#5.</th>
<th>12.3 Demonstrate an understanding of the importance of analysis &amp; evaluation of organizations &amp; service systems as a means by which necessary organizational change is initiated (V)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5.</td>
<td>5. Participation in the University’s General Education program through course offerings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.1 Successful &amp; timely completion of all University and School of Social Work requirements for the bachelor’s degree (K)</td>
<td>1</td>
</tr>
<tr>
<td>#6.</td>
<td>11. Demonstrate proficiency in the use of supervision &amp; consultation that is appropriate to generalist practice</td>
<td></td>
</tr>
<tr>
<td>#6.</td>
<td>11.1 Demonstrate an understanding of the importance of using supervision &amp; consultation appropriate to generalist practice. (V)</td>
<td></td>
</tr>
<tr>
<td>#6.</td>
<td>11.2 Demonstrate an ability to utilize supervision &amp; consultation appropriate to generalist practice (S)</td>
<td></td>
</tr>
<tr>
<td>#13.</td>
<td>13. Demonstrate proficiency in the professional use of self that includes awareness of personal &amp; professional visibility due to the nature of the practice region.</td>
<td></td>
</tr>
<tr>
<td>#13.</td>
<td>13.1 Demonstrate an understanding of the importance of the professional use of self that includes awareness of personal &amp; professional visibility due to the nature of the practice region. (V)</td>
<td>1</td>
</tr>
</tbody>
</table>
Feedback Loop for Creating Program Change
The measures used for self-study and program evaluation and the mechanisms for using the results of these evaluations to develop and implement program change will be described in detail below. We regularly review data from the measures discussed below and use these to inform our curriculum and address other areas of concern in our programs. Before we discuss the feedback loop for each outcome measure it may be helpful to briefly review the structure in which the feedback loop occurs. The School has a Faculty meeting once a month. The Faculty meeting agenda is set by the Director with input from faculty. In addition to the Faculty meetings, all of the faculty participate in the BSW and MSW Program Committee meetings which occur once a month. Faculty also serve on the Curriculum Sequence Committees (Field, HBSE, Policy, Practice, and Research) that meet regularly and report back to the MSW/BSW Program meetings and Faculty meetings. These five curriculum sequence committees meet on a regular basis each semester to assess the progress of courses across the curriculum and the major changes in the curriculum. Beginning fall 2007, these changes have been logged in Curriculum Change Log Form [see Appendix II—43].

Collection of data is coordinated by MSW and BSW Assessment Coordinators. These Coordinators are joined by the MSW and BSW Program Directors and the Director of the School to comprise the Assessment Committee. Data gathered by each of the measures described below is reviewed by the appropriate Assessment Coordinator and brought to the Assessment Committee. A presentation on the assessment data is made to the faculty in the fall at the Faculty Retreat and again in the spring at an assessment meeting. The assessment committee shares successes and concerns with the faculty and there is an opportunity for faculty to raise any other concerns arising from the data. When problems are noted, they are sent to the appropriate Curriculum Sequence Committee to review and recommend a solution. This solution is brought back to the larger faculty at an MSW, BSW, or Faculty meeting where it is discussed and voted on. If pressing issues come to light between the fall and spring assessment conversations with faculty, issues are brought to the faculty’s attention at monthly faculty meetings [see Meeting Minutes Appendix II-7].

If there is a different feedback loop for a specific measure, it is discussed below. Several faculty took on the roles of BSW Director and BSW Assessment Coordinator. In general this process has proceeded smoothly, although as will be described below, change in leadership in the director and assessment positions resulted in challenges. In spite of these challenges, our assessment process appears to be functioning, allowing for input from a variety of sources and providing data that has been the impetus for a number of program and curriculum changes.

Programmatic Changes
Although the BSW program is assessed on a continuous basis and changes implemented regularly. There are two significant program changes highlighted in this report.
BSW Director - Faculty have recognized the need for two significant changes with regards to the BSW program. One, the position of BSW Director requires a significant amount of time, energy, and effort to recruit and maintain contact with potential students and referral sources including transfer counselors at the community colleges within our service region as well as transfer counselors from outside our service region. In addition, the School of Social Work has expanded to accommodate the MSW program which has been added to our longstanding BSW program to meet the need for advanced generalists in this region. The need to coordinate programmatic efforts has proven the need to expand the time allotted for administering the BSW program. The faculty voted to review the workload policy and approve expansion of Assigned Weighted Time Units (AWTUs) for the BSW Director from .25 to .5 (see AS 4.4, p 127). This decision has been ratified by the Dean of the College of Behavioral and Social Sciences and the Provost for CSUC.

BSW Assessment Coordinator - The second significant change has been the expansion of AWTUs for the position of BSW Assessment Coordinator from .2 for one semester per academic year to .2 for the academic year (see AS 4.4, p 129). This change has been precipitated by the need to continuously monitor and implement the approved BSW assessment plan. In addition beginning fall 2007, the School decided that there will be money dedicated to hire a data entry person each semester to help with the assessment process. The faculty decided that there should be a centralized location for storage and management of the assessment data. Due to the changes in leadership, staff, and Assessment Coordinators, the data will be managed on the University’s server (termed the “bay server”). The administrative staff coordinator will be responsible for the collection and downloading of bay server documents (see Data Management Flow Chart Appendix II-50).

The raw data will be kept in the Director’s office in a locked file for seven years before it will be destroyed. All monthly updates will be documented by the Assessment Coordinators at the faculty and program meetings and added to the bay server. This will include, but is not limited to status reports on data collection and entry, survey instrument analysis, and curriculum change logs. Finally, we will schedule assessment meetings once per semester to review and respond to assessment completed on a continuing basis.

Curriculum Changes
The BSW curriculum is assessed on a continuous basis and minor changes implemented regularly. There are four significant curriculum changes highlighted in this report.

Field. In response to feedback from field instructors, field liaisons, and the Director of Field Education that undergraduates were not adequately prepared to enter the field practicum, a service learning requirement has been added to all three social work courses in the Social Work Core (SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, SWRK 200: Multicultural Awareness for Human Services and SWRK 302: Human Behavior Across the Lifespan) (see Appendix II-44 BSW Program Minutes). Both BSW majors and nonmajors enrolled in these courses must complete 10 service hours in state sponsored programs serving persons with developmental disabilities, mental health issues and older adults and three crucial thinking and writing assignments. Students enrolled in SWRK 200 and SWRK 302 must complete an additional 60 hour service learning requirement in various human service agencies throughout our service region.
**Policy.** In response to feedback from BSW exit surveys, focus groups, alumni surveys and faculty, changes have been made in the direction of the policy courses (see Appendix II-44, September 2004 BSW Curriculum Meeting Minutes; BSW Program Meeting May 2006). Analyses reveals that a) the focus of the courses had been unclear to students and b) that students had learned or retained little of practical value to their entry level practitioner positions. The direction of the two courses (SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, and SWRK 485: Social Welfare Policy, Programs and Services have been generally shifted from policy analysis to policy practice. Students are now engaged in campaigns associated with various statewide propositions pertinent to the profession and clients, as well as analyses of historical antecedents and projections of future policy and program directions.

**Research.** In response to feedback from BSW exit surveys, focus groups, alumni surveys and faculty a change has been made in the direction of the research course SWRK 330: Social Work Research Methods (see Appendix II-44, BSW Program Meeting March 2005). The analyses reveal several outcomes. First, the students lacked the ability to carry out a research effort from conception to implementation. Secondly, the students lacked the skills to implement methodological strategies associated with either quantitative or qualitative methods. Finally, these same students lacked the skills to implement analysis of data provided. Several changes have been introduced to this course including the addition of a single subject design assignment, a group survey assignment and effective AY 2008-09, a weekly lab which will expand on concepts introduced in lecture and provides an opportunity for students to analyze the data they have gathered as a result of assignments in this class.

**Writing.** In response to feedback from faculty, Advisory Committees, Employer Surveys, and Field Instructors that undergraduates enrolled and graduates of the BSW program were not adequately prepared to write professionally commensurate with entry level professionals, a series of writing courses (SWRK 310: Writing for the Social Work Profession) are currently available to all students currently enrolled in the Professional Sequence (see Appendix II-44, BSW Curriculum Meeting November 2002 and April 2005). In AY 2007-08, there are three courses open only to social work majors that are offered as 1.0 unit CR/NC courses. These courses are not mandated for social work students, nor do the credits for successful course completion count towards the major. The course was piloted AY 2002-03 and has been offered continuously since that time.
Table 6 lists all of the assessment instruments that the BSW program employs and the BSW Program Objective that each measures.

**Table 6**

**Summary of Assessment Instruments and MSW Program Objectives Measured**

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>BSW Program Objectives Measured</th>
<th>Method, Frequency of Implementation</th>
<th>Data Collected</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Assignments See Appendix III</td>
<td>All 13 Objectives All 47 SLOS</td>
<td>Assignments completed by students throughout the BSW program</td>
<td>Grades on assignments</td>
<td>90% of students receive “C” or better</td>
</tr>
<tr>
<td>Exit Focus Group</td>
<td>All 13 Objectives All 47 SLOS</td>
<td>All graduating students participate at the end of the spring semester</td>
<td>Qualitative data</td>
<td>80% of students report they are adequately or well prepared</td>
</tr>
<tr>
<td>Exit Survey See Appendix V</td>
<td>All 13 Objectives</td>
<td>Will be given to all graduating students at the end of the spring semester</td>
<td>Frequencies and Mean Scores</td>
<td>80% of students report they are adequately or well prepared</td>
</tr>
<tr>
<td>Alumni Survey See Appendix VI</td>
<td>All 13 Objectives</td>
<td>Completed each year by former students who completed the program one year before</td>
<td>Frequencies and Mean Scores</td>
<td>90% good or above Mean of 70</td>
</tr>
<tr>
<td>Employer Survey See Appendix VII</td>
<td>All 13 Objectives</td>
<td>Completed by people who employ MSW graduates every other year</td>
<td>Frequencies and Mean Scores</td>
<td>90% good or above Mean of 70</td>
</tr>
<tr>
<td>School of Social Work Advisory Board Focus Groups</td>
<td>All 13 Objectives</td>
<td>Gathered from discussion with members who meet once per semester</td>
<td>Qualitative data</td>
<td>Satisfaction reported with School meeting mission, goals &amp; objectives</td>
</tr>
<tr>
<td>Field Advisory Board Focus Groups</td>
<td>All 13 Objectives</td>
<td>Gathered from discussion with members who meet once per semester</td>
<td>Qualitative data</td>
<td>Satisfaction reported with School meeting mission, goals &amp; objectives</td>
</tr>
</tbody>
</table>

**Assessment Measures, Data, and Examples of How Results Have Been Used to Affirm and Improve Educational Program**

In the following section, each assessment instrument will be described, sample data will be presented, and an explanation will be given as to how the data has been used to affirm and improve the program. If the feedback loop is different from the one described above, that will also be explained.
Student Learning Outcomes

SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity

Assessment Measures Assessed for AY 2005 – 2006:

<table>
<thead>
<tr>
<th>Selected Goals</th>
<th>Selected Curriculum Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare social workers with the knowledge, values, and skills necessary for entry level generalist professional practice with multi-level systems.</td>
<td>1. Apply critical thinking skills in all learning environments to multiple units of concerns and levels of social work practice.</td>
</tr>
<tr>
<td>3. Prepare social workers for advocacy and social or political action promoting social and economic justice to alleviate poverty, oppression and other forms of discrimination.</td>
<td>2. Assess personal values and demonstrate knowledge of the NASW Code of Ethics and the interaction upon professional social work.</td>
</tr>
</tbody>
</table>

* Note BSW curriculum objectives revised and realigned with preceding BSW curriculum objectives AY 2006-07 (see Appendix II-44 BSW Program Minutes)

<table>
<thead>
<tr>
<th>Selected SLOS</th>
<th>Selected SLOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically evaluate analyze and interpret information in one’s personal life and professional practice.</td>
<td>2. Demonstrate an understanding, support for and implementation of practice according to the values, ethics, and principles of the social work profession.</td>
</tr>
<tr>
<td>1.1 Demonstrate ability to critically evaluate analyze and interpret information in one’s personal life. <em>(Skill)</em></td>
<td>2.1 Demonstrate an understanding of the values, ethics, and principles of the social work profession. <em>(Knowledge)</em></td>
</tr>
<tr>
<td>1.2 Demonstrate ability to critically evaluate analyze and interpret information in one’s professional practice. <em>(Skill)</em></td>
<td>2.2 Demonstrate an appreciation for the values, ethics, and principles of the social work profession. <em>(Value)</em></td>
</tr>
<tr>
<td>2.3 Demonstrate proficiency in the integration of social work values, ethics, and principles into one’s professional practice. <em>(Skill)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Course</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLOS 1</td>
<td>Social Work 170</td>
<td>Civic Attitudes &amp; Skills Questionnaire (CASQ) for Evaluation of Service Learning Outcomes (Moely, Mercer, Ilustre, Miron &amp; McFarland, 2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attitude/Values Scale (Markus, Howard &amp; King, 1993)</td>
</tr>
<tr>
<td>SLOS 2</td>
<td>Social Work 170</td>
<td>Civic Attitudes &amp; Skills Questionnaire (CASQ) for Evaluation of Service Learning Outcomes (Moely, Mercer, Ilustre, Miron &amp; McFarland, 2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attitude/Values Scale (Markus, Howard &amp; King, 1993)</td>
</tr>
</tbody>
</table>
Analysis / Interpretation of Results

Five sections of SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity were offered AY 2005-06. 127 undergraduates initially enrolled in the course; however only 115 students completed the course. It is unclear if the addition of the service learning component served as a disincentive for non-social work majors to remain enrolled in the course as no baseline data was collected prior to AY 2005-06 regarding the enrollment patterns of non-social work majors in SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity.

Surveys were provided in class to all students during the first two weeks of the semester and were again provided during the last two weeks of the semester. Ninety pre-test surveys and 84 post-test surveys were completed.

Mean scores for 11 items that were specifically added to the Civic Attitudes & Skills Questionnaire (CASQ) to indicate what students got out of the service learning experience were calculated for the cohort. Generally the pre-test/post-test scores of social work majors mirrored response patterns of non-social work majors. This set of relatively high means either remained the same or decreased slightly with non-social work majors generally reporting less learning, understanding, and interest than their social work peers as indicated by post-test means.

Analysis of the items indicates that although course content and assignments were altered to integrate a service learning component, there was apparently minimal impact on students’ learning experience as indicated by the selected measures. Conversely, non-social work majors and social work majors alike indicated in class discussions and through critical thinking assignments that although they had been initially reluctant to participate in the class due to the service learning component, they had learned about one service setting in one field of practice and thereby had an opportunity to observe and work with clients, staff and volunteers on a time limited basis. This structured experience provided an opportunity to observe values and principles in application albeit not by social work professionals. These experiences were debriefed in the classroom by the faculty where value conflicts were discussed as well as similarities and differences between cultures, families and individuals in the fields of gerontology, mental health, and developmental disabilities.

SLOS 1 and 2 are introduced in this course and social work majors are provided multiple opportunities to practice and master these SLOS in subsequent courses. Data collected from this course in the Social Work Core indicates that service learning is an effective means for introducing students to values and principles in action; however not surprisingly, little difference in scores may be noted as the result of one course and one 10–hour service learning experience. Data was not collected in those additional courses in which service learning was implemented and in which social work majors were simultaneously enrolled; thus there may be an additive effect of multiple service learning experiences in different settings that is not adequately measured here.

Proposed Actions from Outcomes

Two sets of proposed actions followed assessment of the achievement of SLOs 1 and 2 in SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity. The first set of actions are linked to logistical improvements that can be implemented in conjunction with collaborative
partners. Analysis of all data collected was completed in June 2006 and provided to Community Action Volunteers in Education (CAVE) staff. Alteration of electronic notice of the service learning component is a concern however this recommendation has not been implemented to date. Additional suggestions included integration of a social worker working in the field of practice or ideally the assigned community agencies to meet with SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity, students during an orientation session prior to the service learning weekend.

The second set of actions required faculty approval. Suggestions for faculty include tracking students through field practica where social work majors are expected to demonstrate mastery of SLOs 1 and 2. The field evaluation instrument may be utilized as one means to determine if students demonstrate mastery of SLOs 1 and 2.

Additional actions can include revising the SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity readings to include articles on service learning distinguishing these specific experiences from volunteer or internship experiences thus providing a conceptual framework for understanding the experiences associated with this course as distinguished from those experiences associated with field practica in the senior year for social work majors.

Program Improvement Resulting from Feedback:
The AY 2005-06 assessment data and evaluation process is being used as one aspect of a larger process evaluation of the undergraduate program. This evaluation process will be used by the social work faculty to continuously evaluate the program and provide empirical support for subsequent decisions regarding curricula. Faculty will review the critical thinking assignments associated with this course and revise as necessary.

Proposed Revisions to Program Objectives or Learning Outcomes:
No revisions to program objectives or student learning outcomes based on these findings were recommended at that time. BSW Program objectives were realigned to reduce redundancy and enhance clarity AY 2005-06 [see Appendix II-44 BSW Program Meeting minutes].

Assessment Data Summaries
Means are reported below for each cohort (all non-Social Work enrollees and Social Work majors) on the Attitudes/Values Scale. Scores are recorded by students in response to the following written statement. “Please circle the single best response for each statement indicating the degree to which your participation in this course will likely increase or strengthen your response to the following.”
<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Non-SW Pre-Service Learning Means</th>
<th>Non-SW Post-Service Learning Means</th>
<th>Social Work Majors Pre-Service Learning Means</th>
<th>Social Work Majors Post-Service Learning Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention to serve others in need.</td>
<td>3.5</td>
<td>3.5</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Intention to give charity to help those in need</td>
<td>3.1</td>
<td>3.4</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Sense of purpose or direction in life</td>
<td>3.1</td>
<td>3.2</td>
<td>3.5</td>
<td>3.7</td>
</tr>
<tr>
<td>Orientation towards others and away from yourself</td>
<td>3.0</td>
<td>3.2</td>
<td>3.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Intention to work on behalf of social justice</td>
<td>3.0</td>
<td>3.0</td>
<td>3.4</td>
<td>3.6</td>
</tr>
<tr>
<td>Belief that helping those in need is one's social responsibility</td>
<td>3.1</td>
<td>3.4</td>
<td>3.3</td>
<td>3.5</td>
</tr>
<tr>
<td>Belief that once can make a difference in the world.</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Understanding the role of external forces as shapers of the individual</td>
<td>3.3</td>
<td>3.4</td>
<td>3.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Tolerance and appreciation for others</td>
<td>3.5</td>
<td>3.6</td>
<td>3.5</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Means are reported below for each cohort (all non-Social Work enrollees and Social Work majors). Scores are recorded by students in response to the following written statement. “Through the course I am taking this semester, I expect that I will”
Scale: 1 = Strongly Disagree, 2 = Somewhat Disagree 3 = Neither Disagree nor Agree
4 = Somewhat Agree 5 = Strongly Agree

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Non-SW Pre-Service Learning Means</th>
<th>Non-SW Post-Service Learning Means</th>
<th>Social Work Majors Pre-Service Learning Means</th>
<th>Social Work Majors Post-Service Learning Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain a deeper understanding of things I will learn about in this course</td>
<td>4.7</td>
<td>4.4</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Learn about community</td>
<td>4.5</td>
<td>4.2</td>
<td>4.5</td>
<td>4.2</td>
</tr>
<tr>
<td>Learn how to work with others effectively</td>
<td>4.4</td>
<td>3.9</td>
<td>4.6</td>
<td>4.2</td>
</tr>
<tr>
<td>Learn to apply concepts from my course to real situations.</td>
<td>4.7</td>
<td>4.3</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Learn to appreciate different cultures</td>
<td>4.5</td>
<td>3.9</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Become more interested in the field represented by this course</td>
<td>4.3</td>
<td>3.9</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Learn to see social problems in a new way</td>
<td>4.7</td>
<td>4.3</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Become more aware of the community of which I am a part</td>
<td>4.3</td>
<td>3.8</td>
<td>4.5</td>
<td>4.1</td>
</tr>
<tr>
<td>Become more satisfied with California State University, Chico</td>
<td>3.9</td>
<td>3.7</td>
<td>4.2</td>
<td>3.9</td>
</tr>
<tr>
<td>Better understand the role of a professional in this field</td>
<td>4.6</td>
<td>4.4</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Become more interested in community work</td>
<td>4.2</td>
<td>3.9</td>
<td>4.6</td>
<td>4.3</td>
</tr>
</tbody>
</table>
**SWRK 485: Social Welfare Institutions: A Response to Power and Scarcity**

**Assessment Measures Assessed for AY 2006-07**

<table>
<thead>
<tr>
<th>Selected Goals</th>
<th>Selected Curriculum Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Prepare social workers for advocacy and social or political action promoting social and economic justice to alleviate poverty, oppression and other forms of discrimination.</td>
<td>4. Understand the forms and mechanisms of oppression and discrimination, including environmental racism and apply multilevel strategies of advocacy and social change that advance social and economic justice.</td>
</tr>
<tr>
<td>3. Prepare social workers for advocacy and social or political action promoting social and economic justice to alleviate poverty, oppression and other forms of discrimination.</td>
<td>8. Analyze historical and current social policy and concomitant social service delivery patterns to formulate alternative, empirically base proposals.</td>
</tr>
</tbody>
</table>

*Note BSW curriculum objectives revised and realigned with preceding BSW curriculum objectives AY 2006-07 (see Appendix II-44 BSW Program meeting).*

<table>
<thead>
<tr>
<th>Selected SLOS</th>
<th>Selected SLOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Demonstrate an understanding of the forms and mechanisms of oppression and discrimination, particularly those within the region, and the strategies of change that advance social and economic justice.</td>
<td>8. Demonstrate proficiency in the analysis, formulation and influence on social policies that address regional, state, and/or national concerns.</td>
</tr>
<tr>
<td>4.1 Demonstrate an understanding of the forms and mechanisms of oppression and discrimination, particularly those within the region. <em>(Knowledge)</em></td>
<td>8.1 Demonstrate an understanding of social policy analysis including the means by which social policies that address regional, state and/or national concerns are formulated. <em>(Knowledge)</em></td>
</tr>
<tr>
<td>4.2 Demonstrate an understanding of the strategies of change that are most likely to advance social and economic justice particularly within the region. <em>(Knowledge)</em></td>
<td>8.2 Demonstrate an ability to appropriately apply policy analysis skills to social policies that address, regional, state, and/or national concerns. <em>(Skill)</em></td>
</tr>
<tr>
<td>4.3 Demonstrate proficiency in applying appropriate strategies of change that are most likely to advance social and economic justice particularly within the region. <em>(Skill)</em></td>
<td>8.3 Demonstrate an understanding of the importance of analyzing, formulating, and/or influencing social policies that address regional, state and/or national concerns. <em>(Value)</em></td>
</tr>
</tbody>
</table>

**Analysis / Interpretation of Results**

Please note that Social Work 485: Policy, Programs and Services is a senior level course open only to social work majors and therefore there is no comparisons made to non-social work majors as was noted in the first course in the policy sequence, SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity. Complete term papers were provided for content analysis and interviews with both instructors of the respective course sections were
conducted. Two sections of SWRK 485: Social Welfare Policy, Programs and Services were conducted. The embedded assignment in this course requires that students engage with off campus populations including advocates, legislators, political appointees and other members of the general voting population. The embedded assignment is a blend of a policy project and engagement in ongoing political campaigns [See Appendix II-45]. The students in one section elected to implement advocacy efforts by targeting a local human service organization likely to be affected by the passage of a statewide proposition. The students in the second section of this course elected to increase general awareness of the upcoming election and specific propositions likely to impact local professional service providers and potential clients. The embedded assignment is composed of two portions. The first half of the term paper is completed by individual students and the second portion of the paper requires students to work in groups.

Forty-three students were initially enrolled in the two sections however one student did not complete the embedded assignment as described due to medical issues. Nine groups were formed composed of 3-5 members each.

SLOS 8.1 - Content analysis of the papers indicates that each student was responsible for taking the lead in one or more of the nine sections of the paper. Each group evaluated social problems and barriers to proposed policy implementation generally at the state level and specifically at the county level in three contiguous, local counties. The theme of addressing problems typically experienced by outgroups was prevalent. All students demonstrated a thorough understanding of selected propositions based on input from multiple nonpartisan and partisan sources.

SLOS 8.2 – Analysis of the projects and papers reveals multiple contacts with social service agency personnel and partisans associated with the various measures. It is unclear however how many specific contacts were completed as no logs of contacts were required by faculty. All groups were clearly able to demonstrate that they could determine applications of the statewide measures to specific counties and thus local concerns. The majority of the groups were clearly able to demonstrate that they could further apply policy analysis skills to the impact of state wide policies on specific programs to outgroups.

SLOS 8.3 – All groups clearly demonstrated an interest in social justice themes associated with three dominant themes: 1) civil rights generally and voting rights particularly; 2) equity in access to resources including safe housing, mental health services, and physical well being; and 3) responsiveness of public policies to the needs of the public as represented by residents of California generally and northern California counties specifically. All groups demonstrated an ability to align their respective projects with one or more of the core values of the profession. The dominant values associated with all projects were service; other themes which emerged as central themes include social justice and the dignity and worth of the person.

SLO 4.1 – All groups demonstrated an increased awareness of the variable access to publicly subsidized resources in California. A prevalent theme was the desire of students to educate colleagues, agency personnel, potential clients, and the general voting public about the specific implications of each of the selected propositions. Outreach included radio interviews, newspaper articles social service agencies and the CSUC campus.
SLO 4.2 & 4.3 – Each group was able to cite and implement a framework and skills associated with policy practice generally and electoral campaign work specifically. Although students had been initially reluctant to participate in the policy project, the structured experience provided an opportunity to observe values and application in application albeit not by social work professionals. Each group noted the rich learning experience provided by the assignment and the importance of social workers in the public policy arena.

**Proposed Actions from Outcomes**

Data collected from the course indicates that policy practice projects are an effective means for introducing student to values and frameworks in action. Two sets of proposed actions follow assessment of SWRK 485. The first set of actions is linked to logistical improvements that could be implemented in conjunction with collaborative partners. The CSUC BSW program could partner with NASW chapter personnel in Sacramento to target public policies in conjunction with similar classes across multiple classes in the northern California region. Analysis of all collaborative efforts could be reviewed with NASW staff and schools/departments of social work to enhance the likely impact of such efforts.

A second set of actions could be to enhance student understanding and practice of the change agent role at the macro practice level that could include the development of a field practicum assignment that tracks the impact of selected public policies on the clients who are provided or not provided service as the result of these public policies. The field evaluation instrument can then be utilized as an additional measure of these SLOS.

Additional suggestions include the integration of a social worker practicing in selected public policy settings to meet with students to orient them to the history and current attempts to influence public policy efforts in the region.

**Proposed Revision of Measures, Metrics, or Outcomes**

The language of the course syllabus provided to students at the beginning of the semester will be reviewed to clarify confusion regarding wording and improve student comprehension. It is not recommended that this assignment be dropped at this time as this assignment has been determined to be relevant and appropriate.

**Proposed Revisions to Program Objectives or Learning Outcomes**

No revisions to program objectives or learning outcomes are recommended at this time. No revisions to program objectives or student learning outcomes based on these findings were recommended at that time. BSW Program objectives were realigned to reduce redundancy and enhance clarity AY 2005-06 (see Appendix II-44 BSW Program Meeting).
**SWRK 330: Research Methods**

<table>
<thead>
<tr>
<th>Selected Goals</th>
<th>Selected Curriculum Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare social workers with the knowledge, values, and skills necessary for entry level generalist professional practice with multi-level systems.</td>
<td>1. Apply critical thinking skills in all learning environments to multiple units of concerns and levels of social work practice.</td>
</tr>
<tr>
<td></td>
<td>9. Evaluate research studies and corresponding theories to assess one’s own practice and large systems interventions.</td>
</tr>
</tbody>
</table>

* Note BSW curriculum objectives revised and realigned with preceding BSW curriculum objectives AY 2006-07 (see Appendix II-44 BSW Program Meeting Minutes).

<table>
<thead>
<tr>
<th>Selected SLOS</th>
<th>Selected SLOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically evaluate analyze and interpret information in one’s personal life and professional practice.</td>
<td>9. Demonstrate sufficient skills to develop, collect, and analyze research data in order to evaluate one’s own practice at multiple systems levels.</td>
</tr>
<tr>
<td>1.1 Demonstrate ability to critically evaluate analyze and interpret information in one’s personal life. <em>(Skill)</em></td>
<td>9.1 Demonstrate understanding of techniques to develop, collect, and analyze research data in order to evaluate one’s own practice with micro level systems. <em>(Knowledge)</em></td>
</tr>
<tr>
<td>1.2 Demonstrate ability to critically evaluate analyze and interpret information in one’s professional practice. <em>(Skill)</em></td>
<td>9.2 Demonstrate proficiency in the development, collection, and analysis of research data in order to evaluate one’s own practice with micro level systems. <em>(Skill)</em></td>
</tr>
<tr>
<td></td>
<td>9.3 Demonstrate understanding of techniques to develop, collect, and analyze research data in order to evaluate one’s own practice with meso level systems. <em>(Skill)</em></td>
</tr>
<tr>
<td></td>
<td>9.4 Demonstrate proficiency in the development, collection, and analysis of research data in order to evaluate one’s own practice with meso level systems. <em>(Skill)</em></td>
</tr>
<tr>
<td></td>
<td>9.5 Demonstrate understanding of techniques to develop, collect, and analyze research data in order to evaluate one’s own practice with macro level systems. <em>(Knowledge)</em></td>
</tr>
<tr>
<td></td>
<td>9.6 Demonstrate proficiency in the development, collection, and analysis of research data in order to evaluate one’s own practice with macro level systems (Skill)</td>
</tr>
<tr>
<td></td>
<td>9.7 Demonstrate sufficient skills to evaluate appropriate research studies and under supervision, apply findings to practice with client systems of all sizes <em>(Skill)</em></td>
</tr>
<tr>
<td></td>
<td>9.8 Demonstrate proficiency in ability to evaluate appropriate research studies and under supervision, apply findings to practice with client systems at the micro level <em>(Skill)</em></td>
</tr>
</tbody>
</table>
9.9 Demonstrate proficiency in ability to evaluate appropriate research studies and under supervision, apply findings to practice with client systems at the meso level (Skill).

9.10 Demonstrate proficiency in ability to evaluate appropriate research studies and under supervision, apply findings to practice with client systems at the macro level (S).

**Analysis Interpretation of Results**

Social Work 330: Research Methods is in the process of being assessed utilizing embedded measures AY 2007-08 and an AURA report will be generated at the conclusion of AY 2007-08. The format for this new report will be similar to those previously provided and noted in this document for SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity and SWRK 485: Social Welfare Policy, Programs and Services (see AS 8 pp. 244). There have been a number of innovations however, which have been introduced in this course in response to concerns noted in feedback gathered from multiple sources including BSW exit surveys, alumni surveys, and feedback from the School of Social Work Advisory Board (see Appendix II-42).

**Actions from Outcomes**

A single case design assignment was introduced to this course to provide students with an opportunity to enhance the students’ ability to assess and improve their own practice and thereby address directly SLOS 9.1, 9.2, 9.3, 9.7 and 9.8 respectively (see Appendix II-44, BSW Program Meeting Minutes).

A group research project was an existing component of this course previously; however, in response to feedback from the School of Social Work Advisory Committee to introduce students to ‘real world’ issues and research skills that can be put to immediate use, an existing assignment has been modified and is being piloted this academic year (see Appendix II-42, School of Social Work Advisory Committee minutes October 2007). The group field research assignment has been modified and will be a part of the assessment of SWRK 330 in AY 2007-08. One section of the course will have students focused in addressing issues related to one’s physical safety on or near campus. Students in the remaining section of SWRK 330 will continue to select topics related to personal interest. Students enrolled in the directed research section of SWRK 330: Social Work Research Methods will have guest speakers who will address a previous study conducted on campus in collaboration with undergraduate students in the departments of Political Science and Geography and Planning. Social work students will be introduced to the use of Geographic Information Systems (GIS) as an assessment tool that transforms quantitative data into qualitative data to enhance understanding of the selected issue. Learning outcomes will be assessed for each section.

The largest innovation in SWRK 330: Social Work Research Methods however has been twofold. The first is the movement of the course as a whole from being taught by the Sociology faculty to the course being taught by the Social Work faculty in AY 2003-04 to ensure rigor and congruency with the social work curriculum. The second aspect of this innovation is the change from a 3-unit, lecture class format to a 4-unit lecture/lab format effective AY 2008-09. The expanded course will remain a 3-hour weekly lecture with the addition of a two hour weekly
computer laboratory component (see Appendix II-43 Curriculum Change Log). These innovations were prompted by feedback from BSW exit surveys (see Appendix II-41), alumni surveys (see Appendix II-39) and faculty (see Appendix II-44). All ten SLOS associated with Curriculum Objective nine are addressed with these two innovations as are both SLOS associated with BSW Curriculum Objective one (see AS 8.0 p 208).

**SWRK 310: Writing for the Social Work Profession**

Assessment Measures Assessed

<table>
<thead>
<tr>
<th>Selected Goals</th>
<th>Selected Curriculum Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare social workers with the knowledge, values, and skills necessary for entry level generalist professional practice with multi-level systems.</td>
<td>10. Demonstrate communication skills differentially with various client and professional populations and settings.</td>
</tr>
<tr>
<td>6. Prepare social workers who will engage in continuing professional education and lifelong learning to enhance their social work knowledge and skills.</td>
<td>13. Demonstrate professional use of self that includes awareness of personal and professional visibility in our North Valley.</td>
</tr>
</tbody>
</table>

* Note BSW curriculum objectives revised and realigned with preceding BSW curriculum objectives AY 2006-07 (see Appendix II- __ BSW Program Meeting Minutes).

<table>
<thead>
<tr>
<th>Selected SLOS</th>
<th>Selected SLOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Critically evaluate analyze and interpret information in one’s personal life and professional practice.</td>
<td>13. Demonstrate proficiency in the professional use of self that includes awareness of personal and professional visibility due to the nature of the practice region.</td>
</tr>
<tr>
<td>10.3 Demonstrate understanding of different communication techniques to interact with a variety of colleagues (Knowledge)</td>
<td>13.1 Demonstrate an understanding of the importance of the professional use of self that includes awareness of personal and professional visibility due to the nature of the practice region. (Value)</td>
</tr>
<tr>
<td>10.4 Demonstrate proficiency in the use of different communication techniques to interact with a variety of colleagues. (Skill)</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis/Interpretation of Results**

The faculty has noted feedback from multiple sources internal and external to the School including then-currently enrolled students (see Appendix II-47, Fear of a Blank Page: Teaching Academic and Professional Writing in Social Work), Employer Surveys and faculty that students were experiencing difficulty in writing commensurate with expectations of upper division students and professionals entering the field (see Appendix II-44, BSW Program Minutes). A writing course was developed and successfully piloted AY 2002-03 and expanded to address both BSW juniors and seniors AY 2005-06.

**Actions**

The writing course is not a part of the standard curriculum as it is a voluntary series of courses which utilizes all writing assignments in Professional Sequence courses. Faculty and students...
have provided qualitative feedback that the courses have improved student’s knowledge and skill in writing professionally. A question will be added to the Employer Surveys to assess the impact of the writing courses for students.

Table 7 Sample of Alumni Results - Research

<table>
<thead>
<tr>
<th>Research and Professional Career</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not very important</td>
<td>8</td>
<td>33.3</td>
<td>34.8</td>
<td>34.8</td>
</tr>
<tr>
<td>somewhat important</td>
<td>10</td>
<td>41.7</td>
<td>43.5</td>
<td>78.3</td>
</tr>
<tr>
<td>Very important</td>
<td>5</td>
<td>20.8</td>
<td>21.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conduct Research</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never or Infrequently</td>
<td>12</td>
<td>50.0</td>
<td>54.5</td>
<td>54.5</td>
</tr>
<tr>
<td>Occasionally (mm)</td>
<td>6</td>
<td>25.0</td>
<td>27.3</td>
<td>81.8</td>
</tr>
<tr>
<td>Frequently (DD/WK)</td>
<td>4</td>
<td>16.7</td>
<td>18.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>91.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>2</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In response to the question, “How important is research to your social work career?” only 22% of respondents indicated research was very important to their careers. The largest proportion of respondents, 44%, rated research practice as somewhat important to their careers. Interestingly, the majority of alumni respondents, 55%, also indicated that research activities were not a regular part of their practice experience. Approximately one in five respondents indicated that they conduct research 18% responded daily or weekly.
The 2004 alumni responses to how well prepared the CSUC prepared them to conduct research only 57% reported they felt well prepared, 33% reported they were somewhat prepared and 10% reported they were poorly prepared.

<table>
<thead>
<tr>
<th>Conducting research</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared</td>
<td>2</td>
<td>8.3</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Somewhat prepared</td>
<td>7</td>
<td>29.2</td>
<td>33.3</td>
<td>42.9</td>
</tr>
<tr>
<td>Well Prepared</td>
<td>12</td>
<td>50.0</td>
<td>57.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>87.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>3</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 2004 alumni responses to how well prepared in research methods generally only 30% reported that they felt they had had been well prepared in research methods generally; 61% reported that they had been adequately prepared and 9% reported that they believed they had been poorly prepared.

<table>
<thead>
<tr>
<th>Prepared for research methods</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared</td>
<td>2</td>
<td>8.3</td>
<td>8.7</td>
<td>8.7</td>
</tr>
<tr>
<td>Adequately prepared</td>
<td>14</td>
<td>58.3</td>
<td>60.9</td>
<td>69.6</td>
</tr>
<tr>
<td>Well prepared</td>
<td>7</td>
<td>29.2</td>
<td>30.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2004 alumni responses

Prepared for demonstrating research skills and tools.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared</td>
<td>5</td>
<td>20.8</td>
<td>21.7</td>
<td>21.7</td>
</tr>
<tr>
<td>Adequately prepared</td>
<td>13</td>
<td>54.2</td>
<td>56.5</td>
<td>78.3</td>
</tr>
<tr>
<td>Well prepared</td>
<td>5</td>
<td>20.8</td>
<td>21.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2004 alumni responses to

Prepared for evaluate research, and apply findings.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared</td>
<td>7</td>
<td>29.2</td>
<td>30.4</td>
<td>30.4</td>
</tr>
<tr>
<td>Adequately prepared</td>
<td>12</td>
<td>50.0</td>
<td>52.2</td>
<td>82.6</td>
</tr>
<tr>
<td>Well prepared</td>
<td>4</td>
<td>16.7</td>
<td>17.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2004 alumni survey in response to the question how often do you use writing skills in your job
82% reported daily or frequently, only 9% reported that they never or infrequently used their
writing skills

Writing skills

251
### Frequency of Writing Activities

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never or Infrequently</td>
<td>2</td>
<td>8.3</td>
<td>9.1</td>
<td>9.1</td>
</tr>
<tr>
<td>Occasionally (mm)</td>
<td>2</td>
<td>8.3</td>
<td>9.1</td>
<td>18.2</td>
</tr>
<tr>
<td>Frequently (DD/WK)</td>
<td>18</td>
<td>75.0</td>
<td>81.8</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>91.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>2</td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2004 alumni responses to how well prepared the CSUC prepared them to write: 81% reported they felt well prepared, 19% reported they were somewhat prepared, and no respondents reported they were poorly prepared.

### Writing Skills

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat prepared</td>
<td>4</td>
<td>16.7</td>
<td>19.0</td>
<td>19.0</td>
</tr>
<tr>
<td>Well Prepared</td>
<td>17</td>
<td>70.8</td>
<td>81.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>87.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>3</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2004 alumni responses:
Prepared for using communication skills differentially with clients and colleagues.
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared</td>
<td>2</td>
<td>8.3</td>
<td>8.7</td>
<td>8.7</td>
</tr>
<tr>
<td>Adequately</td>
<td>6</td>
<td>25.0</td>
<td>26.1</td>
<td>34.8</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>62.5</td>
<td>65.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2004 alumni responses to demonstrate professional use of self that includes awareness of personal and professional visibility

Prepared for use of self appropriate to nature of region.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequately</td>
<td>4</td>
<td>16.7</td>
<td>17.4</td>
<td>17.4</td>
</tr>
<tr>
<td>Well prepared</td>
<td>19</td>
<td>79.2</td>
<td>82.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2004 alumni responses to question rate how well prepared were you in the content area of social welfare policy and services 44% reported they were adequately prepared , 22% reported they were poorly prepared and 35% reported they were well prepared “Improvement in policy
classes.” “Policy” “Social policies for state and nationwide programs such as medicine, Medicare, Medicaid, etc.” total 12%

Prepared for social welfare policy/services

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared</td>
<td>5</td>
<td>20.8</td>
<td>21.7</td>
<td>21.7</td>
</tr>
<tr>
<td>Adequately prepared</td>
<td>10</td>
<td>41.7</td>
<td>43.5</td>
<td>65.2</td>
</tr>
<tr>
<td>Well prepared</td>
<td>8</td>
<td>33.3</td>
<td>34.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2004 alumni responses to the question re: curriculum objective #7? Only 9% reported they were well prepared, 48% reported they were adequately prepared and 44% reported they had been poorly prepared.

Prepared for analyzing, formulating and influence of policy?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly prepared</td>
<td>10</td>
<td>41.7</td>
<td>43.5</td>
<td>43.5</td>
</tr>
<tr>
<td>Adequately prepared</td>
<td>11</td>
<td>45.8</td>
<td>47.8</td>
<td>91.3</td>
</tr>
<tr>
<td>Well prepared</td>
<td>2</td>
<td>8.3</td>
<td>8.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exit Survey
An exit survey to be given to all BSW students prior to graduation has been developed. It has been implemented annually. The survey asks students to evaluate their ability to practice successfully as articulated in the 13 BSW Program Objectives. It is meant to supplement the data that we receive in the exit focus groups, allowing students who may be hesitant to express concerns verbally, to do so in writing.

**Alumni Surveys**

The alumni survey is sent out to all graduates two years post graduation. Respondents have the opportunity to describe their current position, how long it took them to find a job, what percentage of their time is spent working at different levels of practice, and to rate their perceived ability to meet all of the components of each of the BSW program objectives. Alumni rated themselves using the following scale:

1 – Strongly Disagree
2 – Disagree
3 – Disagree a Little
4 – Neither Agree nor Disagree
5 – Agree a Little
6 – Agree
7 – Strongly Agree

**Employer surveys**

A survey of employers who have hired graduates from our BSW program is repeated every other year in the future. The survey asked employers to rate BSW graduate of our program on skills, knowledge and values in a variety or areas and was designed to measure all of the BSW Program Objectives. Employers rated employees’ abilities on the following scale:

1 – Strongly Disagree
2 – Disagree
3 – Disagree a Little
4 – Neither Agree nor Disagree
5 – Agree a Little
6 – Agree
7 – Strongly Agree

It was sent with the Alumni Survey described above to graduates from our program with a request that the alumni give the survey to their most recent or current employer. The response rate was not as high as we would have liked. Only 12 surveys were returned. However, we entered and analyzed the data we collected and the results below are a sample of what was found.

**Meetings with the School of Social Work- Advisory Board**

A 10 member Community Advisory Board meets with the Director of the School of Social Work, the BSW and MSW Program Directors, the Director of Field Education, the Title IV-E Coordinator and Mental Health Stipend Coordinator twice each year. During that meeting the Director and Coordinators provide information gained from various assessment measures, any
concerns that have arisen from the data, and any curricular changes that have occurred based on
the data. They also solicit feedback from Board members about these changes and about the
program in general, with a specific focus on how well we are meeting our program objectives.

Results and use of results to affirm and improve the program
Data gathered at the Advisory Board meetings has confirmed much of what has been found from
other assessment measures, and added some new information and suggestions for
implementation. For example, Advisory Board members were presented with information about
the Program’s efforts to improve technology skills, including the addition of the use of
Geographic Information Systems technology into our BSW curriculum. An advisory board
member suggested specific ways that this technology is being used in his agency and data that
would be useful for students to examine. His suggestions were taken to the Policy Sequence
Committee and from there were sent to the lead instructors for the Advanced Macro Practice
course. The suggested data is being incorporated into the class and collaboration between the
Advisory Board member, his agency and the class is being discussed.

Meetings with the Field Advisory Board
A 15 member Field Advisory Board meets with the Director of Field Education twice each year.
Board members receive regular updates about the field program and assessment data that is
related to field education. In addition to providing guidance on how to improve the field
program, members provide feedback about areas of strength and challenges that they observe,
particularly from their experience as field supervisors.

Results and use of results to affirm and improve the program
Field Advisory Board members were asked to review and help revise the field evaluation
instrument. The instrument is currently being reviewed again after its second year of use, and
once again the Advisory Board will provide input into this process. The Advisory Board also
reviews field objectives and course objectives for the field seminar and provides input as to their
relevance for practice. When curriculum challenges have surfaced from the assessment process,
the Board has provided suggestions about using the field experience to enhance the curriculum.
For example, when issues about the strength of the research curriculum arose, members of the
Board discussed the issue and provided suggestions about ways to better involve students in
research in the agency setting to help build these skills.

Examples of Use of Multiple Feedback Loops and Consistency of Data
In general that data from various measures has provided similar results, thus validating the
findings. Various measures including the Field Evaluations, Self-Efficacy Instrument,
Comprehensive Exam, Alumni Survey and Employer Survey have pointed to weaknesses in the
research and macro practice curriculum. The data and resulting discussions among faculty and
various advisory board members have resulted in a number of changes that have been
documented above. The consistency of findings suggests that the measures are working well
together and providing the program with the information needed to assess our effectiveness and
make appropriate changes, such as those that have been implemented. Future assessment will
help us see whether the changes have been effective in improving student learning.
Future Improvements in Assessment Process
Most of the instruments we are currently using in the assessment process have only been employed once or twice. As we input and analyze the data, we have found a number of issues that need addressing to help us more effectively assess the program. We are in the process of revising the Field Evaluation Instrument and the method that is used to solicit feedback from employers. We are also reviewing the process that we use to store data once it is collected. We will continue to review not only the data we collect, but also the systems we use to collect data, to improve the quality of our assessment process and our program.

Conclusion

Through this careful review, the faculty has demonstrated its commitment to the social work education process, the advanced generalist practice model, and the future of the MSW Program at CSU, Chico. The advanced generalist framework continues to evolve as the MSW program matures, utilizing feedback from the sources described above. By way of continuous assessment, the MSW program will provide the students, the university, the faculty, the community, and the region an educational program that embraces accountability and integrity.