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

The CSU, Chico School of Social Work MSW program was granted candidacy in 2001, and thus, graduated our first MSW class in May 2003. Our initial accreditation was in February 2005; this document has been prepared for our first reaffirmation process. Since February 2005, our program has grown to include a Three-Year weekend program. We have changed leadership and hired new faculty. The MSW program is grounded within the unique location of Northern California and the community perspectives of the geographical area we serve.

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

The service area of the Master of Social Work Program at CSU, Chico covers 12 Northeastern California counties. This region is unique in that there are no large cities (CSU, Chico, Center of Economic Development, 1999). The 12 counties consist predominantly of small cities and towns with large areas of rural countryside. The two cities with the greatest populations are the city of Chico with currently 84,396 inhabitants, and 60 miles north of Chico, Redding with 90,045 residents (California Department of Finance, 2006). The “North State,” as our region is termed, covers an area the size of Ohio (44,828 square miles) and has many rural areas where there are distinct needs (McNall, 2004).

The Central Valley area of the Sacramento River in which CSU, Chico is located, is surrounded by three major mountain ranges: the Northern Sierra Nevada range on the East and South; the Southern Cascade range on the North and East; and the Pacific Coastal range on the West. These mountains provide majestic scenery and abundant recreational opportunities. Lassen Volcanic National Park is located in Tehama and Shasta Counties, 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 scenery in the Central Valley. This valley provides flat, fertile farmland for the agricultural economy of the region.

The Central Valley area has access to the Sacramento and San Francisco Bay metropolitan areas via Interstate 5, but the mountain regions are more geographically isolated. The major federal highway in the Central Valley is Interstate 5, running north and south from Seattle, WA to San Diego, CA. Agriculture, mining, and forestry are the major industries in the region and the leading commodities are cattle, rice, hay, wood, and wood products (CSU, Chico, Center of Economic Development, 2000).
Because of the geographical vastness of the Northern California region, it is difficult to easily categorize its people and their diversity. According to US Census Bureau (2006), the population of the 12 Northern California counties was 804,122. This was 2.14% of California’s total 37,662,518 population (California Department of Finance, 2006). The greatest urban county, Butte, (population 203,171) consists of 88% urban designated area, while the other 12% reside on primarily on non-farm rural land. Trinity County (population 13,022) is considered 100% rural with only 168 of the residents residing on farmland. Thus, the region provides a range of residential environments with high population density in the cities and low population in the rural counties (U.S. Census Bureau, 2006).

In addition to urban-rural diversity, ethnic diversity in the region varies. EuroAmericans comprise of 75.83% of the population. Latinos comprise of 14.5% of the area’s population, and the Latino community in the region is growing significantly. Asian Americans comprise 3.7%, and include immigrants from Southeast Asia and an older, more 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 consist of 2.13% (16,642 persons) of the Northstate’s population. It is important to note that this reported number may be smaller than the actual population as the Census Bureau counts may not contain all tribal members who do not reside on or near the 22 reservations and rancherias1 within the 12 counties CSU, Chico serves (Center for Economic Development, 2000).

A Shortage of Social Workers in California and Especially Northern California
There is severe statewide shortage of MSW graduates in all areas of social work practice. This shortage is of major concern in California and has resulted 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 the National Association of Social Workers (NASW) News between 2000 and the present (NASW News, March 2002, February 2002, October 2001, April 2001, January 2001, October 2000, September 2000). In the 2004 California Master Plan Report, the shortage of social workers was clearly documented through Senate Bill 2030-Workload Study and the Human Service Committee Legislative Hearings in 2001 (California Deans and Directors of Schools of Social Work and the California Social Work Education Center, 2004). The clearest documentation for this shortage of MSW graduates is in the fields of Child Welfare and Mental Health (see following section). There is an even greater shortage of social workers in Northern California where there are higher levels of poverty of 13.8% overall and 20% for 18 year old and younger residents. The rate for youth and children is a higher than the national average of 18% (U.S. Bureau of the Census, 2004).

---

1 Rancherias are unique to California. Historically, a rancheria was created in a small area of land that the U.S. government designated as an Indian settlement. Rancherias were also the result of small Indian communities that were located on the edge of EuroAmerican settlements. Rancherias may include several tribes such as the Grindstone in Elk Creek (Glenn County), California. (San Diego State University, n.d.)
The Need for MSW Level Child Welfare Social Workers in Northern California

The public child welfare agencies provide a concerning, well-documented shortage of MSW graduates. In the entire state, only 37.8% of the public child welfare workers hold the MSW degree, and projections for the future indicate that even more MSW graduates will be needed in these agencies (Negrón-Velázquez, Clark, & Brown, 1996). This shortage is greater for rural areas of California where low populated counties have only 26% of their child welfare workers holding the MSW degree. In the very small counties, including those outside our region, (such as Sierra, Lassen, Alpine, Inyo, Modoc, Mono, Imperial, & Calaveras) none of the child welfare workers hold MSW degrees (Clark & Fulcher, 2005). As a result, the programs are out of compliance with regulations regarding the professional staffing levels required for some of the state and federal mandated child welfare programs. The directors of these programs understood the need for more social workers in Northern California (California Deans and Directors of Schools of Social Work and the California Social Work Education Center, 2004). Thus, in 1997 they lobbied the previous CSU, Chico President Manual Esteban to establish a MSW program to help with the severe shortages of MSW graduates in their programs.

The Need for MSW Level Mental Health Social Workers in Northern California

The need for mental health service providers is great in Northern California. Statistics from the California State Department of Mental Health (2000), there are 55,820 individuals receiving mental health services in the counties within our service area. There is a severe shortage of MSW level clinical workers to provide these services. According to a 2001 Center for Health Statistics report, from 2001 to 2010, the overall demand for mental and behavioral health care workers can be expected to grow between 16 and 30 percent (Center for Health Statistics, 2001). Counties throughout California are experiencing severe shortages in recruitment of masters level social workers. In Northern California, where our service area is more rural, access to educated professionals is at a critical stage.

According to a report from Dower, Briggance, Vance, Keane, and O’Neil (2003),

Nearly all the counties in California report clinician vacancies, and several rural counties believe their hiring possibilities to be hopeless. This belief was based in having positions remain empty for years, sometimes losing the positions because of unfilled vacancy policies of county governments that require positions to be turned back over to the county if not filled within a specified time. (p. 74)

Current vacancy rates for master’s levels social workers are estimated at 20-25% (California Mental Health Planning Council, 2000). In meeting with many Northern California Mental Health Directors, a common theme is their inability to hire and retain master level social workers to fill these positions. Another emerging concern for mental health directors is the high number of management level staff supervisors and administrators approaching retirement age. Masters level social workers are being looked to in order to fill these positions.

In 2004, California voters passed the Mental Health Services Act (MHSA) to increase the funding to California’s mental health system. One component of the MHSA is workforce development and education which has identified the need to increase qualified MSWs to
provide community mental health services. This program enhances mental health curriculum in social work programs as well as provides financial incentives, similar to Title IV-E child welfare stipends, to students interested in obtaining their MSW degrees and working in California’s public mental health system. California State University, Chico has been participating in this program since its inception in 2005. In addition to the preparation of MSW students for the field of mental health, the School has taken an increased role in partnering with community mental health departments to further assess their needs and address their workforce continuum needs.

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 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 practitioners who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.

This mission addresses the general education courses that our BSW Program offers for undergraduate students including declared major in child development, psychology, nursing and nutrition. The BSW and MSW program’s missions are the same with the exception that the graduate program provides advanced practice and leadership.

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.

This mission guides the MSW program through five educational purposes that establish consistency with EP 1.1. The MSW program is designed to (1) address the needs of our region in educating and preparing advanced generalist practitioners and leaders in service throughout the region and state, (2) promote social and economic justice, (3) enhance collaborative efforts in community service agencies, (4) develop social work knowledge that will enhance culturally competent practice and foster lifelong learners, and (5) evaluate research knowledge to guide their practice. This establishes the appropriateness of the MSW program’s mission and purpose with social work education. The MSW Goals reflect the above guiding educational principles and correspond with the School of Social Work Mission (see Table 2, p. 10).

Within California, MSW graduates continue to be in demand. California legislation establishes mandates for professional staffing levels for many social service agencies. This shortage is exacerbated in Northern California where there are higher levels of poverty, social, and economic challenges. The MSW program’s intent is to strategically decrease this shortage with professionally educated social workers experienced in working with the economic and social conditions of the region. These communities need social work professionals with the knowledge, values, 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 (CSU, 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. (CSU, Chico University Catalog, 2007-09. p. 20); (Retrieved March 5, 2008 from http://www.csuchico.edu/catalog/cat07/01Front/plan.html)

The University Mission continues with the discussion of the values:

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.

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. (CSU, Chico University Catalog, 2007-09. p. 20); (Retrieved March 5, 2008 from http://www.csuchico.edu/catalog/cat07/01Front/plan.html)

Consistency of the Mission of CSU, Chico with the School of Social Work Mission (BSW/MSW Programs)
The collective missions of CSU, Chico, the School of Social Work for the BSW/MSW programs, and the social work profession are strongly associated with a strong commitment and value to public service. As a liberal arts institution that offers undergraduate and graduate programs, the University provides a strong liberal arts base for the undergraduate and graduate social work programs. Through the provision of quality education, the School uses applied learning within the context of a liberal arts foundation.

Throughout the mission statements of the University and the School, there is consistency in the values; both emphasize 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 statements regarding preparation of students and is operationalized further in the faculty’s personnel process (see School of Social Work Personnel and Procedures, Appendix II-1; CSU, Chico Personnel Policy and Procedures, Appendix II-2). Thus, there is strong consistency with the mission of the University and the MSW Program’s mission (see Table 1).
<table>
<thead>
<tr>
<th>University Mission</th>
<th>MSW 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 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. . . . 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>
There are four MSW goals derived from the MSW mission. Although the MSW Program’s mission is to prepare MSW graduates for the State of California, the foremost purpose at this time is to meet the need for advanced generalist MSW graduates in the region. Given the characteristics of the region outlined in the introduction, MSW graduates must be prepared as culturally competent professionals who can practice as advanced generalists and provide leadership within agencies, communities, and the profession.

While the School faculty embraces diverse specialties, knowledge bases, perspectives, and teaching styles, the guiding philosophy is consistent and firmly integrated in the mission and goals of the School. This philosophical alliance among the faculty includes concepts of leadership, flexibility in multi-level practice, practice competence, lifelong learning, social and economic justice, and cultural competence. The five educational purposes identified previously under the Mission are articulated in the four goals of the MSW program through an integrated educational framework delivered by faculty who support the guiding philosophy and collaborate with community allies.

**Goals of the MSW Program**

(see Table 2, p. 11)

To fulfill its mission, the MSW Program will work toward the following goals:

1. Prepare social workers who will enhance the well-being of the peoples in the urban and rural communities of Northern California and the State through efforts to alleviate poverty and promote social and economic justice;

2. Prepare social workers who will provide leadership for social service agencies and communities in Northern California and the profession;

3. Prepare social workers who will practice as culturally competent practitioners for empowerment, strengths-based, collaborative social work practice and advocacy at multiple system levels;

4. Prepare social workers who will engage in continuing professional education and lifelong learning to enhance their social work knowledge and skills.

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 MSW graduates will be in positions to influence policy that affect the services and agencies in our region. Leadership positions will allow MSW
graduates to possibly accelerate the improvements in agency conditions, engage social work expertise, and apply social work values. In addition, leadership skills will allow MSW graduates to model collaboration with systems that directly impact the clients, communities, and the well being of agencies in Northern California.

Preparing culturally competent MSW graduates to serve all individuals throughout the region is a high priority. Many of our region’s vulnerable populations, particularly immigrant populations, face problems of social and economic justice. In order to address these issues effectively, sufficient preparation in cultural competent practice is necessary.

Critical to an MSW graduate’s professional development is continuing education and lifelong learning. The School prepares advanced level practitioners through a broad educational base. This 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 that add to the value of continuing education offerings.

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 2. Relationship between the School’s Mission and MSW 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 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>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>4. Prepare social workers who will engage in continuing professional education and life-long learning to enhance their social work knowledge and skills.</td>
</tr>
</tbody>
</table>
Achieving the purposes of social work education, the MSW 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 NASW, BPD, SSWR, and CSWE, attendance at conferences related to social work practice and teaching, and collaboration with agency professionals.

The MSW curriculum is built on a liberal arts perspective that 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. Faculty contribute to developing knowledge as part of their requirements for tenure and promotion. Within the MSW program, students are prepared through the research, policy, and practice curriculum to contribute to knowledge in the areas of program evaluation, policy analysis and development, and practice.

With the intention of providing students with a “high quality social work education for generalist social work practice at the baccalaureate level, advanced practice and leadership at the master's level…” (CSU, Chico School of Social Work Mission), the School’s faculty stay abreast of new practice-relevant technology. As a direct result, on-line or hybrid on-campus/on-line courses that use the Internet and web sites have been developed. Additionally, the School has accessed innovative computer software technologies, such as Geographical Information Systems (GIS), that are utilized in agencies. These technological opportunities have enhanced the skills of our students.

The MSW program recognizes that it is only thorough collaborative and reciprocal relationships with the community and social work professionals that the program can maintain and promote professional development. The MSW goals clearly focus on the promotion of well-being of people. This is accomplished by preparing social work practitioners that are culturally competent for multiple system level practice, and have the knowledge and skills to influence policy and evaluate practice.
The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

**Program Objectives**

The MSW program has nine overarching objectives developed from the goals. Each program objective listed below connects and is accomplished through the corresponding MSW Goals, and EP 3.0, EP 3.1, and EP 3.2.

**MSW Program Objectives**

1. Prepare advanced social work practitioners who have the knowledge, skills, and values to intervene with individuals, families, groups, organizations and communities, and who are committed to maintaining their professional growth through lifelong learning and continuing education; (EP 3.0.M6 and EP 3.1)

2. Prepare advanced social work practitioners who have the knowledge, understanding and respect for people from diverse backgrounds and who can provide culturally competent social work practice at multiple system levels, and promote culturally sensitive services for diverse client systems; (EP 3.0.3 and EP 3.1)

3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation; (EP 3.0.2, EP 3.0.4 and EP 3.1)

4. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels; (EP 3.0.1, EP 3.0.7 and EP 3.1)

5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate and advocate for policies consistent with social work values; (EP 3.0.1, EP 3.0.8 and EP 3.1)

6. Provide knowledge to graduates that enable them to provide advanced practice with multiple systems at the advanced level in the fields of mental health, and families, youth and children; (EP 3.0.5, EP 3.0.M6 and EP 3.1)

7. Prepare graduates who will engage in quantitative and qualitative research for effective practice and program evaluation to improve one’s own practice, as well as services and policies; (EP 3.0.5, EP 3.0.9 and EP 3.1)

8. Prepare advanced social workers who will provide leadership for and act as catalysts in promoting collaborative endeavors in social service agencies in the community; (EP 3.0.5, EP 3.0.10, EP 3.0.11 and EP 3.1)
9. Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in rural and urban environments. (EP 3.0.5, EP 3.0.12, EP 3.1, and EP 3.2)

Table 3 outlines the relationship and linkage between the MSW Goals and the nine overarching MSW Program Objectives. The MSW Objectives are consistent with Education Policy, Section 3.

<p>| Table 3 Relationship of MSW Program Goals with Nine MSW Program Objectives |</p>
<table>
<thead>
<tr>
<th>MSW Goals</th>
<th>MSW Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare social workers who will enhance the well-being of the peoples in the urban and rural communities of Northern California and the State through efforts to alleviate poverty and promote social and economic justice;</td>
<td>3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation.</td>
</tr>
<tr>
<td>2. Prepare social workers who will provide leadership for social service agencies and communities in Northern California and the profession;</td>
<td>5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate, and advocate for policies consistent with social work values.</td>
</tr>
<tr>
<td>3. Prepare social workers who will practice as culturally competent practitioners for empowerment, strengths-based, collaborative social work practice and advocacy at multiple system levels;</td>
<td>7. Prepare graduates who will engage in quantitative and qualitative research for effective practice and program evaluation to improve one’s own practice, as well as services and policies.</td>
</tr>
<tr>
<td>8. Prepare advanced social workers who will provide leadership for and act as catalysts in promoting collaborative endeavors in social service agencies in the community.</td>
<td>9. Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in rural and urban environments.</td>
</tr>
<tr>
<td>1. Prepare advanced social work practitioners who have the knowledge, skills and values to intervene with individuals, families, groups, organizations and communities. And who are committed to maintaining their professional growth through lifelong learning and continuing education.</td>
<td></td>
</tr>
<tr>
<td>1. Prepare advanced social work practitioners who have the knowledge, skills and values to intervene with individuals, families, groups, organizations and communities, and who are committed to maintaining their professional growth through lifelong learning and continuing education.</td>
<td></td>
</tr>
<tr>
<td>2. Prepare advanced social work practitioners who have the knowledge, understanding and respect for people from diverse backgrounds and who can provide culturally competent social work practice at multiple system levels, and promote culturally sensitive services for diverse client systems.</td>
<td></td>
</tr>
<tr>
<td>3. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels.</td>
<td></td>
</tr>
<tr>
<td>4. Provide knowledge to graduates that enable them to provide advanced practice with multiple systems at the advanced level in the fields of mental health, and families, youth and children.</td>
<td></td>
</tr>
<tr>
<td>5. Prepare graduates who will engage in quantitative and qualitative research for effective practice and program evaluation to improve one’s own practice, as well as services and policies.</td>
<td></td>
</tr>
</tbody>
</table>

**School of Social Work Foundation and Concentration Objectives**

The foundation objectives are derived from and linked to each of the program objectives and goals. The concentration objects for the advanced generalist practice are derived from and built on the foundation objectives. The foundation and concentration objectives remain consistent with the standards. The objectives of the program are met through the demonstrated knowledge and skills of our graduates.

These foundation and concentration objectives guide the development of the educational course objectives and the field evaluations of our MSW students. The goals and objectives of the program have undergone a process of refinement to better reflect linkage between foundation and concentration objectives. The course objectives that are derived from these objectives are monitored and assessed (see AS 8.0, pp.234, 250-1). Each Educational Policy foundation program objective is linked to our foundation objective and is noted in parenthesis.

---

Note: EP3.0 Foundation Objectives 1, 2, and 5 are located in the MSW Foundation Objectives and not specifically referenced in the MSW Objectives.
The concentration objectives reinforce and build upon foundation objectives and are derived from the specific program goal. All the concentration year objectives are consistent, address advanced generalist practice, apply concentration year skills, and advance the quality of the social work profession and practice. In addition, these objectives allow students to develop greater autonomy, applying knowledge and skills as advanced generalist social work practitioners uniquely suited to fulfill the mission of the program. The School of Social Work incorporates additional objectives that address the particular mission, goals, and educational level of our program.

**MSW Foundation Objectives**

By the end of the foundation year, MSW students will be able to:

1. Apply critical thinking skills within the context of professional social work practice with individuals, families, groups, organizations and communities. (EP 3.0.1)

2. Practice according to the value base of the profession and its ethical standards and principles with particular sensitivity to those values and ethical issues relevant to small towns and cities and other communities located throughout the region. (EP 3.0.2)

3. Practice with sensitivity, respect, knowledge, and skills, including differential assessment and communication skills related to clients’ age, social class, culture, physical and mental ability, ethnicity, family structure, gender, marital status, national origin, religion, socioeconomic status, and other groups of vulnerable citizens. (EP 3.0.3)

4. Understand the forms and mechanisms of oppression and discrimination, particularly those affecting populations-at-risk within the region, and apply strategies of advocacy and social change that advance social and economic justice. (EP 3.0.1 and EP 3.0.8)

5. Understand the history of the social work profession, its contemporary issues and structures, and analyze, formulate, and influence social policy and social service delivery. (EP 3.0.5 and EP 3.0.8)

6. Apply the knowledge and skills of the generalist social work perspective to empowerment, strengths-based, collaborative practice with multi-level systems. (EP 3.0.M6)

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (EP 3.0.7)

8. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions and programs. (EP 3.0.9)

9. Use supervision and consultation appropriate to generalist practice within quality field education experiences. (EP 3.0.10 and EP 3.0.11)

10. Function within the structure of organizations and service delivery systems, and promote agency collaboration, service integration, and seek necessary organizational change through methods most effective for the region. (EP 3.0.12)
11. Apply a beginning level of social work administration knowledge, skills and values. (EP 3.0.10, EP 3.0.11, EP 3.0.12, and EP 3.2)

**MSW Concentration Objectives**

The Advanced Generalist Concentration Curriculum objectives are to:

1. Prepare social work practitioners who will have the advanced knowledge, values and skills to assess complex situations and problems with diverse individuals, families, groups, organizations and communities;

2. Prepare culturally competent practitioners who will have the values, ethics, depth of knowledge, expertise and skill to intervene at the advanced level with multiple systems;

3. Prepare advanced practitioners who can evaluate complex organizations and their own practice with multiple system levels;

4. Prepare advanced practitioners with the expertise and skills to analyze, formulate and influence social policies, and incorporate policy practice in service to client systems at multiple levels;

5. Prepare advanced practitioners who can employ the basic administrative skills, including supervision, consultation and program management and development;

6. Prepare advanced practitioners who will provide culturally competent leadership to promote social and economic justice through the alleviation of discrimination, oppression, and economic deprivation;

7. Prepare advanced practitioners who will provide leadership in promoting collaboration between agency personnel;

8. Prepare advanced social work practitioners who can work effectively in rural and urban environments.

9. Prepare advanced generalist practitioners with additional knowledge, skills and values for advanced practice with multiple systems in the fields of mental health, and families, children and youth.
1.3 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

The MSW program communicates the mission, goals, and objectives to its constituents in various ways. Documents that include the School of Social Work’s mission statement and the MSW goals and objectives include the MSW Student Handbook (see Appendix II-3), the MSW Field Education Handbook (see Appendix II-4), recruitment materials, and the School’s Web site. The CSU, Chico 2007-09 Catalog has the program’s mission embedded in the narrative section for the School of Social Work (p. 591; http://www.csuchico.edu/swrk/). The MSW goals are included in the MSW Student Handbook. The MSW program objectives are directly linked to each course objective in the respective syllabus.

Faculty
The School of Social Work apprises the faculty of the mission and MSW goals and objectives through the above documents as well as other means. The faculty is responsible for revising the program’s catalog every two years; thus, they are required to reexamine the mission and goals as part of this process. In addition, faculty serve on curriculum committees. Each committee applies the mission, goals, and objectives in curriculum development and the revision process. Through the assessment of course objectives with program objectives, faculty review the on-going and continuous program assessment process each year (See AS 8.0 pp. 252-253).

Students
The MSW Program Director and advisers provide all students with MSW Student Handbooks (see Appendix II-3) as part of the mandatory advising process and during the orientation for new students prior to the first week of fall semester classes. Students are assigned faculty advisors and meet with these advisors during their orientation to the program. Students also purchase a copy of the MSW Field Education Handbook (see Appendix II-4) during the field practicum. Both handbooks include the mission, MSW 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 CSU, Chico School of Social Work Faculty Manual (see Appendix II-5), the MSW Field Education Handbook, Faculty Retreat Minutes and Monthly Faculty Meeting Minutes and Reports, (see Appendix II-6), and Bi-Annual Faculty Training. The MSW Student Handbook is provided to all faculty and copies are located in the adjunct faculty offices.

The MSW Field Education Handbook is provided to all Agency Field Instructors (supervisors) each year. 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 supervisors serve on the Field Education Advisory Committee, which makes recommendations on possible revisions to and implementation of the mission, goals, and objectives. The School of Social Work Community Advisory Board is also provided with the same program documents.
Faculty and students are actively involved with the regional and local unit of the California Chapter of the National Association of Social Workers (NASW) since its inception over 15 years ago. Upon invitation, the faculty provide progress reports on the evolving status of the School and its programs. As part of these reports, the faculty distributes documents such as the mission statement and the EPAS.

**Administration**

Through diverse means, the various levels of administration are informed about the School of Social Work and its programs. The Director of the School is a member of the Behavioral and Social Science Dean’s Executive Council of Department Chairs that meets bi-weekly. The School of Social Work has high visibility on this body as well as many others throughout the University. All School faculty members serve on committees at the School, College, and University levels; they have frequent opportunities to inform the campus about the School and its programs. Since the MSW program is a professional school, continuous education on the expectations of a professional school occur with the University administration and the Graduate school; this has been a true benefit for the School of Social Work. The enhanced pattern of communication is continuous, particularly with the College Dean, Dean of the Graduate School, Provost, President, and other offices on campus, as all are 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 Catalog (www.csuchico.edu/catalog/), School Personnel Policies and Procedures (see Appendix II-1), *MSW Student Handbook* (see Appendix II-3) and *MSW Field Education Handbook* (see Appendix II-4), *CSU, Chico School of Social Work Faculty Manual* (see Appendix II-5, Program Assessment Reports to the Dean and Provost (see Appendix II-7), School of Social Work Website (www.csuchico.edu/swrk), and Advising Materials (see Appendix II-8).
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 MSW program at California State University, Chico prepares students for advanced generalist social work practice through a one, two, or three-year curriculum. In the Two-Year program, coursework contains the generalist foundation during the first year, and the advanced generalist social work practice concentration during the second year of the program. In the Three-Year program, during the first two years, students receive the generalist foundation. Students must successfully complete all requirements in the foundation year prior to enrolling in the concentration year courses. Of the 61 units students must complete over two or three years, 31 units make up the 11 foundation courses required of all students.

The concentration year contains 30-32 units spread over 10 courses, eight of which are required of all students, and two of which are electives, a thesis, or project. One-Year students (advanced standing) enroll in the concentration year after taking two 3-unit bridge courses during the summer and complete a total of 36 units to obtain their MSW degree. The curriculum delivery is organized in logical, integrated fashion that reflects the MSW Programs goals and objectives. The foundation courses provide a base for the advanced curriculum to provide depth and breadth at the graduate social work practice level.

There are three specific types of liberal arts courses required for admission. They include an ethnic or multicultural course, a course that contains human biology content, and a general statistics course. In addition to the three specific courses required for admission, students entering the MSW program must demonstrate completion of a liberal arts foundation (see MSW Program Application Materials, Appendix II-9).

Liberal Arts Foundation

The liberal arts foundation required for the MSW curriculum contains elements necessary to prepare advanced generalist social work practitioners. It ensures preparation of a broadly educated person with the ability to view phenomenon, issues, and situations from various perspectives. This foundation prepares students with skills upon which communication, critical thinking, and problem solving skills in social work practice are built. As lifelong learning and ongoing professional development are necessary for informed, competent practice, the liberal arts base is designed to instill a sense of ongoing intellectual curiosity. The MSW curriculum is grounded in specified liberal arts areas described below.

Since each of the liberal arts areas provides a basis for the social work curriculum content areas, the MSW Program Director and Admissions Committee reviews each application for meeting the liberal arts requirements. Students’ undergraduate education may vary slightly
in the courses taken to fulfill a Liberal Arts Foundation as this is reflective of the repertoire of offerings at the university they attended. However, the MSW Program Director and Admissions Committee ensure that the courses in each area described below meet the criteria to provide a coherent and integrated whole necessary for the advanced practice curriculum at the graduate level.

**Written and Oral Communication**
As advanced generalist practitioners must have the ability to communicate orally and in writing, students are required to have had at least two courses in this liberal arts area. These skills provide a foundation for skill development and learning in every course in the MSW curriculum. This requirement can be met from taking two of the following courses: English Composition, Speech, Communication Studies, Debate, Journalism, Teaching, Theater, and Linguistics.

**Humanities**
Studies in the Humanities provide students with the cultivation of intellect, sensitivity, imagination, objective and subjective response to experience; creative experience; and refinement of affective, cognitive and physical faculties. This liberal arts requirement provides students with the broader perspective of human experiences and ways of knowing beyond empirical methods. This requirement can be met from taking at least two of the following courses: Art, Dance, Ethnic Studies, History, Language, Literature, Music, Philosophy, Religion, and Women’s Studies.

**Social Sciences**
As Social Work incorporates significant Social Science knowledge in all the areas of the curriculum, particularly the human behavior and social environment sequence, three courses are required in this liberal arts area. These courses broaden the student’s knowledge about the impact, perspectives, and contribution of the various social sciences. This requirement can be met with the following courses: Anthropology, Cultural Studies, Economics, Gender Studies, Geography, Human Management, Political Science, Psychology, Sociology, Special Education, and Teaching.

**Natural Sciences**
Courses in the Natural Sciences provide students with an understanding of the scientific methodologies and their limitations, an important perspective that underpins the research sequence. These courses also provide students with skills and perspectives for understanding and acquiring evidence-based social work practice theory and skills. This requirement can be met with one of the following courses: Astronomy, Biological Science including Human Biology, Chemistry, Environmental Science, Geology, Geography, Health Sciences, Physical Anthropology, and Physical Science.

**Analytical Reasoning**
The ability to reason is requisite to every course in the curriculum. Each course advances these skills according to the content, practice and research skills taught in the course. Liberal arts courses in this area provide: an understanding of the relationship of language to logic; ability to analyze, critique and advocate ideas; ability to distinguish fact from judgment; and an understanding of formal and informal fallacies of language and thought. This requirement may be met from one of the following courses that contain reasoning as a central component:

**Quantitative Reasoning**
Courses in quantitative reasoning provide students with an understanding of mathematical reasoning, analysis and application. These courses provide students with the analytic and problem solving skills and perspectives underlying the research sequence and for understanding and acquiring evidence-based social work practice theory and skills. One of the following courses is required: Mathematics, Statistics, or Computer Science (with a significant mathematics component).

**Personal Development/Lifelong Learning**
Acquisition of social work knowledge, values, and skills is enhanced through study of courses that promote understanding of the self as an integrated person and one’s capacity for growth and learning throughout the life course. These courses provide content on human development: sexuality, nutrition, health, stress, death and dying, and relationships of humans and their environments. One course in this liberal arts area is required and can be met through courses in: Anthropology, Child Development, Communication Studies, Ethnic Studies, Recreation, Psychology, Social Work, Sociology, and Gender Studies.
AS M2.01 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy Sections 4 and 5. The program defines its conception of advance practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has concentration curriculum that include (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advance curriculum. The program demonstrates how the depth, breadth, and specificity of the advance curriculum are addressed in relation to the professional foundation.

Note: This standard is addressed in an integrated fashion throughout this section. The way in which the program defines its conception of advanced practice is discussed first, as this provides a context for the description of how the foundation and concentration curriculum are covered and how the concentration curriculum is built from the professional foundation. The discussion regarding the depth, breadth, and specificity of the advanced curriculum in relation to the professional foundation are also integrated throughout this section.

Following this discussion, the next section covers the: a) concentration objectives; b) conceptual framework and relevant theories; c) curriculum design and content; and d) the field education that supports the concentration curriculum.

AS M2.01 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy Sections 4 and 5. The program defines its conception of advance practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has concentration curriculum that include (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advance curriculum. The program demonstrates how the depth, breadth, and specificity of the advance curriculum are addressed in relation to the professional foundation.

Given the nature of the region we serve with its social and economic challenges, CSU, Chico’s MSW graduates are required to fulfill a wide variety of roles, particularly at advanced practice levels. Agencies need MSW graduates who are prepared with advanced direct practice skills, including clinical skills, to provide services to individuals and families. While providing these direct services, the underlying structural or systemic problems must be addressed, thereby requiring advanced skills for community and organizational practice. With the shortage of MSW supervisors and the fact that many MSW graduates in the region quickly move into supervisory roles, graduates must be prepared with the requisite expertise and skills to function effectively in those roles. MSWs are required to analyze and influence policies at multiple levels, particularly as they relate to social and economic justice issues throughout the region.

The California State University, Chico, School of Social Work MSW Program emphasizes multilevel practice that promotes economic and social justice, using a strengths-based advanced generalist model. This advanced generalist framework begins with the substantial preparation of generalist practice concepts in the foundation year that focuses on the interface of multi-level systems using multi-method culturally sensitive approaches based on
ecological systems and problem-solving perspectives (Landon, 1995). This conceptual framework extends these basic generalist concepts to a greater depth and breadth for the advanced concentration curriculum. McNellie (2001) indicates that

The advanced generalist practitioner is expected to have the skills necessary to advocate for the community at the macro level by meeting with individual clients, groups, or community leaders in the development of long-term resources, applying for grants, altering the way groups of clients are perceived and identifying and removing systemic barriers in order to meet the long-term needs of individuals, groups, or community systems. (p. 17)

The advanced generalist concentration also focuses on the micro advanced direct practice skills. The specific practice skills for which all students are prepared at the advanced level comprise of direct practice including clinical skills for work with individuals and families, policy analysis and practice, practice and program evaluation, and supervision, program development, and administration. Electives and the thesis, project, or comprehensive examination, provide students further advanced skills for direct practice, organizational practice, and/or research.

References


AS M2.01 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy Sections 4 and 5. The program defines its conception of advance practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has concentration curriculum that include (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advance curriculum. The program demonstrates how the depth, breadth, and specificity of the advance curriculum are addressed in relation to the professional foundation.

The Advanced Generalist Concentration Curriculum Objectives state that the curriculum:

1. Prepare social work practitioners who will have the advanced knowledge, values and skills to assess complex situations and problems with diverse individuals, families, groups, organizations, and communities.

As advanced generalist practitioners, students gain skills in selecting and applying advanced theoretical perspectives that respect cultural diversity and the effects of social and economic injustice. Students evaluate the influence of culture, ethnicity, socioeconomic status, age, gender, sexual orientation, family structure, disability, religious practice, and employment on the assessment, development, and planning of multilevel services. Students learn to implement and evaluate advanced social work interventions on different levels of practice (individuals, families, groups, organizations, and communities) and apply assessment and
evaluation methods to social service programs, social policies and personal practice. The ability to critically assess complex situations and processes is an essential component for an advanced generalist practitioner.

*Individual, Family, and Group Practice.* Students use their concurrent field practicum client experiences to implement bio-psycho-social-spiritual assessments that plan, implement, and evaluate interventions at the micro and meso levels and reflect on the multiple systems that serve these individuals, families, and groups across the lifespan. In all the courses, students critically review ethical and value dilemmas that demonstrate an understanding of the skills needed to assess empirically-based micro and meso intervention processes and outcome research.

*Organization and Community Practice.* Students learn about social justice advocacy and interventions through analysis of various county, state and federal regulations that govern client systems within the students’ field practicum. The student assess how these regulations govern the service delivery. Students understand that advanced generalist practitioners must identify and investigate how ethical dilemmas impact agency supervision, administration, and community collaboration. Students increase their assessment skills through the preparation of a realistic and fundable grant proposal that incorporates a strategic plan and budget.

2. **Prepare culturally competent practitioners who will have the values, ethics and depth of knowledge, expertise and skill to intervene at the advanced level with multiple systems.**

The School of Social Work faculty (2000) has defined a culturally competent practitioner as one who “has the knowledge to understand and the skills to openly interact with people from diverse backgrounds that include, but are not limited to culture, ethnicity, class, gender, generation, sexual orientation, disability, religion/spirituality, and national origin. The practitioner actively develops 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” (CSU, Chico School of Social Work Faculty Meeting, 2000).

Students are prepared to provide culturally competent multi-level interventions that include advanced interventions with individuals, families, groups, organizations, and communities. The faculty has explicated the nature of those interventions taught in the concentration courses.

*Individual and Family Practice.* Students are prepared to provide short and longer-term culturally competent interventions, including clinical treatment, for individuals and families. The interventions are evidence-based and strength-based, reflecting best practices. Preparation for agency practice is the faculty’s primary emphasis.

*Group Practice:* Given the primary goal of preparing students for agency practice, use of more sophisticated group skills and group leadership skills are essential. Students are prepared to use group practice in their roles as supervisors, trainers, program managers and developers in agencies. They are capable of building and facilitating teams for agency and community practice.
**Organization Practice.** In addition to the group skills for agency practice, students are prepared with accompanying skills for culturally competent leadership in agency practice. They are prepared to assess programs and affect change by applying a range of strategies based on organizational situations. They are prepared to function as supervisors, program developers, managers, and administrators. Administrative skills include: planning, organizing, directing, staffing, evaluating, budgeting, resource acquisition, and managing.

**Community Practice.** Students are prepared to assess communities’ strengths, needs, and challenges. They can provide leadership to address those problems and needs, including social justice. Important for community practice, students are prepared to analyze and influence policies at multiple levels.

Students are prepared to understand values and ethics at all levels of practice. They know how values are formed and reflected within various cultural, social, and ethnic groups and how values influence systems of all sizes. They are taught to practice according to the primary values of the profession and to operationalize those values in their ethical practice. To that end, students are prepared to grapple with and resolve ethical dilemmas involved with more sophisticated, complex multi-level practice of the advanced generalist.

3. **Prepare advanced practitioners who can evaluate complex organizations and their own practice with multiple system levels.**
Advanced generalist practitioners understand various methods for analyzing and evaluating micro, meso, and macro systems that have multi-dimensional challenges and diverse cultural influences. Students are prepared to design and implement various evaluation methods for a multi-system approach to social work practice.

**Individual and Family Practice.** Students create evaluation plans for each advanced practice model employed in their work with individuals and families. Critical evaluation of the process enhances their skill in their micro and meso practice and enhances their self-reflection of the complex dynamics between social work practitioners and client systems.

**Group Practice.** Through systematic evaluation of group projects and group process, students learn how to create and develop skills for collaboration and leadership. These skills are processed through discussions and written analysis of the process. With experience in group dynamics and group work, students are prepared to develop and evaluate multi-system employment and client group services.

**Organization and Community Practice.** Students are assigned program evaluations and community assessments that involve literature reviews, qualitative and/or quantitative methodology, data collection, and discussion. Dissemination of these results to colleagues and programs allows students to present varied evaluation procedures for professional feedback and reflection.
4. Prepare advanced practitioners with the expertise and skills to analyze, formulate, and influence social policies, and incorporate policy practice in service to client systems at multiple levels.

Generally, social policy refers to collective strategies enacted in the public and/or private sectors that address social problems. Policy practice specifically refers to any efforts to alter existing policies through the development of new policies, the alteration of existing policies or the dissolution of existing policies.

**Individual, Family, and Group Practice.** In preparing advanced generalist practitioners to assume roles and perform skills associated with policy practice, faculty follow the same precepts of micro and meso practitioners. Students learn to facilitate the empowerment of our clients thereby increasing the likelihood that these individuals, groups, and communities collectively will have greater knowledge, resources, and strategies they can use to address social policies in the future at both the macro or meso levels. Students analyze social policy and systematically evaluate the impact on individuals, families, and agencies they serve.

**Organization and Community Practice.** Advanced generalist practitioners act as policy advocates when they seek to change policies and/or concomitant services that are at best ineffective or at worst harmful to the wellbeing of clients. Through the concurrent field experiences, students practice the roles associated with policy practice that include those of communicator, advocate, lobbyist and collaborator. As communicators, students are exposed to frameworks that will aid them in understanding how to fulfill this role and the means by which to get issues on either public (legislative) or private (agency) agendas - the first step in considering what will be done to address the issue(s). As advocates, students are provided learning opportunities to build links with legislators and agency administrators to improve service delivery systems ideally connecting federal, state, county, city and/or private agency policies and concomitant programs to ensure better outcomes for clients. As lobbyists, students are exposed to research and program evaluation practices which link facts, statistics and anecdotal accounts directly/indirectly from our own agencies/communities, and include feedback from individual patients/clients to provide a balanced perspective to legislators from the front line. Finally, as collaborators, students are provided multiple learning opportunities in classroom and field environments to work with communities of professional interest as well as other similar communities and associations/organizations to pursue a common agenda.

5. Prepare advanced practitioners who can employ administrative skills, including supervision, consultation and program management and development.

Critical to an advanced generalist practitioner is the ability to understand and apply models and theories of supervision, program development, and administration including trends in proposed management styles for organizational effectiveness and accountability. Roles, responsibilities, and characteristics used for planning organizational maintenance and accommodating changes in program policies are integrated into student field experiences and journal reflections. It is the nature of an advanced generalist practitioner to understand the integrity of these social relationships and the exchange between various systems.

**Individual, Family, and Group Practice.** Students participate in role-plays and interviews that investigate how learning styles of individuals influence the supervisory role. Students conduct interviews on supervisory/administrative approaches and work in groups on
presentations that duplicate actual dynamics of interagency teams. Students learn, reflect, and engage in ways to manage conflict with individuals, families (as an agency representative, supervisor, and/or administrator), and groups to better serve the agency and the client systems.

**Organization Practice.** Students learn to promote organizational policies through communication styles and leadership skills. As students develop an understanding of the organizational policies, they also learn how every organization changes and grows to fulfill their commitment to the community and clients through the structure of the organization. Students practice their leadership skills and style through developing ways to evaluate how their organization identifies unresolved needs in various practice settings and advocate for policy and/or procedural changes to ameliorate the issues. Simultaneously, they prepare an evaluation of this implementation of organizational change, creating the feedback loop for the next evaluation cycle.

**Community Practice.** Within communities, specific ethical issues and dilemmas are presented to help students comprehend the basic issue of dual relationships and boundaries as a leader, supervisor, administrator and/or manager. It is critical for students to understand the delicate balance an advanced generalist practitioner has within the organization, the community, and the client system. The field practicum allows students to facilitate and negotiate the intrinsic interplay between these systems while learning how to critically analyze aspects of this interaction.

6. **Prepare advanced practitioners who will provide culturally competent leadership to promote social and economic justice through the alleviation of discrimination, oppression, and economic deprivation.**

Advance generalist leadership skills include knowledge in advanced theory and intervention models for individuals, families, groups, communities, and organizations; advanced research and evaluation for multi-dimensional systems; advanced policy practice; and advanced critical analysis of issues related to social justice, oppression, discrimination, and ethical decision making. The program prepares social workers that will work to alleviate poverty and confront social and economic injustices throughout their careers.

**Individual and Family Practice.** As an advanced generalist practitioner, students not only focus on advocating for the client systems within their organization, but also empower the clients to embrace their strengths and challenge the injustice within the systems and communities in which they live. It is through a greater understanding of empowerment, resiliency, and community support that students learn how independent leadership can enable others to see injustice and take action. Students learn that the impact of selected social policies and programs have direct and indirect consequences on family members of all generations, and families in all their diverse forms.

**Group Practice.** Students learn about leadership skills through group activities in their course work. Students participate in leadership roles that address social and economic justice in group projects that are linked to oppression, social injustice, and discrimination. A primary goal for advanced generalist practitioners is to recognize that individuals with similar interests can form small groups to provide leadership and advocate for change.
Organization Practice. Within the field practicum seminars students take a leadership role in challenging the status quo paradigms of service delivery. Students are provided leadership opportunities to create stronger culturally competent social service delivery systems. Advanced generalist practitioners require the ability to promote social justice by understanding the clients' perspective and seeking the clients' participation as a consumer in the development, implementation, and evaluation of services within the organization.

Community Practice. Advanced generalist practitioners provide leadership in advocating for populations-at-risk and social justice within the community. Students understand that they represent and model for the community what and how a change agent performs. This is through systematic and culturally competent practice, and evaluation of services that support socially and economically disadvantaged, alienated, and/or oppressed populations.

7. Prepare advanced practitioners who will provide leadership in promoting collaboration between agency personnel.

An integral concept that characterizes the advanced generalist is the ability to acquire a dedicated awareness to collectively address social problems and community needs among various complex systems. Advanced generalist practitioners understand that assessment, intervention, and evaluation across service agencies can provide effective and efficient service delivery and promote interagency partnerships. Students are exposed to various opportunities for learning about the nature of social relationships that reach beyond individual interactions and expand to community and organizational collaboration. Leading others through developing resources and establishing networks to improve the service availability are primary components of this collaborative approach.

Individual, Family, and Group Practice. Through the basic understanding of human behavior, students learn how to identify and advocate for individuals and families who have needs that extend beyond their immediate system. Interventions that reflect an understanding of multiple systems intersecting with a client can influence collaborative approaches in service delivery. Particularly important for practice in this large rural region are students’ abilities to form and collaborate with advocacy groups in the interest of vulnerable, disenfranchised, and/or diverse populations.

Organization Practice. Students learn the importance of interagency and worker collaboration in the effective delivery of services and learn skills to promote such collaboration. Advanced generalist practitioners understand that leadership in interagency collaborations through services, trainings, and education promotes well-being and multidimensional assistance to the community.

Community Practice. By preparing and giving presentations for forums, town hall meetings, or hearings, students learn to influence policies and improve services relevant to the needs of the community. Students learn that the social exchange between the people and the service delivery systems that operate in the community can be improved through networking and partnerships.
8. **Prepare advanced social work practitioners who can work effectively in rural and urban environments.**

In the concentration year content, effective practice in rural and urban environments is integrated across the curriculum. Students learn to enhance the well-being of people, with special focus on populations-at-risk in the Northern California region. This is important in our region because of a 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 residences.

Moreover, when the values and ethics components are covered in the curriculum, focus is provided on content and skills necessary to analyze ethical dilemmas and their effect on practice, services, and clients, including those unique to the context of social work practice in small towns and rural areas. These ethical components are enhanced through seminar discussions of student field practicum experiences.

**Individual, Family, and Group Practice.** Students are prepared for advanced generalist social work practice that is influenced by the culture and unique life of individuals, families and groups living in the rural communities and small towns of Northern California. The core social work values and ethics that CSU, Chico, School of Social Work reflects are enhanced through service and leadership practicum experiences provided in the Northern California region. The value of helping the people of Northern California supports the goals and objectives of our program to accept the challenge of educating practitioners on ways to elevate social injustice, address social problems, and confront discrimination and oppression.

**Organization Practice.** Students develop an understanding of the frameworks characterizing the supervisor-worker, program development-worker, and administrator-worker relationship and their use for effective delivery of social services with the people of Northern California. Students increase their understanding of practice and program evaluation and its direct link to agency services in Northern California.

**Community Practice.** Students 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. Through field practicum seminar and course work, students discuss state and regional concerns, issues, and social problems that relate to specific local communities.

9. **Prepare advanced generalist practitioners with additional knowledge, skills and values for advanced practice with multiple systems in the fields of mental health, and families, children and youth.**

Students learn the importance of conducting culturally sensitive social work research with people from diverse backgrounds, enabling them to become efficient practitioners by using their research skills to find answers/alternatives to various social issues or problems they might encounter. Curricular assignments enhance students’ ethical responsibility for protecting human subjects in research pertaining to confidentiality and privacy through participation in the Institutional Review Board (IRB) process at CSU, Chico. In addition, students learn how to strengthen their understanding of the compatibility between what to know (ontological assumptions) and how to know what to know (epistemological assumptions) as philosophical foundations of knowledge base for social work practice.
Individual, Family, and Group Practice. Students are prepared to be advanced generalist practitioners through exposure to knowledge which includes a range of theories and practice methods. These are taught to be purposively applied methods for evaluating one's own and agency practice, and to develop an understanding of individual, family, and group development and processes. Included in this is a focus on the special needs of vulnerable populations and the concept of use of self. Skills that students learn include models of engagement, assessment, DSM-IV diagnosis, practice evaluation, and theories and methods of advanced practice and interventions. Students’ attitudes fostered in the educational process include empathy, acceptance, professionalism, and a commitment to ethical practice.

Organization and Community Practice. Students gain skills of quantitative and qualitative methods to conduct program evaluation related to specific concerns, problems, and needs in local communities. Through the investigation of community and agency needs assessment, students learn how to create a grant proposal to address a community or organization issue. Students complete the entire process of evaluative research from the beginning process of problem formulation to reporting this knowledge to groups, communities, and organizations.

The following Table 4 shows the relationship between the nine MSW program objectives and the nine concentration objectives.

Table 4  Relationship of Nine MSW Objectives and Concentration Objectives

<table>
<thead>
<tr>
<th>MSW Objectives</th>
<th>Concentration Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare advanced social work practitioners who have the knowledge, skills and values to intervene with individuals, families, groups, organizations and communities and who are committed to maintaining their professional growth through lifelong learning and continuing education.</td>
<td>1. Prepare social work practitioners who will have the advanced knowledge, values, and skills to assess complex situations and problems with diverse individuals, families, groups, organizations and communities;</td>
</tr>
<tr>
<td>2. Prepare advanced social work practitioners who have the knowledge, understanding and respect for people from diverse backgrounds and who can provide culturally competent social work practice at multiple system levels, and promote culturally sensitive services for diverse client systems.</td>
<td>2. Prepare culturally competent practitioners who will have the values, ethics, and depth of knowledge, expertise and skill to intervene at the advanced level with multiple systems;</td>
</tr>
<tr>
<td>3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation.</td>
<td>6. Prepare advanced practitioners who will provide culturally competent leadership to promote social and economic justice through the alleviation of discrimination, oppression, and economic deprivation;</td>
</tr>
<tr>
<td>4. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels.</td>
<td>1. Prepare social work practitioners who will have the advanced knowledge, values, and skills to assess complex situations and problems with diverse individuals, families, groups, organizations and communities;</td>
</tr>
<tr>
<td>5.</td>
<td>Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate, and advocate for policies consistent with social work values.</td>
</tr>
<tr>
<td>4.</td>
<td>Prepare advanced practitioners with the expertise and skills to analyze, formulate, and influence social policies, and incorporate policy practice in service to client systems at multiple levels;</td>
</tr>
<tr>
<td>6.</td>
<td>Provide graduate with the knowledge, skills, and values for advanced practice with multiple systems in the fields of mental health, and families, children and youth.</td>
</tr>
<tr>
<td>9.</td>
<td>Prepare advanced generalist practitioners with additional knowledge, skills, and values for advanced practice with multiple systems in the fields of mental health, and families, children and youth.</td>
</tr>
<tr>
<td>7.</td>
<td>Prepare graduates who will engage in quantitative and qualitative research for effective practice and program evaluation to improve one’s own practice, as well as services and policies.</td>
</tr>
<tr>
<td>3.</td>
<td>Prepare advanced practitioners who can evaluate complex organizations and their own practice with multiple system levels;</td>
</tr>
<tr>
<td>8.</td>
<td>Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in rural and urban environments.</td>
</tr>
<tr>
<td>8.</td>
<td>Prepare advanced social work practitioners who can work effectively in rural and urban environments.</td>
</tr>
<tr>
<td>9.</td>
<td>Prepare advanced social workers who will provide leadership for and act as catalysts in promoting collaborative endeavors in social service agencies in the community.</td>
</tr>
<tr>
<td>5.</td>
<td>Prepare advanced practitioners who can employ the basic administrative skills, including supervision, consultation and program management and development;</td>
</tr>
<tr>
<td>7.</td>
<td>Prepare advanced practitioners who will provide leadership in promoting collaboration between agencies;</td>
</tr>
</tbody>
</table>

**AS M2.01** The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy Sections 4 and 5. The program defines its conception of advance practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has concentration curriculum that included (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advance curriculum. The program demonstrates how the depth, breadth, and specificity of the advance curriculum are addressed in relation to the professional foundation.

**b) Conceptual Framework**

For effective practice, MSW graduates must have the knowledge and skills necessary to evaluate their own practice and the programs in which their practice is carried out. MSW
graduates need program development skills and the preparation to manage those programs, improve them, and develop other needed programs in this resource limited region. To address service fragmentation and develop programs, MSWs must be prepared to provide leadership at multiple levels.

To fulfill these roles, the advanced practitioner must operate from the generalist perspective. The generalist perspective is a way of viewing practice that guides the worker to consider essential variables at multiple levels. They must address the context (person-in-environment) in which client systems and the worker exist, including the interface between systems. Schatz, Jenkins, and Sheafor (1990) have emphasized the generalist perspective, the importance of giving equal weight to the goals of social justice, humanizing systems, and improving the well-being of people. This perspective, in conjunction with the values of social work, enables the advanced practitioner to approach assessment as a multi-level process and select the most appropriate direct and indirect methods for intervention. This perspective, rather than a practitioner’s orientation to use a particular intervention method, is at the root of advanced practice.

Through this advanced generalist practitioner content, CSU, Chico School of Social Work MSW students are provided the knowledge, values, and skills through an integrative curriculum that addresses various levels of assessment, theoretical perspectives, and models of intervention for various systems (micro, meso, macro) with multiple levels of practice. The areas of social justice, research, and evaluation are integrated through the curriculum. This advanced generalist framework provides a structure in the concentration year objectives. These objectives are derived from the understanding that advanced generalist practitioners use their knowledge, values, and skills as they advance to direct service providers, supervisors, administrators, and managers. The goal is to educate social workers that are versatile in varied system of practice, innovative researchers, sophisticated ethical decision makers, and progressive advocates for social justice. Thus, the advanced generalist curriculum includes an emphasis on the necessity of independent and autonomous practice.

This conceptual framework does not exist in a vacuum, but is supported through theoretical perspectives. CSU, Chico incorporates an overarching theoretical milieu of systems theory that is supported through bio-psycho-social-spiritual, micro practice theory that includes clinical theory and skills, general systems, group and family, organizational, and community perspectives that provide the map for the concentration year objectives. These components and concepts are represented in the nine Advanced Generalist Concentration Curriculum objectives that our faculty recognize as the essential elements for an advanced generalist practitioner. It is the concentration year objectives that provide the structure for the integrative curriculum and establishes the understanding of how CSU, Chico operationalizes advance generalist practice.

Reference
AS M2.01 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy Sections 4 and 5. The program defines its conception of advance practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has concentration curriculum that included (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) \textbf{curriculum design and content}, and (d) field education that supports the advance curriculum. The program demonstrates how the depth, breadth, and specificity of the advance curriculum are addressed in relation to the professional foundation.

\section*{(c) Program Overview and Curriculum Design}

The CSU, Chico MSW program’s goals are actualized through the foundation year and concentration (advanced) year course of study. The two-year curriculum is developed to meet the foundation and concentration year objectives. The objectives are addressed through individual course objectives, assignments, and activities within each course. The curriculum is designed to meet the needs of our region by developing effective practitioners equipped at providing and developing services and programs responsive to the needs of the rural and vast nature of our region.

The curriculum is organized throughout by a strength based, systems perspective that highlights the core values of social justice, equity, and cultural competency. The foundation year curriculum provides the professional generalist practice with an emphasis on understanding the complex nature of rural environments in all levels of practice. Additionally, global perspectives are integrated in coursework, providing different world-views for a transnational perspective of practice.

The concentration year builds on the foundation to develop advanced generalist practice for work in urban and rural communities and those that that may lack any graduate level practitioners. Given the nature of extent of our service area and demographics discussed in the Introduction (pages 1-4), there is a shortage of graduate level practitioners in the Northstate. The emphasis is on developing more complex skills in direct and indirect practice across levels of practice with individuals, families, groups, organizations, and communities. Included are the fields of child welfare, mental health, substance abuse, and gerontology requiring workers in our region to practice autonomously with skills in not only direct practice, but also in program evaluation, management, administration, and program development.

\textbf{CSU, Chico MSW Programs}

The CSU, Chico School of Social Work offers three options for MSW programming. The programs are geared to meet the needs of our community. The Two-Year Program follows the traditional academic calendar. The One-Year Program is for those who have obtained a baccalaureate degree in social work from a program accredited by the Council on Social Work Education (CSWE) within five years of entering into the program and is a 12-month program. The Three-Year Weekend Program is for professionals working in the field and others who require a weekend format. This cohort model will be offered offsite beginning
fall 2009. The CSWE Minor Change Report is included in Appendix II-10. The three program options are discussed below.

**Two-Year MSW Program**

The Two-Year MSW Program at CSU, Chico is comprised of the professional foundation year and the concentration year, requiring 59-61 units of course work (depending on if the student chooses electives or a thesis/project) and 1200 hours of field education practicum experience. The concentration year involves a focus of study in either Social Work Practice in Mental Health Services (MH) or Social Work Practice in Families, Children and Youth Services (FCY). Course work consists of 59-61 units, depending on the student’s choice of a thesis/project or comprehensive exam with two additional courses (electives). The field practicum is a concurrent model. Students participate in 480 hours of practicum during the Foundation year, and 720 hours during the concentration year (see Two-Year Program Map p. 34; Appendix II-11).
CSU, Chico Master of Social Work (MSW)
Two-Year Program Course Sequence

<table>
<thead>
<tr>
<th>Professional Foundation Year Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(First Year of the Two-Year Program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Program ORIENTATION</td>
<td>(1) SWRK 612 SWRK Practice in Multicultural Contexts (3)</td>
</tr>
<tr>
<td>(1) SWRK 601 Human Behavior &amp; Soc. Environ. I (3)</td>
<td>(2) SWRK 609 Gen. SWRK Theory &amp; Practice II (3)</td>
</tr>
<tr>
<td>(2) SWRK 605 Social Welfare Policy and Services (3)</td>
<td>(3) SWRK 610 Gen SWRK Theory &amp; Practice III (3)</td>
</tr>
<tr>
<td>(3) SWRK 608 Gen SWRK Theory &amp; Practice I (3)</td>
<td>(4) SWRK 644 Human Behavior &amp; Soc. Environ. II (Macro) (3)</td>
</tr>
<tr>
<td>(4) SWRK 617 Research I: Methods of SWRK Knowledge and Practice (4)</td>
<td>(5) SWRK 632 Foundation Practicum II (3)</td>
</tr>
<tr>
<td>(5) SWRK 631 Foundation Practicum I (3)</td>
<td></td>
</tr>
</tbody>
</table>

16 units for Fall Semester 15 units for Spring Semester

<table>
<thead>
<tr>
<th>Concentration Year Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Second Year of the Two-Year Program)</td>
</tr>
</tbody>
</table>

In the concentration year of the program, students select a focus in Mental Health Services (MH) or Families, Children and Youth Services (FCY). During this year, the Two-Year Program cohort will join with the One-Year Program cohort.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) SWRK 641 Advanced Practice in MH Services (3) (or)</td>
<td>(1) SWRK 652 Supervision, Program Develop. &amp; Administration (3)</td>
</tr>
<tr>
<td>(1) SWRK 642 Advanced Practice in FCY Services (3)</td>
<td>(2) SWRK 681 Adv. Family &amp; Child Treatment (3) (or)</td>
</tr>
<tr>
<td>(2) SWRK 643 Assessment of Individ. &amp; Families (3)</td>
<td>(2) SWRK 656 Advanced SWRK Macro Practice (3)</td>
</tr>
<tr>
<td>(3) SWRK 653 Research II: Program &amp; Pract. Eval (3)</td>
<td>(3) SWRK 654 Social Policy in MH Services (3) (or)</td>
</tr>
<tr>
<td>(4) SWRK 648 Advanced Practicum I (4)</td>
<td>(3) SWRK 655 Social Policy in FCY Services (3)</td>
</tr>
<tr>
<td>(5) Thesis/Project (2) (or)</td>
<td>(4) SWRK 658 Adv. Practicum II (4)</td>
</tr>
<tr>
<td>(5) Elective (3) (&amp; do Comprehensive Exam in Spring)</td>
<td>(5) Thesis/Project (2) (or)</td>
</tr>
<tr>
<td></td>
<td>(5) Elective (3) &amp; complete Comprehensive Exam</td>
</tr>
</tbody>
</table>

15-16 units for Fall Semester 15-16 units for Spring Semester

Electives (Not all electives are offered every semester)

| SWRK 671 SWRK Health Care Policy & Practice (3) | SWRK 687 Advanced Child Welfare (Title IV-E required) (3) |
| SWRK 673 Trauma and Loss (3) | SWRK 688 SWRK Practice in Schools (3) |
| SWRK 674 Policy & Practice w/Older Americans & Their Families (3) | SWRK 697 Independent Study (1)(2) |
| SWRK 677 Substance Abuse: Foundations of SWRK Practice (3) | SWRK 699P Master’s Project (2) |
| SWRK 685 Developmental Theory & Interpersonal Processes (3) | SWRK 699T Master’s Thesis (2) |

Graduation / Continuing Education

35
Three-Year Weekend Program

The Three-Year Weekend Program provides the same MSW curriculum as the Two-Year Program except that it meets all day Friday, Saturday and Sunday one weekend a month for 12 months each year for a total of nine semesters. Students in the Three-Year Weekend program are enrolled in one course at a time that meets over a two-month period. This program admits students once every three years with the first cohort of students beginning fall 2006. This Three-Year Weekend Program is designed for students who need a weekend format; it will not be offered again until fall 2009. As in the Two-Year Program, this program requires a total of 59-61 units of course work (depending on if the student chooses electives or a thesis/project) and 1200 hours of field education practicum experience.

Students engage in an internship in the second and third year of the program. A bi monthly, on-line, hybrid field seminar is provided for the Three-Year Weekend Program. The tenure track faculty and adjunct faculty that teach in the Two-Year, full time program are also the instructors for the Three-Year program.

The Three-Year Weekend Program is consistent in units and design with the full time program’s concurrent model of field practicums. The Three-Year Weekend Program requires the same 59-61 units for graduation, and maintains the same program goals and objectives. It is offered to meet the needs of the community for those who are currently employed in community and county agencies. Due to the needs of the agencies, the Three-Year Weekend program allows current workers an opportunity to advance their education while maintaining employments (see Three-Year Weekend Program Map p. 36; Appendix II-12).
CSU, Chico Master of Social Work (MSW) Three-Year Weekend Program
Course Sequence

<table>
<thead>
<tr>
<th>Professional Foundation Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 2006 (6 units)</strong></td>
</tr>
<tr>
<td>MSW Program ORIENTATION (mandatory)</td>
</tr>
<tr>
<td>(1) SWRK 601 Human Behav. &amp; Social Environment I (Micro) (3)</td>
</tr>
<tr>
<td>(2) SWRK 605 Social Welfare Policy and Services (3)</td>
</tr>
<tr>
<td><strong>Spring Semester 2007 (6 units)</strong></td>
</tr>
<tr>
<td>(1) SWRK 612 SWRK Practice in Multicultural Contexts (3)</td>
</tr>
<tr>
<td>(2) SWRK 644 Human Behavior &amp; Social Environment II (Macro) (3)</td>
</tr>
</tbody>
</table>

| Summer Semester 2007 (7 units)                                      |
| (1) SWRK 617 Research I: Methods for Social Work Knowledge and Practice (4) |
| (2) SWRK 609 Gen SWRK Theory & Practice II (3)                     |
| **You must now decide if you will do a Thesis, a Project, or the Comprehensive Exam and 2 electives**) |

| **Fall Semester 2007 (9 units)**                                    |
| (1) SWRK 608 Gen SWRK Theory & Practice I (3)                      |
| (2) SWRK 631 Foundation Practicum I (3)                            |
| (3) SWRK 687 Advanced Child Welfare (3) (On-line Elective) (required for Title IV-E students) |
| **Spring Semester 2008 (9 units)**                                  |
| (1) SWRK 610 Gen SWRK Theory & Practice III (3)                    |
| (2) SWRK 632 Foundation Practicum II (3)                            |
| (3) SWRK 674 Policy & Practice w/Older Americans & their Families (3) (On-line Elective) |

| Concentration Courses                                             |
| In the concentration courses students have the option of selecting a focus in Mental Health Services (MH) or Families, Children and Youth Services (FCY). |

| Summer Semester 2008 (6 units)                                    |
| (1) SWRK 643 Assessment of Individuals & Families (3)             |
| (2) SWRK 677 Substance Abuse (3) (Elective) (required for Title IV-E students) |

| January 2009 Intersession (3 units)                               |
| (1) SWRK 652 Supervision, Program Development & Administration (macro practice) (3) |

| **Fall Semester 2008 (10-12 units)**                              |
| (1) SWRK 641 Advanced Practice in MH Services (3) (or)            |
| (1) SWRK 642 Advanced Practice in FCY Services (3)                |
| (2) SWRK 653 Research II: Program & Practice Evaluation (3)       |
| (3) SWRK 648 Adv. Practicum I (4)                                 |
| (4) Thesis/Project (2) (SWRK 699 P/SWRK 699T) (or)               |
| (4) Comprehensive Exam                                            |
| **Spring Semester 2009 (10-12 units)**                            |
| (1) SWRK 654 Social Policy in MH Services (3) (or)               |
| (1) SWRK 655 Social Policy in FCY Services (3) (or)              |
| (2) SWRK 656 Advanced SWRK Macro Practice (3) (or)               |
| (2) SWRK 681 Adv. Family & Child Treatment (3)                   |
| (3) SWRK 658 Adv. Practicum II (4)                               |
| (3) SWRK 659 Adv. Practicum II (4)                               |
| (4) Thesis/Project (2) (SWRK 699P/SWRK 699T) (or)                |
| (4) Comprehensive Exam                                            |

| Additional Electives                                              |
| SWRK 685 Developmental Theory & Interpersonal Processes (3) (Elective) |
| SWRK 673 Trauma & Loss (3) (Elective) (These electives are offered on the full-time MSW program schedule) |

Graduation / Continuing Education
One-Year Program

The One-Year Program is designed for students who have obtained a baccalaureate degree in social work from a program accredited by the Council on Social Work Education (CSWE) within five years of entering into the program and have a GPA of 3.0 or higher average in undergraduate social work coursework. The One-Year Program includes the 30-32 units of concentration courses (depending on if the student chooses electives or a thesis/project), plus two additional courses (six units) that must be completed during the summer session prior to entering the concentration year of study. Students must complete a minimum of 720 hours of field education practicum (see One-Year Program Map p. 38; Appendix II-13).
### CSU, Chico Master of Social Work (MSW)  
#### One-Year Program Course Sequence

*All One-Year Program students (those with a BSW degree and add. criteria) must enroll in the following two summer courses before enrolling in the fall semester concentration courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 635</td>
<td>SWRK 636 Foundations of SWRK Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 636</td>
<td>SWRK 636 Foundations of SWRK Research</td>
<td>3</td>
</tr>
</tbody>
</table>

| Units for Summer | 6 |

#### Concentration Year Courses  
(Second Year of the Two-Year Program)

In the concentration year of the program, students select a focus in Mental Health Services (MH) or Families, Children and Youth Services (FCY). During this year, the Two-Year Program cohort will join with the One-Year Program cohort.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SWRK 641</td>
<td>Advanced Practice in MH Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(or) SWRK 642</td>
<td>Advanced Practice in FCY Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWRK 643</td>
<td>Assessment of Individ. &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(or) SWRK 643</td>
<td>Assessment of Individ. &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWRK 653</td>
<td>Research II: Program &amp; Pract. Eval</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(or) SWRK 653</td>
<td>Research II: Program &amp; Pract. Eval</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWRK 648</td>
<td>Advanced Practicum I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(or) SWRK 648</td>
<td>Advanced Practicum I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Thesis/Project (2)</td>
<td>Thesis/Project (2)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(or) Thesis/Project (2)</td>
<td>Thesis/Project (2)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective (3)</td>
<td>Elective (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(or) Elective (3)</td>
<td>Elective (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(do Comprehensive Exam in Spring)</td>
<td>(do Comprehensive Exam in Spring)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(or) (do Comprehensive Exam in Spring)</td>
<td>(do Comprehensive Exam in Spring)</td>
<td></td>
</tr>
</tbody>
</table>

| Units for Fall Semester | 15-16 |

#### Electives (Not all electives are offered every semester)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 671</td>
<td>SWRK 671 SWRK Health Care Policy &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 673</td>
<td>Trauma and Loss</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 674</td>
<td>Policy &amp; Practice w/Older Americans &amp; Their Families</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 677</td>
<td>Substance Abuse: Foundations of SWRK</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 685</td>
<td>Developmental Theory &amp; Interpersonal Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

| Units for Fall Semester | 15-16 |

#### Graduation / Continuing Education

39
Social Work Course Offerings

*Foundation Courses* (Two-Year and Three-Year Weekend Program)

**SWRK 601 Human Behavior in the Social Environment** (see Appendix I-1)
*Prerequisites:* Graduate standing and acceptance to the MSW program.

This course provides understanding of human behavior and social environment from an eco-systemic and value-based perspective as applicable in social work practice. Content includes theories and knowledge of human, bio-psycho-social development, and the range of social systems (families, groups, organizations, institutions and communities) in which individuals live. This course looks at the larger view of the interaction of Human Behavior in the Social Environment across the life span from the human ancestor and family genetic inheritance to birth, childhood, youth, adult life, old age, and death.

**SWRK 605 Social Welfare Policy and Services** (see Appendix I-2)
*Prerequisites:* Graduate standing and acceptance to the MSW program.

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

**SWRK 608 Generalist Social Work Theory & Practice I** (see Appendix I-3)
*Prerequisites:* Graduate standing and acceptance to the MSW program.

This is an introductory course in generalist social work practice methods and skills of social work intervention with individuals. Attention is given to the historic development of social work practice, the nature and application of social work values and ethical principles, the theoretical framework of helping methods and the helping process of assessment, planning, intervention, termination and evaluation. Emphasis is on a generalist approach to helping within an ecosystem approach for understanding the person-in-situation. A minimum of one hour per week will be devoted to skills development laboratory.

**SWRK 609 Generalist Social Work Theory & Practice II** (see Appendix I-4)
*Prerequisites:* Graduate standing and acceptance to the MSW program.

This course is designed to provide a framework for systematic study of the components and issues involved in the practice of social work with groups and families. This course prepares the student to become familiar with the processes involved in group and family formation as well as ongoing processes of assessment, intervention, and evaluation. A minimum of one hour per week will be devoted to skills development laboratory.
SWRK 610  Generalist Social Work Theory & Practice III (see Appendix I-5)  
**Prerequisites:** Graduate standing and acceptance to the MSW program.  
This course is designed to help students understand organizations, institutions and communities, and to provide the knowledge bases of social work generalist practice for interventions at this level. It provides an opportunity to explore selected macro models of practice, and learn about human service organizations that often serve as an immediate context for community practice. A minimum of one hour per week is devoted to experiential skill development.

SWRK 612  Social Work Practice in Multicultural Contexts  
(see Appendix I-6)  
**Prerequisites:** Satisfactory completion of the first semester of the foundation Year.  
This course is designed to assist graduate social work students in understanding and interacting in a culturally competent manner with the multitude of groups that are identified by race, culture, ethnicity, class, religion, gender, age, sexual orientation, mental or physical disability, and regional and national origins that compose the diverse cultural mosaic of the U.S. The course will also cover issues relating to international social work practice and the increasingly interconnected global economy.

SWRK 617  Research I: Methods for Social Work Knowledge and Practice  
(see Appendix I-7)  
**Prerequisites:** Graduate standing and acceptance to the MSW program.  
This course provides an overview of social science research methods useful for social work practice. It provides the foundation knowledge and skills that enable students to be intelligent consumers of information, to conduct social research, and to critically evaluate social work practice. The application of social research methods to social work practice in various size systems is a primary emphasis. Specific time is spent in the computer lab to utilize SPSS, for “hand on” experience with research methods.

SWRK 631  Foundation Practicum I  
(see Appendix I-8)  
**Prerequisites:** Graduate standing and acceptance to the MSW Program.  
Foundation field education is an educationally supervised agency experience designed for students to apply the knowledge, skills, and values learned in their previous liberal arts and concurrent Foundation social work courses. Students complete a minimum of 240 hours of supervised practice and participate in a bi-weekly integrative seminar throughout the semester. In consultation with students, the Field Education Director makes agency assignments.

SWRK 632  Foundation Practicum II  
(see Appendix I-8)  
**Prerequisites:** Satisfactory completion of the first semester of the foundation year.  
Foundation field education is an educationally supervised agency experience designed for students to apply the knowledge, skills, and values learned in their previous liberal arts, Foundation courses and concurrent social work courses. Students complete a minimum of 240 hours of supervised practice and participate in a bi-weekly integrative seminar throughout the semester. In consultation with students, the Field Education Director makes agency assignments.
SWRK 644  Human Behavior in the Social Environment II (see Appendix I-9)
Prerequisites: Satisfactory completion of the first semester of the foundation Year.
This course examines theories and research regarding work groups, organizations, and communities as contexts for social work practice and preparation for practice with larger systems. Includes the role of community power structures in the governance of systems, the change process, and their effects on the provision of services, including interactions between these systems and diverse individuals and families.

Summer Bridge Courses
(One-Year Program Only)

SWRK 635  Foundations of Social Work Practice (see Appendix I-10)
Prerequisites: Graduate standing and admission to the One-Year MSW Program.
This course is designed for students in the One-Year Program (see admission requirements for BSW degree holders and holders of social work degrees not earned in the United States). The course helps students prepare for entry into the advanced practice year of the MSW program and aids in their adjustment to the rigors of graduate-level academic study. This course is delivered in four modules to address course content on HBSE, and micro, meso, and macro social work practice.

SWRK 636  Foundations of Social Work Research (see Appendix I-11)
Prerequisites: Graduate standing and admission to the One-Year MSW program.
This course is designed to examine various scientific methods for social work research, with special attention to research design and statistical analysis (correlations, T-test, Chi Square and analysis of variance).

Concentration Courses
(Second Year of Two-Year Program, Third Year of the Three-Year Weekend Program and One-Year Program)

SWRK 641  Advanced Practice in Mental Health Settings (see Appendix I-12)
Prerequisites: Satisfactory completion of foundation year.
This course prepares students for differential assessment and intervention with individuals and families with problems representative of the mental health focus area. Students develop knowledge and skills in the psychosocial approach to advanced ethnic-sensitive practice, crisis intervention and other selected treatment approaches. Focus is on influences of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation in all phases of practice.

SWRK 642  Advanced Practice in Families, Children & Youth Services
(see Appendix I-13)
Prerequisites: Satisfactory completion of foundation year.
This course prepares students for differential assessment and intervention with individuals and families with problems representative of the families, children and youth focus area. Students develop knowledge and skills to advanced ethnic-sensitive practice, crisis intervention, and other selected treatment approaches. Focus is on influences of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation in all phases of practice.
SWRK 643  **Assessment of Individuals and Families** (see Appendix I-14)

*Prerequisites:* Satisfactory completion of foundation year.

This course provides content on assessment of families and individuals experiencing problems-in-living, including the bio-psycho-social-spiritual considerations. Includes assessment methods and diagnostic techniques, including mental status, person-in-environment (PIE), psychosocial, risk, and safety assessments, and use of current DSM. The legal, social, cultural, and ethnic factors impacting assessment and intervention are explored.

SWRK 648  **Advanced Practicum I** (see Appendix I-15)

*Prerequisites:* Satisfactory completion of foundation year.

This course provides students with opportunities to apply and expand knowledge, values, and skills gained from previous and concurrent course work with individuals, families, groups, organizations and communities under the supervision and instruction of an MSW Field Instructor. The Director of Field Education makes field assignments after consultation with the student and agency. Students complete 360 hours during the fall semester.

SWRK 652  **Supervision, Program Development, and Administration** (see Appendix I-16)

*Prerequisites:* Satisfactory completion of foundation year.

This course provides an introduction and overview of methodologies for supervision, consultation, management, administration and planning within social services settings. Leadership, decision-making, conflict resolution, fiscal management, fundraising, legal issues, program and staff development, and work with boards are covered.

SWRK 653  **Research II: Program Evaluation in SWRK** (see Appendix I-17)

*Prerequisites:* Satisfactory completion of foundation year.

This course prepares students to interpret evaluative studies of social work interventions within the practice context. Emphasis is on the development of evaluative research methods relevant to practice and program evaluation, and evaluation of direct practice.

SWRK 654  **Social Policy in Mental Health Services** (see Appendix I-18)

*Prerequisites:* Satisfactory completion of foundation year.

This course prepares students to analyze mental health policies and services and their impact on client systems. Students examine factors underlying development of current mental health system as basis for interventions and for developing strategies for policy change, as well as planning and implementing improved policies and services.

SWRK 655  **Social Policy in Family, Children, & Youth Services** (see Appendix I-19)

*Prerequisites:* Satisfactory completion of foundation year.

This course prepares students to analyze social policies, including funding policies, and their impact on families, children and youth. Students examine the historic and current forces underlying development of current policies and services. Includes an analysis of alternative policy choices and their effect as a basis for intervention and service provisions at multi-system levels.
SWRK 656  Advanced Social Work Macro Practice (see Appendix I-20)

*Prerequisites:* Satisfactory completion of foundation year or instructor permission.

This advanced course continues students’ understanding of organizations, institutions and communities, and the knowledge bases of social work generalist practice for interventions at this level. It provides an overview of personnel management, organizational functioning, planning, and community practice processes for advanced year students. Themes include macro models of practice, management, financing and governance of human service organizations. Geographic Information Systems (GIS) is introduced as a tool for facilitating planning, needs assessments, and evaluation of existing services.

SWRK 658  Advanced Practicum II (see Appendix I-15)

*Prerequisites:* Satisfactory completion of foundation year.

Continuation and culmination of supervised advanced practice experience with individuals, families, groups, organizations and communities. Students complete 360 hours during the spring semester.

SWRK 681  Advanced Family and Child Treatment (see Appendix I-21)

*Prerequisites:* Satisfactory completion of the foundation year or instructor permission.

This course builds on SWRK 641 and SWRK 642 to provide advanced knowledge and skills for students wishing to pursue advanced clinical treatment of families and children. Emphasis is on contemporary research, theories, and models for intervention with families and children.

**MSW Electives**

(Note: not all electives are offered each semester)

SWRK 671  SWRK Health Care Policy/Practice (see Appendix I-22)

*Prerequisites:* Completion of the foundation year or instructor permission.

This course focuses on the analysis of health care policies, programs, and approaches to social work practice in health care settings. Emphasis is given to evaluation of practice, and to the empowerment of oppressed groups and populations-at-risk in accessing health care resources. Selected contemporary ethical and research issues and their implications for policies and social work practice in health care settings are explored.

SWRK 673  Trauma and Loss (see Appendix I-23)

*Prerequisites:* Satisfactory completion of the foundation year or instructor permission.

This course examines issues of trauma and working with people who have experienced trauma or loss or who are facing death. Several theoretical approaches are examined, with emphasis on expanding knowledge of trauma concepts, intervention models, specific populations-at-risk, and from trauma and deal with losses or imminent death. Focus is on planned interventions with individuals and families in stressful situations through the use of primarily cognitive or problem-solving approaches.
SWRK 674  Policies & Practice with Older Americans and Their Families (see Appendix I-24)

**Prerequisites:** Satisfactory completion of the foundation year or instructor permission.
This course is designed to provide students with the specialized knowledge base necessary for policy analysis and advanced social work practice with older adults and their families. Students learn a variety of practice concepts, skills, models, and theories from a strengths perspective to facilitate their gerontological social work practice. Focus is on social work practice with older ethnic and minority group members, women, and people who belong to other special population groups.

SWRK 677  Substance Abuse: Foundations for Social Work Practice (see Appendix I-25)  *Title IV-E requirement*

**Prerequisites:** Satisfactory completion of the foundation year or instructor permission.
This course examines the incidence and etiology of chemical dependence and its impact on individuals, families and society. The course also addresses pharmacological properties and physiological, sociological, psychosocial, and cultural aspects of psychoactive substance abuse, assessment and classification of substance abuse disorders, and models of interventions and treatment.

SWRK 685  Developmental Theory & Interpersonal Processes (see Appendix I-26)

**Prerequisites:** Satisfactory completion of the foundation year or instructor permission.
This course provides an overview of the theories of normative individual development that have been most influential in the development of interpersonal practice methods in social work. In addition, it reviews varied theoretical conceptualizations on the life experiences that may result in psychological dysfunctions and practice interventions that alleviate impediments to realization of individual potentials despite their areas of strength. Finally, it ties these concepts to specific mental illnesses and assessment of risk, prognosis, and optimal facilitation of clients’ improvement of interpersonal function.

SWRK 687  Advanced Child Welfare (see Appendix I-27)

**Prerequisites:** Satisfactory completion of foundation year or acceptance into the concentration year. *Title IV-E requirement.*
This course covers core knowledge and skills for the practice of social work with an emphasis on child welfare practice. Content includes interviewing, assessment, and interventions, with special attention to problems and concerns related to child protection and family preservation. Students learn to apply a strengths perspective in an environmental context and to work collaboratively. Students learn to evaluate child and family information and to take appropriate steps toward permanency planning. In addition the course covers the professional use of self within the values and ethics of social work practice.
SWRK 688  Social Work Practice in Schools (see Appendix I-28)
Prerequisites: Satisfactory completion of the foundation year or instructor permission.
This course examines the traditional roles of school social workers, including screening, prevention and early intervention with children and their families. This course includes an introduction to a conceptual framework for providing school social work services, and learning collaborative approaches for serving children and families. Additionally, an overview of the history of school social work, educational policies affecting school social work, and the current issues facing public schools are reviewed. This course serves as a partial fulfillment for the requirements of the Pupil Personnel Services Credential.

SWRK 697  Independent Study (see Appendix I-29)
Prerequisites: Instructor and MSW Program Director permission.
This course is a graduate level independent study offered as 398A-C for 1.0-3.0 units respectively. Students must register directly with a supervising faculty member and approval of the MSW Program Director. You may take this course more than once for a maximum of 3.0 units.

SWRK 699P  Master’s Project (see Appendix I-30)
Prerequisites: Satisfactory completion of foundation year and acceptance into the concentration year.
This course is a master’s study offered as a Master’s Project. Students must register directly with a supervising faculty member and have approval of the MSW Program Director.

SWRK 699T  Master’s Thesis (see Appendix I-31)
Prerequisites: Satisfactory completion of foundation year and acceptance into the concentration year.
This course is a master’s study offered as a Master’s Thesis. Students must register directly with a supervising faculty member and have approval of the MSW Program Director.

MSW Optional Course

SWRK 630  Writing for Social Work Profession (see Appendix I-32)
This course engages students in the technical writing and critical thinking skills frequently required for professional social workers. Through in-class assignments, peer feedback sessions, weekly dialogues on writing, and critical analysis of writing examples, students learn techniques for analyzing, synthesizing, and evaluating writing. Students use written Social Work course assignments to gain experience in evaluating pattern errors, develop thesis statements/arguments, and learn writing, editing and revision skills for the academic and professional genre. Students will be exposed to a citation and writing style of the Publication Manual of the American Psychological Association. This one unit course is not counted toward the MSW degree.
Foundation Curriculum

The foundation year integrates and builds upon the liberal arts background by introducing and expanding on the dynamic difference in worldviews that are essential for competent social work practice. This includes clarification of personal, social, and professional values, and the ethics of the social work profession. The foundation year curriculum is designed to prepare students with the knowledge, skills, and values to practice generalist social work practice at all system levels. The courses are designed to provide students with a sequence that supports the building of knowledge in concert with practice experiences. The students must complete 31 units in the first year.

*Note: The Three-Year Weekend program is designed to deliver the same curriculum as the Two-Year program, through is slightly different sequencing. The courses are designed for delivery in two-month segments, with students attending classes on a 12-month schedule. There is a slight variation in the course sequencing from the Two-Year program as courses are designed to stand-alone and are not dependent upon a specific sequential learning design. However, all designated foundation and concentration year courses are taken during that specified time period.*

**Professional Foundation Year Courses (First Year)**

Incoming MSW students begin the foundation year with a mandatory two-day orientation to the MSW program prior to the first week of the fall semester. The orientation includes training by the CSU, Chico Social Work Librarian, an overview of the MSW program and student handbook by the MSW Program Director, presentations from the campus police, Wellness Center for student support, the California Chapter of the National Association of Social Workers (NASW), the CSU, Chico Associated Students Social Work Club, a campus tour, meetings with advisors, and an all School picnic to acquaint the foundation year students with the BSW, Concentration Year and Three-Year Weekend program cohorts.

The foundation year Curriculum consists of two Human Behavior in the Social Environment (HBSE) courses. SWRK 601: Human Behavior in the Social Environment I focuses on the range of social systems and the interactions through the lifespan. SWRK 644: Human Behavior in the Social Environment II (macro) provides content on organizations and communities. This course prepares the students for the concentration year organizational practice course, as well as the concentration policy courses taken in the second semester of the concentration year.

Three practice courses provide a complementary analysis and opportunities for practice with individuals (SWRK 608: Generalist Social Work Theory & Practice I), families and groups (SWRK 609: Generalist Social Work Theory & Practice II), and organizations, institutions, and communities (SWRK 610: Generalist Social Work Theory & Practice III). The development of cultural competency through understanding and opportunities to interact with diverse individuals and groups is provided in the practice course focusing on multicultural contexts (SWRK 612: Social Work Practice in Multicultural Contexts). Students receive an overview of social science research methods and begin the development of research proposals in the first research course (SWRK 617: Research I - Methods for Social Work Knowledge and Practice). Students complete a concurrent field practicum over two semesters for 480 hours or two days per week for 15 weeks each semester. Students are also enrolled concurrently in field education with a bi-weekly integrated field seminar (SWRK 631-632:...
Foundation Practicum I & II). A one-unit writing course (SWRK 630: Writing for the Social Work Profession) to develop professional and academic writing is offered to all students. Although it is not required and does not count toward graduation units, it is provided to assist students with their current challenges in writing. (see MSW Program Maps, Appendix II-11, 12, 13).

Content on social work values and ethics are integrated throughout the foundation curriculum. While content on social and economic justice and populations-at-risk is integrated in all foundation courses, the diversity and the social welfare policy and services courses provide the primary coverage of these content areas. All 31 units of foundation coursework are required; there is no room for electives except for those students who successfully challenge a course and replace it with one of the electives suitable for a foundation year student.

*Foundation Curriculum Objectives*

To ensure that the foundation curriculum covers the CSWE-mandated curriculum content and provides the skills, values, and knowledge necessary for students to acquire the generalist perspective, the faculty has developed the foundation curriculum objectives listed on page 10 of this document.
Concentration Curriculum

The concentration year of the curriculum is built upon and advances the foundation content in the areas of Human Behavior in the Social Environment, social work practice, policy, and research. Content on values and ethics, diversity, social and economic justice, and populations-at-risk is integrated into the concentration curriculum. In the concentration year of the program, students choose two focus areas, Mental Health Services or in Families, Children, and Youth Services, from advanced generalist practice curriculum.

The concentration curriculum has two policy courses. Students select either the mental health focus policy course (SWRK 654: Social Policy in Mental Health Services), or the families, children and youth policy course (SWRK 655: Social Policy in Family, Children, & Youth Services), depending on their area of interest. While most of the skills and methodologies taught are similar, the courses provide specialized content for each area of practice. These courses build directly from the foundation policy course.

Four practice courses are required in the concentration year: a direct practice course, an assessment course, an organizational practice course, and an advanced micro or macro practice course. Students select one of two direct practice courses, the practice course for mental health (SWRK 641: Advanced Practice in Mental Health Settings), or the course for practice with families, children and youth (SWRK 642: Advanced Practice in Social Policy in Family, Children, & Youth Services), depending on their area of interest (focus). As with the concentration policy courses, much of the content and skills taught in these two direct practice courses is similar, but also provide some specialized practice knowledge in each particular area. The second required practice course is SWRK 643: Assessment of Individuals & Families. It is required for all MSW students and is offered in the fall semester. This course focuses on content needed for advanced assessment of individuals and families, and supports the concurrent concentration direct practice courses, as well as the direct practice electives.

The third practice course is an organizational practice course (SWRK 652: Supervision, Program Development, and Administration) that teaches knowledge, values and skills for supervision, program development and administration. Additionally, students are required to enroll in one of two advanced practice courses in their final semester of the concentration year. One focuses on advance practice with family and child treatment (SWRK 681: Advanced Family and Child Treatment), while the other focuses on advanced social work macro practice (SWRK 656: Advanced Social Work Macro Practice).

One research methods course (SWRK 653: Research II – Program Evaluation in SWRK) is included in the concentration curriculum. It builds on the foundation research course and prepares students for an advanced level evaluation of practice and programs. Research skills gained in this course are used for policy analysis and evaluation of practice and service delivery in the concentration policy courses, and for development of knowledge and skills in the supervision, program development, and administration practice course. Research skills are further advanced in the thesis or project option that students may select.
The concentration field practicum uses the concurrent model and consists of three days per week for 15 weeks each semester for a total of 720 hours. As with the foundation practicum, students attend bi-weekly integrating seminars (SWRK 648/SWRK 658: Advanced Practicum I & II) with their Field Liaison each semester. The curriculum allows for students to enroll in two units of thesis or project for each of two semesters, or to take the comprehensive examination and enroll in one elective each semester. The electives currently offered that support the direct practice and policy practice areas of the advanced generalist concentration are:

- SWRK 671 SWRK Health Care Policy & Practice
  *Note: this course is currently not offered*
- SWRK 673: Trauma and Loss
- SWRK 674: Policy and Practice with Older Americans and Their Families (required for Hartford Partnership in Aging Education/ Practicum Partnership Program (HPPAE-formally PPP) students)
- SWRK 677: Substance Abuse: Foundations of SWRK Practice (required for Title IV-E participants and Mental Health Stipend)
- SWRK 685 Developmental Theory & Interpersonal Processes
- SWRK 687 Advanced Child Welfare (required for Title IV-E participants)
- SWRK 688: Social Work Practice in the Schools
  *Note: this course is currently not offered*

Approved graduate courses electives from other departments that may be substituted as an elective are listed below. *Note: Due to students’ interests and course topics that are not accessible in the School of Social Work, students may enroll in a limited number of the following electives that are offered from other departments.*

### Political Science
- POLS 660A Seminar: Public Management
- POLS 660B Seminar: Public Personnel Administration
- POLS 660C Seminar: Public Financial Resources
- POLS 663 Seminar: Health/Human Services Management

### Psychology
- PSY 648 Career Counseling & Development

Foundation year students who possess a BSW from a CSWE accredited program and successfully challenge a foundation year course may be permitted to take one of the above electives. Students are permitted to only take up to two units of SWRK 697: Independent Study. (see Two-Year Program Map, Appendix II-11)
The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy Sections 4 and 5. The program defines its conception of advance practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has concentration curriculum that included (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advance curriculum. The program demonstrates how the depth, breadth, and specificity of the advance curriculum are addressed in relation to the professional foundation.

d) Field Education that Supports the Advanced Curriculum

During the concentration year field practicum students continue developing their professional identity. Students acquire basic knowledge, skills and values during the Professional foundation year practicum in preparation for the concentration year practicum. The emphasis of the field practicum is on preparing students for advanced generalist practice and leadership roles in human service agencies in Northern California. Emphasis is placed on using advanced intervention methods and problem solving methodologies with complex systems of all sizes. The concentration year practicum develops particular professional competence as advanced generalist with a focus in Mental Health Services or in Families, Children, and Youth Services. It is during this concentration year practicum that students are able to apply the concepts, skills and values learned in the Professional foundation year to the selected focus area of advanced generalist practice.

During the concentration year students have the opportunity to expand their understanding and use of the ecological systems perspective relevant to mental health and family, children, and youth. Students gain a more comprehensive understanding of theories, concepts, and practice models for assessment and intervention with different size systems at multiple levels (advanced generalist) within their concentration year focus area: mental health or family, children, and youth. Students use research knowledge from their chosen field of practice to understand problem definition, assessment, intervention, and evaluation specific to the mental health or family, children, and youth practice setting. They also develop an understanding of the policies that influence the mental health and family, children, and youth practice settings, and use their advanced generalist skills to work towards changing practices or policies that foster discrimination or oppression.

The concentration year practicum further prepares students as social work practitioners in their focus area by expanding understanding and use of the ecological systems perspective. Students gain a more comprehensive understanding of theories, concepts, and practice models in the advanced year curriculum and the field practicum provides the opportunity to implement these theories, concepts and practice models. Students are required to demonstrate the ability to assess, independently or as part of a interdisciplinary team, the functions of individuals, families, and groups from various cultural and ethnic backgrounds. They are also required to have knowledge of various assessment scales used in assessment of clients across the lifespan, knowledge of laws and policies relevant to social work practice both in rural and urban settings, and develop intervention plans based on individual client strengths. The student’s practice should be guided by values which build upon the strengths of consumer systems at multiple levels, consistent with the values of individual and cultural diversity, self-determination, human dignity and worth, and social justice. At this level, students
should also be able to engage and maintain complex professional relationships with staff, colleagues, community members, and policy makers consistent with social work ethics and values.

While the professional foundation year practicum introduces supervision and critical reflection, it is during the concentration year practicum that students become skilled in critical self-reflection and the ability to constructively utilize consultation and supervision for understanding their own limits, ethical scrutiny, professional growth, and wellness. Students are assigned caseloads that often entail working with complex client systems in need of intervention at micro, meso, and macro levels. They implement leadership skills learned in the advanced year to advocate for policies and services that promote the well-being of all people. The field journal requires them to examine social injustice issues in the field and integrate course curriculum with their observations. The field seminar requires students to present a case from their practicum that presents an ethical dilemma containing issues of social injustice encountered in working with the case.

| AS M2.01 | The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy Sections 4 and 5. The program defines its conception of advance practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has concentration curriculum that included (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advance curriculum. **The program demonstrates how the depth, breadth, and specificity of the advance curriculum are addressed in relation to the professional foundation.** |

**Depth/Breadth**
The MSW program demonstrates how the depth and breadth of the advance curriculum is addressed through the generalist perspective of advanced practice delivery that focuses on the interface of multi-leveled systems.
Advance Curriculum

EP 4.3 - Human Behavior in the Social Environment (HBSE)

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 interaction 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 (HBSE) curriculum content builds upon the EPAS guidelines and our goal of providing an advanced generalist MSW curriculum to meet the a wide range of needs of the ethnically/culturally diverse people of Northern California. We strive for high quality, professional social work education. Students learn the complex HBSE content through an integration of empirically based knowledge, skills, and values. The focus is for students to explore and assess problems and needs, and develop preliminary intervention strategies for individuals, families, groups, organizations, institutions, and communities through the lens of lifespan-multiple systems perspective. This content includes modernism and post-modern theories associated with bio-psycho-social-spiritual human development. The HBSE curriculum content also includes multicultural awareness, diversity, and social–economic justice (including global justice).

Content Area Objectives

The Human Behavior in 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, including clinical 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 in the Social Environment knowledge to support their practice.

11. Specialized knowledge regarding the range of systems for practice in the focus areas of mental health and families, children and youths.

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 of Social Work’s commitment to the communities in our region as well as the State. Our program objectives and goals emphasize the values of cultural competency, social and economic justice, empowerment, collaboration, and a strengths-based perspective.

To meet the MSW goals, the program 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 an advanced generalist practice.

Skilled practitioners must have relevant 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 601</td>
<td>Human Behavior in the Social Environment I</td>
</tr>
<tr>
<td>SWRK 612</td>
<td>Social Work Practice in Multicultural Contexts</td>
</tr>
<tr>
<td>SWRK 635</td>
<td>Foundations of Social Work Practice</td>
</tr>
<tr>
<td>SWRK 644</td>
<td>Human Behavior in the Social Environment II</td>
</tr>
</tbody>
</table>
Foundation Courses

SWRK 601 Human Behavior in the Social Environment I
This foundation course provides an understanding of human behavior and social environment from a comprehensive eco-systemic and value-based perspective as applicable in social work practice. Content areas include a wide range of theories and knowledge of human behavior, as well as bio-psycho-social-spiritual development. The assessment of social systems includes families, groups, organizations, institutions, and communities in which individuals live. This course looks at the larger view of the reciprocal interaction of Human Behavior in the Social Environment from a life span perspective.

SWRK 612 Social Work Practice in Multicultural Contexts
This foundation course is designed to assist graduate social work students in understanding and interacting in a culturally competent manner. The focus is on the multitude of groups that are identified by race, culture, ethnicity, class, religion, gender, age, sexual orientation, mental or physical disability, and regional and national origins that compose the diverse cultural mosaic of the U.S. The course also covers issues relating to international social work practice and the increasingly interconnected global economy.

SWRK 635 Foundations of Social Work Practice
This course is designed for students in the One-Year Program as a bridge to the concentration year. This course is developed in modules that build upon each other. The HBSE module (one of four modules) is a springboard from the undergraduate social work curriculum. The theories of normative individual development that have been most influential in the development of social work practice methods for work with individuals and families are analyzed. The HBSE module is designed to provide a fuller understanding of the interactions between and among human, biological, social, psychological, and cultural systems as they affect and are affected by human behavior across the lifespan.

SWRK 644 Human Behavior in the Social Environment II
This foundation course examines theories and research regarding work groups, organizations, and communities as contexts for social work practice and preparation for practice with larger systems. The role of community power structures in the governance of systems, the change process, and their effects on the provision of services, including interactions between these systems and diverse individuals and families, is a focus of this course. For example, students complete an organizational analysis paper.

Integration of EPAS Content Areas on Human Behavior in the Social Environment

<table>
<thead>
<tr>
<th>Reciprocal Relationships Between Human Behavior and Social Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
</tr>
<tr>
<td>SWRK 601 Human Behavior in the Social Environment I</td>
</tr>
<tr>
<td>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 multiple systems perspective. The study of human behavior and bio-psycho-social-spiritual development are evaluated from a theoretical and scientifically grounded perspective.</td>
</tr>
</tbody>
</table>
Through this course, students gain knowledge as to the multiple factors that impact and shape individual behavior.

This foundation course focuses on the development of human beings as part of an adaptive process of finding fit within a bio-psycho-social-spiritual environment. There is a focus on the development of positive social functioning as the necessary key to healthy development by integrating diversity through a strengths and social competence perspectives. For example, students complete a human development analysis interview paper. In this course assignment, the students ask general questions like: “What has been your greatest challenge?” “The greatest disappointment?” and “How is your life now? “What are your plans for the future?” “If you could change something in your life, what would you change?” This human developmental analysis interview assists students in understanding unique developmental themes across lifespan.

SWRK 612  Social Work Practice in Multicultural Contexts
This foundation course explores the dynamic, interacting systems that impact human behavior and development. 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-assessment 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: Who am I? Who do others think I am? How do I imagine others see me? What judgments do I imagine they make about what they see? How do I feel about other’s reactions to me? Who would I like to be or how would I like to be seen? This self-awareness assists students in understanding how values and beliefs impact interactions with their environment. Students then conduct an ethnographic interview and prepare a written and oral class presentation.

SWRK 635  Foundations of Social Work Practice
This foundation course is designed for students in the One-Year Program. It provides them with a review of the MSW foundation curriculum. The course aims to help students prepare for entry into the concentration year of the MSW Program and aid their adjustment to the rigors of graduate level academic study. This course is developed in modules that builds upon each other. Each assignment is designed to complement the previous, thus allowing for a comprehensive review of specifically targeted knowledge and skills.

Module I focuses on HBSE including diversity and complexity of social work practice, human interaction factors, models for evaluating social work practice theories and theoretical approaches to human behaviors. This module builds on the HBSE content of undergraduate social work curriculum by connecting the theories of normative individual development that have been most influential in the development of social work practice methods for work with individuals and families. The module provides a useful understanding of the reasons why people behave the way they do. Because of social work's emphasis on the person-in-environment, the systems theory is chosen as the most useful framework combined with the social systems perspective for developing this understanding. This module is designed to provide fuller understanding of the interactions between and among human, biological, social, psychological, and cultural systems as they affect and are affected by human behavior.
across the lifespan. Students are provided with the necessary knowledge and skills needed for conceptualizing and understanding the interaction between developmental processes and social contextual variables.

**SWRK 644 Human Behavior in the Social Environment II**
This foundation course, which complements material from SWRK 601: Human Behavior in the Social Environment I content, examines multiple systems that impact clients. This includes studying the impact of organizational changes and empowerment strategies. Students gain skills for evaluating complex systems, with the major focus being devoted to organizations and agencies. Students build on knowledge regarding organizations and agencies gained from SWRK 609: Generalist Social Work Theory and Practice II, and SWRK 610: Generalist Social Work Theory and Practice III. The course advances the materials from the first practice class that focuses 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. These include interactions between these systems, and diverse individuals and families.

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

*Foundation Courses*

**SWRK 601 Human Behavior in the Social Environment I**
This foundation course introduces the use of systems theory and knowledge of human behavior as the foundation for viewing the reciprocal, interactional process of humans in regard to the social environment. Major developmental theorists, with various perspectives across different system levels, are covered. Specific perspective and theories include Freudian psychodynamic theory, behavioral and cognitive theories, and eco-systems approach, as well as social construction perspective and theories. Through required readings and classroom presentations, students explore and evaluate various human developmental theories associated with bio-psycho-social-spiritual dimensions.

**SWRK 612 Social Work Practice in Multicultural Contexts**
This foundation course helps students understand the interactional patterns among and between various systems. Students are expected to relate the theoretical perspectives they have learned in other social work courses to this course content. These theories include systems theory as it applies to ethnic families. Role theories are also addressed as the students explore their own roles in their families of origin and others’ roles as they conduct their ethnographic studies. In addition, they are introduced to various theories of acculturation, assimilation, and bicultural socialization that can only be understood when looking at micro, meso, and macro levels together. In addition to their self assessment and ethnographic interview papers and presentations, students study the interplay between ethnic heritage, immigration, biculturalism, and assimilation by examining family function as presented in the primary text.
SWRK 635  Foundations of Social Work Practice
This foundation course is designed for students in the One-Year Program. It provides them with a review of the MSW foundation level curriculum. Theories evaluated in the HBSE Module include: systems theory, family development theory, psychosocial theory, psychodynamic theory, developmental theory, behavioral-cognitive theory, and social construction and narrative theory. The HBSE module’s assignment is a case study of a family that the students analyze factors (i.e., concerns/issues and needs) associated with human development and develop preliminary intervention strategies.

SWRK 644  Human Behavior in the Social Environment II
This second semester foundation course builds on the first semester of the MSW program’s foundation level skills of evaluation of multiple systems. This leads to a 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 the modernist and postmodernist theories, group, and organizational theory. Conflict and consensus in social stratification and comparisons with ecological, power, and conflict positions are examined.

Theories & Knowledge of Biological, Sociological, Cultural, Psychological & Spiritual Development across the Lifespan.

Foundation Courses
SWRK 601  Human Behavior in the Social Environment I
This foundation course presents the dual perspective to understand populations-at-risk. The bio-psycho-social-spiritual approach is the basis for assessment and preliminary intervention strategies. The use of interviews to assess the challenges throughout the lifespan allows for evaluation of the multiple variables impacting development. The students complete an assignment that requires a life development analysis through interviews of three members of cultural diverse groups. This provides the student with an opportunity to address and integrate the theories and knowledge of biology, sociology, psychological, and spiritual development across the lifespan.

SWRK 612  Social Work Practice in Multicultural Contexts
This foundation course utilizes a cross-cultural perspective to help students gain an understanding of theories and socio-historical factors. In the ethnographic interview, the students identify a person of a diverse ethnic, cultural, or social group. This assignment is a learning tool that allows students to develop an informed understanding of a racial/ethnic minority group. This exercise can be thought of as an exposure to social histories with special attention to key cultural elements. The assignment requires an integration of the various biological and sociological theoretical perspectives on understanding human behavior.
SWRK 635  Foundations of Social Work Practice
This foundation course, delivered as a module, is designed for students in the One-Year Program as a summer bridge prior to the beginning of the concentration year. The case study evaluated in the HBSE module provides an assessment of cultural factors. Students apply a multi-dimensional framework, including bio-psycho-social-spiritual aspects of human development, to children and family.

SWRK 644  Human Behavior in the Social Environment II
This foundation course presents multiple organizational theories to understand group behavior in organizational settings. This includes population ecology and sense-making, and the assessment of organizational subsystems. Management strategies that can be utilized to address organizational diversity barriers in a culturally competent manner are evaluated in the course.

**Theories & Knowledge of the Range of Social Systems**

*Foundation Courses*

SWRK 601  Human Behavior in the Social Environment I
This foundation course uses systems theory and the ecological perspective to further students’ knowledge and understanding the range of social systems. Students examine the theories in regard to theoretical assumptions, biases, and implications for practice with diverse populations.

SWRK 612  Social Work Practice in Multicultural Contexts
This foundation course utilizes a cross-cultural 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. Students are introduced to the cross-cultural perspective, ethnic-sensitive generalist practice models, and social constructionism. The students use case-studies to understand the socio-cultural-economic-political factors inherently affecting a particular situation using some/all the above of the theoretical frameworks.

SWRK 635  Foundations of Social Work Practice
This foundation course is designed for students in the One-Year Program as a bridge to the concentration year. It provides them with a review of the MSW foundation curriculum. In the HBSE module, the students examine and evaluate theories associated with theoretical assumptions and biases. The theories are assessed through the use of a case study, in regard to the multiple systems factors or variables impacting practice with diverse populations.

SWRK 644  Human Behavior in the Social Environment II
This foundation course uses systems theory to provide a framework for understanding group processes. Other key theoretical perspectives include post-modernist theories, and group and organizational theory. Course assignments are designed to assist the student with
assessment of Human Behavior in the Social Environment including the individual, groups, and organization. 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 & Well-Being**

**Foundation Courses**

**SWRK 601 Human Behavior in the Social Environment I**
This foundation 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 can choose to read an alternative, recommended book, *The Spirit Catches You and You Fall Down* to evaluate the multi-systems involved with a family and the interventions, or lack thereof that impact the family in positive and/or negative ways.

**SWRK 612 Social Work Practice in Multicultural Contexts**
This foundation course teaches students how the use of a multicultural lens aides in the assessment of the multi-leveled systems. Students evaluate the impact of oppression on the delivery of services. Students complete an ethnography that evaluates individual and group development, social theories, and the interactions of systems that impact the health or well-being of individuals and groups in our society.

**SWRK 635 Foundations of Social Work Practice**
This foundation summer bridge course is designed for students in the One-Year Program. In the HBSE module, an analysis of systems includes the social and societal impact on the development of individuals and families and achievement of health and well-being. For example, students complete a human development analysis paper. Students read and analyze a family case study that includes children in different developmental stages.

**SWRK 644 Human Behavior in the Social Environment II**
This foundation level course focuses on theories that exemplify assessment of multi-leveled systems. Through interactive group processes, students identify available resources that would promote the health and well-being of individuals in organizational settings. Students in the course 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 HBSE theories presented throughout the curriculum are analyzed. In all parts of the content area curriculum, students are versed in the importance of self-reflection and development of skills necessary to analyze ethical dilemmas that may occur in the practice classes and practicum. 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 the professional self.

**Diversity**
All courses in the curriculum address issues of diversity with the goal of advancing cultural competency. SWRK 612: Social Work Practice in Multicultural Contexts, specifically provides the forum for in-depth analysis of theories, policies, and programs that support or impede appreciation of diversity in the United States. Strategies to the promotion of pluralism are presented in this course. Diversity is a primary topic in the HBSE courses.

The MSW foundation courses (i.e., SWRK601: Human Behavior in the Social Environment I, SWRK 612: Social Work Practice in Multicultural Contexts, and Module I of SWRK 635: Foundations of Social Work Practice) address issues impacting women, economically disadvantaged children, gay, lesbian, and transgender concerns, and older adults. Class discussions focus on the bio-psycho-social-spiritual development of varying groups. For example, students evaluate the affect of poor nutrition in regard to the growth and development of children, as well as its affect on the health of older adults. The problem of poor nutrition is directly related to income and in turn, issues of poverty are analyzed.

**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 612: Social Work Practice in Multicultural Contexts, focuses most specifically on issues of oppression, discrimination, socio-historical factors, age, gender, culture/ethnicity, national origin, sexual orientation, family structure, marital status, socio-economic status, and spirituality. These areas are assessed in regard to the influence of social policy and the allocation of social services in the United States. In SWRK 643: Assessment of Individuals and Families, the primary text is utilized to discuss HBSE content in relation to the social and political context of diagnosis, assessment, and service delivery.

**Policy and Services**
In SWRK 605: Social Welfare Policy and Services, students analyze social policy and the impact on oppressed and marginalized social groups. Groups ability to attain or maintain health and well-being are assessed in regard to the influence of polices and service delivery. Students initially view the impact on self and family, progressing to a study of social policy impacting multiple systems. In SWRK 654: Social Policy in Mental Health Services, students analyze mental health policies and services and the impact of these policies on diverse individuals and families across cultures and socio-economic strata. Students develop an understanding of the need to develop and influence policies based on sound understanding of human conditions and needs. Students also evaluate the complexity of policy impacting the well being of families, children, and youth, and the delivery of child welfare services in the United States in SWRK 655: Social Policy in Family, Children, and Youth Services.

**Social Work Practice**
In the foundation year, students in SWRK 608: Generalist SWRK Theory and Practice I (Individuals & Families), gain skills for use in diverse settings. The emphasis is on populations-at-risk and those who experience oppression and discrimination. The course builds upon concurrent SWRK 601: Human Behavior in the Social Environment I. SWRK
609: Generalist SWRK Theory and Practice II (Groups), and covers the required HBSE content on groups. Group work includes the assessment of groups 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. SWRK 610: Generalist SWRK Theory and Practice III (Communities & Organizations) covers the required foundation HBSE content on communities and organizations through an analysis of those systems. It is important to note the Practice I, II, and III are not taught by numerical order, rather by content.

For students entering the One-Year Program, SWRK 635: Foundations of Social Work Practice, provides a review of the MSW professional foundation year curriculum. The first module (HBSE) builds on the Human Behavior in the Social Environment content of the undergraduate social work curriculum. The module provides an analysis, through the use of systems theory and other related theories, of the etiology of individual and group behavior. The module focuses on the interactions between and among humans, biological, social, psychological, and spiritual systems as they affect and are affected by human behavior across the life span. Three practice modules follow this module: micro (individuals and families), meso (groups), and macro (policy and organizations).

In the concentration year, SWRK 641: Advanced Practice in Mental Health Services and SWRK 642: Advanced Practice in Families, Children, and Youths Services address the developmental aspects of children, youth, and families. The development stages of families are evaluated as well as interventions in relation to cultural, developmental, and environmental aspects that influence families and individuals in the change process. Students discuss aspects of prevention in support systems in respect to community and organizations. These are exemplified in the use of role-plays with simulated clients and written assignments. The students are also required to address prevention techniques that highlight large systems impact, including organizations, systems, cultural, and community support systems.

SWRK 643: Assessment of Individuals and Families supports the concurrent practice courses SWRK 641: Advanced Practice in Mental Health Services and SWRK 642: Advanced Practice in Families, Youth, and Children Services by strengthening the student’s knowledge base on the functioning of individuals and families. SWRK 643 supports SWRK 652: Supervision, Program Development and Administration by providing additional knowledge and insights regarding human factors that affect the functioning of organizations and their components.

In SWRK 652: Supervision, Program Development, and Administration course content focuses on supervision, consultation, management, administration, and planning. The primary HBSE knowledge base for this course is SWRK 644: Human Behavior in the Social Environment II (communities and organizations). Students complete an agency analysis, evaluating the models of supervision and leadership that are used in their field practicum agencies and the impact of these models on staff motivation, turnover, and productivity.

Research
In the foundation course, SWRK 617: Research Methods I: Methods for Social Work Knowledge, students focus on research methods 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**
During the foundation year students are enrolled in SWRK 644: Human Behavior in the Social Environment II. During the course, students complete a progressive paper that incorporates a projective assessment of their field agency including analyzing the range of subsystems within the agency. SWRK 601: Human Behavior in the Social Environment I integrates professional experience from the field practicum to understand individual developmental issue and needs across the life span. The field practicum is brought into SWRK 610: General SWRK Theory and Practice III in the form of large and small group discussions throughout the semester. Students apply concepts from the readings and class discussions to situations they encounter in their field practicum. Students also participate in an in-class activity analyzing their field practicum for areas that community practice would be appropriate, but may be overlooked. They assess the reasons why community practice is sometimes not considered as an option for problem solving in their agency or organization.

During the concentration year, students are enrolled in the SWRK 643: Assessment of Individuals and Families. Students write two separate papers in which they are required to integrate and synthesize material to develop a comprehensive assessment of clients with whom they are working in their field practicum, incorporating a lifespan perspective and developmental models. In addition, they are also enrolled in SWRK 656: Advanced Macro Practice or SWRK 681: Advanced Child and Family Treatment. During SWRK 681, students write a Family Transition Paper that includes analyzing a specific family’s life cycle transition and the resolution to that transition. They construct a genogram that dates back three generations. With each paper, students are asked to integrate and synthesize material learned in class with field placement experiences.

Those students who do not enroll in SWRK 681: Advanced Child and Family Treatment, enroll in SWRK 656: Advanced Child and Family Treatment. In the course, students write a grant proposal that identifies gaps in services provided by their field agency, and identifying a program that will address those gaps. The assignment culminates with a task plan for how their field agency can support the program being proposed.
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 values, it is essentially integrated 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 effect 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.

9. The ability to understand the policies associated with mental health and child welfare interventions, including their economic/financial, political, organizational, and cultural contexts, and the role of values and ethics in providing social services to diverse peoples.

Relationship to Program Goals and Objectives

The social welfare policy and services content area relates to the MSW 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 MSW goal, the policy content area, in conjunction with the practice curriculum, also prepares students for leadership in social service agencies and communities. The advocacy skills articulated in the third MSW goal are essential policy practice skills taught in the policy content area. The fifth MSW program objective delineates 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 605: Social Welfare Policy and Services
SWRK 610 Generalist Social Work Theory and Practice III
SWRK 654: Social Policy in Mental Health Services
SWRK 655: Social Policy in Families, Children and Youth Services
SWRK 656: Advanced Social Work Macro Practice

Note: SWRK 605 is the required foundation policy course; SWRK 654 is required for students who choose mental health as their focus area of study in the concentration year; and SWRK 655 is required for students who choose Families, Children and Youth as their focus area of study. In their final semester of the MSW program, students must either enroll in SWRK 656: Advanced Social Work Macro Practice or SWRK 681: Advance Social Work Micro Practice.

SWRK 605 Social Welfare Policy and Services

This course examines economic, historical, political, intellectual, socio-cultural, leadership, values, ideologies, and other factors shaping social welfare, economic policy, programs, and services in the United States. Course content addresses various frameworks for studying social welfare policy, programs, and services. The roles of policymakers, the processes of social change, and the roles of social workers as facilitators of positive social change are examined. Special emphasis is placed on the effects of social and economic policy decisions on impoverished and oppressed people, and evaluating the variables of age, culture, ethnicity, sexual orientation, religion/spirituality, and ability across the lifespan.
SWRK 610  Generalist Social Work Theory and Practice III
This course provides students with a foundation in community-based social change strategies that utilize needs assessment, planning, interventions, and evaluation techniques. Theoretical perspectives are presented about the social environment, focusing on community and societal systems and the values that impact individuals, families, groups, neighborhoods, and society in general. Students are engaged in learning about alternative structural characteristics of communities, and how they can be used to address community-level needs. An understanding of the dimensions of support networks and brokered activities in social work practice is promoted in this course.

SWRK 654  Social Policy in Mental Health Services
This course prepares students to analyze mental health policies and services and their impact on client systems. Students examine factors underlying development of current mental health systems as a basis for intervention and developing strategies for policy change, as well as planning and implementing improved policies and services.

SWRK 655  Social Policy in Family, Children and Youth Services
This course prepares students to analyze social policies, including funding policies, and their impact on families, children and youth across the generations. Students examine the historic and current forces underlying development of current policies and services. The course includes an analysis of alternative policy choices and their effect as a basis for intervention and service provisions at multi-system levels.

History of Social Work and Current Social Welfare Services

Foundation Courses
SWRK 605  Social Welfare Policy and Services
The history of social work, social welfare, and social policy in the United States and its connections to the historical social policies of Europe and the United Kingdom are covered in this course. Within that context, students examine the structure of the social welfare system as a series of social institutional arrangements and the role of the social work professional providing services within this framework. Lectures, discussions, readings, and class activities highlight key aspects of this history and place it 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 610  Generalist Social Work Theory and Practice III
The history of social work, community practice and the development of models for engaging in practice with geographic or functional communities 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. The roots of planning, coordinating, and surveying are addressed as well as the development of advocacy. The historic material thus provides a foundation upon which students are expected to develop a working understanding of current community practice models utilizing modern technology.
Concentration Courses

SWRK 654  Social Policy in Mental Health Services
Building on the history of social work as a movement of social reform provided in SWRK 605: Social Welfare Policy and Services the complexity of mental health social policy is placed in a larger historical context. This starts with an overview of mental health conceptions of the ancient Egyptians, Greeks, and Romans, and moves to the presentation of the history and present understandings of biological, psychological, and sociological theories of the causes and conceptions of mental illness and disorder. The course examines the current status of the mental health service delivery system, and the policies and organizations that support and fund it. This discussion includes the various advocacy groups, as well as the service agencies themselves. This information moves the MSW student to an understanding of mental health and mental illness as a truly bio-psycho-social-spiritual phenomena with historical connections to the social reform movements of the past and the complex current understandings of often conflicting etiologies, values, and solutions of the present. Students are requested to consider the various theoretical models that are being used to explain mental illness in their field education agencies and the policies that support and fund them.

SWRK 655  Social Policy in Family, Children & Youth Services
Building on the introductory content in SWRK 605: Social Welfare Policy and Services regarding the history of family, children and youth policies and services covered in the course text, students conduct further study of this content. Students learn the history of social issues and services in multiple fields of social work practice including education, health, and child welfare. For instance, week two covers the historical, policy, legal and constitutional contexts of families, children and youth services, including the Indian Child Welfare Act (ICWA) and the Multi Ethnic Placement Act (MEPA). Students’ major policy papers, leading to presentations, include historical content related to their policy analysis, policy development, and plan for implementation of the new policy.

Role of Policy in Service Delivery and Practice, and Attainment of Individual and Social Well-Being.

Foundation Courses

SWRK 605  Social Welfare Policy and Services
The role of policy in service delivery and practice are addressed in both required textbooks. This course focuses on 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 610  Generalist Social Work Theory and Practice III
The role of public and private policies in addressing, maintaining and/or undermining the health and well-being of geographic entities and/or functional communities are addressed in both required textbooks and supplementary readings. In particular, policy makers in the public and private sector are addressed as a target of community practitioners’ efforts to effect change in geographic and functional communities. The role of policy is evaluated as both a target and as a means of facilitating change.

Concentration Courses
SWRK 654  Social Policy in Mental Health Services
In this concentration course, national, state and local mental health policies are presented as the driving forces for the provision of public mental health services. Students are introduced to the social and economic institutions that provide these services and the various scientific and philosophical conceptions that support them. Of particular importance are the income support programs that provide for the basic needs of individuals with mental illness. Students provide policy analysis and suggestions in their major paper focusing on ways to develop a better system of services.

SWRK 655  Social Policy in Families, Children, and Youth Services
In this course, national, state and local family services policies including criminal justice, education, health care and child welfare policies are presented as the driving forces for the provision of services to this population. Students are provided an overview of policy arenas impacting families, children, and youth and the concomitant social welfare institutions that provide various services and the various scientific and philosophical conceptions that support them. Students provide a policy analysis and suggestions in their major paper that would help to build better policies and systems of services for families and children.

Knowledge and Skills to Understand Major Policies

Foundation Courses
SWRK 605  Social Welfare Policy and Services
This course provides an introduction to selected social policy analysis frameworks to help students organize their study of individual social policies. Students must satisfactorily complete application exercises to enhance their ability to understand and use these policy analysis models. Students demonstrate their policy analysis skills in their major paper by addressing the history of the policy, applying the social policy framework, critiquing the policy intent, results and impact, and making recommendations for its continuation. These skills provide the foundation for policy practice skills addressed in the concentration policy courses.

SWRK 610  Generalist Social Work Theory and Practice III
This course provides students with course materials, guest lectures and a hands on community-based exercise 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 as well as community-based presentations to interested community members. These presentations
provide an opportunity for student to practice skills associated with community practice including those associated presenting information about public and private policies.

**Concentration Courses**

**SWRK 654  Social Policy in Mental Health Services**
This concentration course advances the knowledge and skills provided in SWRK 605: Social Welfare Policy and Services by providing the opportunity to concentrate their policy studies in mental health where their primary interests lie. Students learn about the financing of mental health programs within the unique structure of the California mental health system and the federal and state funding streams that support it. They are also introduced to the study of “policy as law” through reviews of selected California mental health laws.

**SWRK 655  Social Policy in Families, Children and Youth Services**
This course advances the knowledge and skills provided in SWRK 605: Social Welfare Policy and Services by providing the opportunity to concentrate their policy studies in services to families and children. Students learn about the overlapping roles and collaborative structures of children and family programs within California public social welfare systems and the federal, state, and county funding streams that support them. Students are encouraged to use a systems approach in their analysis of the larger structures.

**Foundation Courses**

**SWRK 605  Social Welfare Policy and Services**
In this course students have readings, discussions, and exercises to help them understand and analyze policies at multiple levels. They complete a policy analysis assignment 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 610  Generalist Social Work Theory and Practice III**
This course provides students with a foundation in community-based social change strategies that utilize needs and assets assessments, planning, interventions, and evaluation techniques. Theoretical perspectives are presented regarding the social environment, focusing on community and societal systems and the values that impact individuals, families, groups, neighborhoods, and society in general. Students learn how to address selected issues that are currently impacting geographic and functional communities locally and regionally. This information is shared with students through readings and class discussions. Students apply the material in a semester-long assignment where they examine the intersection of a problem and population group that is occurring in some type of community. Students then develop an appropriate intervention based on their assessment.
Concentration Courses

SWRK 654 Social Policy in Mental Health Services
In this course, students learn about international, federal, state, and county mental health services. Additionally, the role of mental health advocacy organizations is assessed for students to gain critical mental health policy information for understanding the function (or dysfunction) of the mental health system. The information is also set in the context of use for developing funding grants for special projects. To help integrate this information, in the final paper, students are required to analyze a specific mental health policy and provide suggestions for major improvements of the policy based on social work values.

SWRK 655 Social Policy in Families, Children and Youth Services
Students learn about international, federal, state, and county web sites, particularly those for public policy think tanks, social welfare services, and advocacy organizations, as a tool for gaining critical policy information. The focus is on understanding the function (or dysfunction) of public systems. Students use this information, along with the policy analysis models taught in this course and the foundation policy course, to analyze policy related issues. On a weekly, recurring basis, students discuss in class the functioning of these systems and the perspectives of policy analysts from multiple think tanks, legislative bodies, and advocacy organizations.

Understand and Demonstrate Policy Practice Skills in Regard to Economic, Political and Organizational Systems.

Foundation Course

SWRK 605 Social Welfare Policy and Services
In this foundation course, students develop policy practice skills including advocacy, agenda building, problem analysis, policy proposal writing, and policy persuasion. Students gain knowledge in understanding, developing and using power, and the development and implementation of political strategies. The required textbook provides the framework and content for learning these skills. Students learn to apply appropriate policy skills to various systems, including the economic, political, and organizational systems. Over the course of the semester, students complete a written assignment analyzing a policy and developing a strategy for policy change. They also present oral testimony on a policy, utilizing policy persuasion, and effective oral communication skills.

SWRK 610 Generalist Social Work Theory and Practice III
In this course, students examine legislative, organizational, and community contexts in which social workers engage in community practice. The goal is to facilitate their understanding of the program development and community liaison community practice models. Students are provided readings and engage in discussions with local community leaders and members to appraise and diagram relevant local, regional, and state deliberative processes as they relate to selected community issues.

Concentration Courses

SWRK 654 Social Policy in Mental Health Services
Students gain greater depth of analysis in this concentration course in the concept of policy as law through the analysis of selected California mental health laws. This is accomplished using
California Mental Health Laws and Regulations, a compendium of mental health law in California that is published by the California Department of Mental Health. Students developing a firm understanding that mental health policies, services, and programs that are directly tied to laws enacted by national, state and local governments. Students are taught to apply the appropriate policy skills learned in foundation course SWRK 605 - Social Welfare Policy and Service, to the revision of these laws. In the SWRK 654’s final paper, students are required to analyze a specific mental health policy and provide suggestions for major improvements of the policy based on social work values. Part of this analysis is a review of the California Mental Health Services Act of 2005 and its influence on the mental health policy chosen for study.

SWRK 655 Social Policy in Families, Children and Youth Services
This course aids students in developing their policy practice skills through the initial identification and definition of both ‘children’ and ‘family’ historically and at present. Readings are assigned and discussed weekly. The students engage with guest speakers from multiple field of practice with regards to the definitions of family, eligibility for services, and evaluation of programs from both the client and administration perspectives. Students then build on skill sets introduced in SWRK 605: Social Welfare Policy and Services to develop written and verbal critiques of current policies and identify opportunities for the improvement of existing programs. This is through collaborative structures and the involvement of families in the design and evaluation of such structures and concomitant services.

Use Policy Practice Skills to Influence, Formulate and Advocate for Policy Consistent with Social Work Values.

Foundation Courses
SWRK 605 Social Welfare Policy and Services
Students in this course utilize the policy practice skills introduced in the assigned text and discussed in class to complete a critical analysis of a current federal or state policy. Students are required to utilize multiple policy analysis sources in completing this portion of their paper and develop an alternative proposal consistent with the needs of a target population. A plan for implementation of advocacy efforts with stakeholders is included as one component of this larger assignment.

SWRK 610 Generalist Social Work Theory and Practice III
Students are exposed to multiple models and concomitant means for engaging in practice with communities in this course. Students, in their work with selected community groups, appraise the values and concerns of these groups and then use these values and concerns as a base for the development of institutions and policies that are congruent with these same community and professional social work values. As part of this course, students are strongly encouraged to attend NASW California Chapter Social Action Workshop that is precedes NASW Lobby Days each spring in Sacramento.
**Concentration Courses**

**SWRK 654 Social Policy in Mental Health Services**
This concentration course moves students further through policy practice skill sets introduced in SWRK 605: Social Welfare Policy and Services. Students are asked to examine the services provided by their field education agencies and the federal, state, and county policies that support those services. The final written assignment requires students to research and analyze a specific mental health policy of their interest and develop suggestions for changes in the selected policy. Students are also encouraged to participate in the NASW California Legislative Lobby Days held in Sacramento each spring where mental health policies often are the focus of advocacy efforts by undergraduate and graduate students enrolled in social work programs throughout the state.

**SWRK 655 Social Policy in Families, Children and Youth Services**
This course advances students in the policy practice skills sets introduced in SWRK 605: Social Welfare Policy and Services. Students are asked to bring in examples from their field practicum with regards to current public policies that direct the implementation of programs in placement. Students then select one policy for further critical analysis in a term paper. The policy papers require students to analyze policy as well as address a plan for developing and influencing policy. Students develop understanding and demonstrate policy practice skills in regard to economic, political and organizational systems. Students are also encouraged to participate in the NASW California Legislative Lobby Days held in Sacramento each spring where family policies are often the focus of advocacy efforts by undergraduate and graduate students enrolled in social work programs throughout the state.

**Foundation Courses**

**SWRK 605 Social Welfare Policy and Services**
In this course, students examine how various processes affect social service delivery. They evaluate financial, organizational, administrative, and planning processes, and assess how effective social service delivery is dependent on each of these. Students demonstrate mastery of the material by writing a paper where they each analyze a legislative bill and evaluate its impact on social service delivery systems and individual clients. The course includes discussion of collaborative relationships among agencies at various levels and between private and non-profit and governmental agencies.

**SWRK 610 Generalist Social Work Theory and Practice III**
In this course, students develop a community-based project that will join larger efforts by a community group to address a local issue. 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 development of a budget, including revenues and expenditures for the selected community intervention.
Concentration Courses

**SWRK 654  Social Policy in Mental Health Services**
This course places special emphasis on the understanding of the financial support of individuals experiencing mental illness, as well as the funding of the services supplied to them. Local mental health directors are guest speakers, providing an overview of the intricacies of funding the operation of a mental health center in California. Various organizations and stakeholder’s groups are reviewed to emphasize the complexities of mental health planning in California. The primary planning tool for analyzing the complexity of the interactions of these organizations is a “stakeholders analysis.”

**SWRK 655  Social Policy in Families, Children, and Youth Services**
This course prepares students to analyze funding and fiscal policies, including public and philanthropic policies for planning and delivering services to families and children. Analysis of funding and fiscal policies includes examining collaborative efforts among various agencies, and between private and non-profit and governmental agencies in planning for and providing services. As students propose improvements to public policy in their term papers, they also must consider the development of alternative funding streams or revenue neutral proposals. Students are required to review analysis of current programs completed by advocates and legislative bodies to determine how funding for public services can be enhanced. The current process of redesigning California’s public child welfare services provides an opportunity for students to study policies and structures in their respective practicums affected by federal and state mandates to improve children, family, and youth outcomes.

---

**Relationship to Other Content Areas**

**Values and Ethics**
In the curriculum, policy and policymaking 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 help students to determine when remedial services should be incorporated in the social welfare policies. The policy classes 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 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. Materials from other courses contribute to students' understanding of these issues in policy. Reciprocally, students' understanding from the policy courses contributes to their understanding of 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 regarding the ways large systems and task environments operate. The goal is to gain increased understanding of the effects of policies on diverse populations.

**Practice**
The policy courses are all designed to be policy practice courses, thus each provide students with opportunities to practice interaction skills and value clarifying skills that can use in working on policy projects and community practice efforts. These 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 courses work in a reciprocal way with the policy courses. The research courses provide 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 courses, just as research courses generate similar questions to be answered in 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. Thus, 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 advanced practitioners who have the knowledge, skills, and values for social work with individuals, families, working groups, organizations, and communities.

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

4. Prepare advanced practitioners with the knowledge, skills, and cultural competence needed for clinically and systemically informed interventions with individuals, families, and working groups, and communities.

5. Prepare advanced 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 advanced practitioners with the organizational and administrative knowledge, values, and skills necessary for roles of program manager and supervisor.

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

9. Prepare advanced practitioners with an understanding of research methods in the social sciences and the skills to critically evaluate research findings and technical advances in all levels of practice.

11. Prepare advanced 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 Program Objectives**

**Goals**
The central goal of the MSW program is the preparation of culturally competent advanced generalist practitioners who will enhance the well-being of the peoples in urban and rural communities of Northern California and the state through the application of multi-level advanced practice skills. To meet this goal, students will need to be prepared to apply their practice 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 need to make comprehensive 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 ethics. 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.

**Objectives**
The attainment of these program goals is furthered by the pursuit of more specific program objectives related to the development of multi-method advanced generalist practitioners. The practice sequence content is directly related to the program objectives in that it addresses specific practice-related knowledge, skills, and values needed. In a general sense, all of the sequence content areas relate to all of the program goals and objectives.

**Content Area Courses**
- SWRK 608 Generalist Social Work Theory & Practice I
- SWRK 609 Generalist Social Work Theory & Practice II
- SWRK 610 Generalist Social Work Theory & Practice III
- SWRK 631/632 Foundation Practicum I & II
- SWRK 635 Foundations of Social Work Practice
- SWRK 641 Advanced Practice in Mental Health Settings
- SWRK 642 Advanced Practice in Families, Children and Youth Settings
- SWRK 643 Assessment of Individuals and Families
- SWRK 652 Supervision, Program Development & Administration
- SWRK 681 Advanced Family and Child Treatment

**Foundation Year**
- **SWRK 608 Generalist Social Work Theory & Practice I**
  This foundation course focuses on generalist social work practice methods and skills of social work intervention with individuals. Attention is given to the historic development of social work practice, the nature and application of social work values and ethical principles, theoretical frameworks of helping methods, and the helping process of assessment, planning, intervention, termination, and evaluation. Emphasis is on a generalist approach, utilizing systems theory and the ecological framework for understanding the person-in-the-situation.
SWRK 609  Generalist Social Work Theory & Practice II  
This foundation course provides a framework for empirical study of group behavior and social work with small groups. The use of communications technology is incorporated into assignments. The primary assignment is to evaluate a task group of which the students are members. Other content areas include policy analysis and advocacy through collective action promoting social and economic justice. A minimum of one hour a week is devoted to skills development laboratory.

SWRK 610  Generalist Social Work Theory & Practice III  
This foundation course is designed to help students understand and develop practice skills for practice in institutions and communities that is taught at the advanced level in SWRK 644, Human Behavior in the Social Environment II. This course provides the knowledge bases of generalist social work practice for interventions at this level. The course provides an opportunity to explore selected macro models of practice that often serve as the context for community practice.

SWRK 631/632  Foundation Practicum I & II  
In the foundation field seminar courses, students are required to keep journals in which they reflect on their skill development, foundation knowledge base, and ethics and values that guide their practice. They also describe experiences working individually with clients, groups, and families, and at the organizational and community level. Students present a case during the seminar, describing the worker client relationship, skills used to engage the client system, theoretical approaches considered for work with the client system, methods of evaluation, research they have used to inform their practice, and any agency/policy issues that impact their work with the client system. Values and ethics are also discussed with regards to their presentation.

SWRK 635  Foundations of Social Work Practice  
This foundation course is designed for students in the One-Year Program. It provides them with a review of the MSW foundation level curriculum. The course aims to help students prepare for entry into the concentration year of the MSW Program and aid their adjustment to the rigors of graduate level academic study. This course is developed into four modules that build upon each other. Each assignment is designed to complement the previous, thus allowing for a comprehensive review of specifically targeted knowledge and skills. Module discussions provide frameworks for empirical study of group and institutional behavior.

Concentration year Courses  
SWRK 641  Advanced Practice in Mental Health Settings  
This concentration course prepares student for differential assessment and interventions with individuals and families with problems representative of the mental health focus area. Students develop knowledge and skills in the psychosocial approach to advanced ethnic sensitive practice, crisis intervention, and other treatment approaches. Course content focuses on the influence of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation on all phases of practice, integrating analysis of empirical studies on this content.
SWRK 642  Advanced Practice in Families, Children and Youth Settings
This concentration course prepares student for differential assessment and interventions with individuals and families with problems representative of the families, children, and youth focus area. Students develop knowledge and skills in the systems approach to advanced ethnic sensitive practice, brief methods of intervention, family-centered interventions, and other treatment approaches. The course includes focus on the influence of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation on all phases of practice, integrating analysis of empirical studies on this content.

SWRK 643  Assessment of Individuals and Families
This concentration course prepares students to understand assessment models used in various social service settings and apply them with sensitivity to individual and group contextual factors the lack of awareness of which can lead to erroneous assessment and incorrect intervention.

SWRK 648 /SWRK 658  Advanced Practicum I & II
In the concentration field seminars, students are required to maintain journals reflecting upon their advanced skill development and knowledge base, and ethics and values that guide their practice. The students are asked to describe their experiences providing services to individuals, groups, and families and at the organizational and community levels. In addition, students present a case that includes an analysis of the worker client relationship, advanced skills used to engage the client system, consideration and application of theoretical approaches for work with the client system, methods of evaluation, research they have used to inform their practice, and any agency/policy issues that impact their work with the client system. Values and ethics are also discussed with regards to their presentation.

SWRK 652  Supervision, Program Development & Administration
This concentration course provides an introduction and overview of the methodologies for supervision, consultation, management, administration, and planning within social service settings. Leadership, decision-making, conflict resolution, and staff development are covered.

SWRK 681  Advanced Family and Child Treatment
This concentration course further prepares students in knowledge of varied models of family treatment and their implementation. In addition, the course has a strong experiential component as family interventions are practiced in role-plays. This focus on technical skill development is based from the foundation and advanced skill development in the concentration year curriculum.

Integration of EPAS Content Areas on Social Work Practice

Social Work Practice is Anchored in Purposes of the Social Work Profession

Foundation Year
SWRK 608  Generalist Social Work Theory & Practice I
This foundation course offers an introduction to the profession with required readings in the primary text on this topic. Areas of focus include the NASW Code of Ethics, roles of social workers, work settings, and the history of social work in regard to practice orientations.
SWRK 609  Generalist Social Work Theory & Practice II
This foundation course includes readings early in the semester on the history and importance of group work in the social work profession.

SWRK 610  Generalist Social Work Theory & Practice III
This foundation course focuses extensively on community and societal systems. Areas of focus include analysis of community strengths and systems and the involvement of stakeholders in community and institution-based change.

SWRK 631/632  Foundation Practicum I & II
This year-long foundation course has an emphasis on social and economic justice. Students evaluate their field placements, identifying social problems that have impacted the community being served, analyze the effects of policies on client and the delivery of service, and consider public policies that govern service delivery. The students are evaluated on their demonstration and acceptance of the use of social work values and ethics, and working collaboratively with other professionals. Class discussions and case presentations include ethical dilemmas students may be facing, utilizing ethical decision making models. Students are asked to develop an understanding of their placement agency’s structure and policies and research the history of policies that have impacted service delivery.

SWRK 635  Foundations of Social Work Practice
This course is provided as a summer bridge for the One-Year Program students entering the concentration year in the following fall semester. The course familiarizes the MSW student with traditional and contemporary models, methods, and theories used by social workers in the arena of social work practice.

Concentration Year

SWRK 641  Advanced Practice in Mental Health Settings
This concentration course discusses the purposes of social work, particularly within the sections on primary prevention and brief therapy. In addition, the history and purposes of social work are reemphasized in the section on the psychosocial model of assessment and intervention and the use of the Hollis typology further clarifies the range of social work practice interventions.

SWRK 642  Advanced Practice in Families, Children and Youth Settings
This concentration course is a companion course to SWRK 641: Advanced Practice in Mental Health Settings but taken by students enrolled in the area of focus of services to children, families, and youth. Course content includes the study of advanced family centered intervention that places particular emphasis on developing knowledge of the historical influences of family intervention and current trends. Assessment and intervention with underserved families promotes the values and purposes of the profession and traditional social work methods.

SWRK 648/658  Advance Practicum I & II
This year-long concentration practicum seminar focuses on social and economic justice with analysis of the students’ field placements. Students identify social problems that have impacted the community being served and analyze the effects of policies on clients,
integrating material from foundation and concentration year HBSE and macro practice courses. Students also evaluate the delivery of service, and consider public policies that govern service delivery. The students are required to demonstrate advanced application of social work values and ethics, and the ability to work collaboratively with other professionals. Class discussions and case presentations include ethical dilemmas students may be facing in the field, utilizing ethical decision making models. Students are asked to develop an understanding of their placement agency’s structure and policies and research the history of policies that have impacted service delivery.

**SWRK 652 Supervision, Program Development & Administration**
This concentration course discusses social work supervision as the practices of the profession evolved from early conceptions of casework practice and the Charity Organization Societies.

**SWRK 681 Advanced Family and Child Treatment**
This concentration level course expands the students’ knowledge base and practice skill in the areas of family interventions and the formation of a working alliance with clients. The course is anchored in the purposes of the social work profession in that it gives student the tools to help families improve their function through the social work interview and relationship. Specifically, students are taught direct methods for identifying and using client strengths to increase the students’ level of empathy for the people they serve. In accomplishing this, students gain the permission of the client system to investigate the problems of living that the family faces. Students are taught to think strategically as they conduct the interview. The use of role-plays allows students to gain the perspective of the “client” in actual time and to experience varied, logical outcomes.

### Content on Strengths, Capacities and Resources of Client Systems

**Foundation Courses**

**SWRK 608 Generalist Social Work Theory & Practice I; Individuals & Families**
This foundation course introduces the strengths perspective and empowerment model of social work practice both from the standpoint of specific models and as applied to knowledge and clients and client groups. Class assignments provide a medium for the application of this perspective and model, utilizing techniques for assessing client systems and the resources therein.

**SWRK 609 Generalist Social Work Theory & Practice II**
This foundation course provides content on client systems’ strengths, capacities, and resources, particularly as they relate to application of group work skills to working with families. An assignment specific to these issues is an analysis of a Hmong family trying to secure culturally competent and appropriate medical care for a seriously ill child.

**SWRK 610 Generalist SWRK Theory and Practice III**
This foundation course provides foundation content on strengths, capacities, and resources of organizations and communities. Lectures and readings specific to these issues are integrated in the course.
SWRK 631/632  Foundation Practicum I & II
The foundation field seminar asks students to discuss, in case presentations and journal assignments, approaches they are using to identify client strengths and resources. The integrative seminar discussions provide students with the opportunity to share with their peers their acquisition of knowledge regarding various client and community resources. This information can then be passed on to their agencies as well as used to help clients identify these resources and capacities within their own system.

SWRK 635  Foundations of Social Work Practice
This foundation course is provided as a summer bridge for the One-Year Program students entering the concentration level curriculum the following fall semester. A review of the MSW foundation year curriculum includes assessment of client systems while applying theoretical models of practice. For example, narrative therapy is reviewed in the HBSE module and then applied in the micro practice module in a bio-psycho-social-spiritual assessment, utilizing a strengths-based perspective. This is further applied in the macro practice module of the course.

Concentration Year

SWRK 641  Advanced Practice in Mental Health Settings
This concentration course provides an advanced perspective on the recognition of the strengths, capacities, and resources of clients as critical to the success of all of the methods of practice covered. More specifically, the unit on brief therapy gives considerable attention to how these characteristics can be engaged in striving for improved function. Students address this approach in a written assignment and apply it to an actual family in their current field placement.

SWRK 642  Advanced Practice in Families, Children and Youth Settings
This concentration companion course to SWRK 641: Advanced Practice in Mental Health Settings and covers the same concepts with application being directed to families, children, and youth services, rather than mental health settings. It shares the unit on brief therapy in which the utilization of the strengths, capacities, and resources of client systems is particularly emphasized. Students address this approach in a written assignment and apply it to an actual family in their current field placement.

SWRK 643  Assessment of Individual and Families
This concentration course teaches students how to identify individual and family strengths, capacities, and resources that may be overlooked by service delivery systems as their assessments and interventions are formulated. Students are assigned to write a comprehensive assessment of an individual client.

SWRK 648/658  Advance Practicum I & II
This year-long concentration practicum seminar requires students to develop and deliver case presentations, and complete journal assignments, regarding their techniques to identify client strengths and resources. Students learn collaboration skills and advocacy as they educate peers, client, and community resources. Students gain skills in resource sharing and educating field agency personnel as to the material gleaned in the course to help clients identify resources and capacities within their own system.
SWRK 652  Supervision, Program Development & Administration
This concentration course teaches students to evaluate strengths, capacities, and resources of client and agency systems as they function within their roles as supervisors and administrators.

SWRK 681  Advanced Family and Child Treatment
This concentration course has a strong focus on helping students learn to identify and mobilize client system strength, capacities, and resources to help clients consider alternatives to family patterns of communication and behavior that impede growth, development, and healthy function. Written assignments include describing a family problem resulting from a life cycle transition and how it was/might have been resolved.

<table>
<thead>
<tr>
<th>Knowledge &amp; Skills to Work with Individuals, Families, Groups, Organizations &amp; Communities</th>
</tr>
</thead>
</table>

**Foundation Courses**

**SWRK 608  Generalist Social Work Theory & Practice I**
This foundation course provides empirically based foundation knowledge and skills in assessment of individual adults, children, and older adults, goals and contracts, and problem-solving skills. In addition, the course provides introductory knowledge of behavioral, cognitive, systems, psychodynamic, psychosocial, trauma, feminist, and existential theories. Students write a bio-psycho-social-spiritual assessment, describing the theoretical orientation that guides their assessment and development of goals.

**SWRK 609  Generalist Social Work Theory & Practice II**
This course provides foundation knowledge and understanding of family and group processes. It provides the empirical foundation of social group work interventions and group leadership skills. This knowledge is necessary for learning advanced practice skills that can be advanced to supervision and management. The students utilize course readings, lectures, class discussions, and group experiences to prepare for the final class presentations.

**SWRK 610  Generalist Social Work Theory & Practice III**
This course provides foundation knowledge and skills pertaining to the purposes, structure, and dynamics of organizations and communities. Theories and concepts presented in this course include power, social change, conflict, and empowerment. Skills practiced in this class include those associated with social planning, developing community liaisons, and community needs assessment and evaluation. Students complete a progressive paper focused on the student's experiences working with groups and communities.

**Concentration Courses**

**SWRK 641  Advance Practice in Mental Health Settings**
This concentration course teaches knowledge and skills for empirically based interventions with individuals and families. Models of empirically based interventions include brief therapy both with individuals and families, family therapy, and the psychosocial model. Students are assigned to write papers applying these three models.
SWRK 642  Advanced Practice in Families, Children and Youth Settings
This concentration course includes advanced material on community-based assessment and empirically based interventions in situations pertaining to the focus on families, children, and youth. These interventions are practiced by the students through the use of simulated clients (actors) who portray families. Additional models of intervention include brief therapy with individuals and families, and those used with of community resources to address multiple factors impacting families.

SWRK 643  Assessment of Individuals and Families
This course focuses on the development of advanced assessment skills as they are applied to individuals and families in their interactions within all practice settings. These skills, including the use of various assessment instruments and models for practice, add to the students’ skills for working with client systems at all levels.

SWRK 652  Supervision, Program Development, & Administration
This concentration course provides a basis for students to develop leadership skills for practice with supervision groups, work groups, and organizations. Higher-level skills for working with groups and individuals are advanced through the focus on supervisory skills. The course includes readings on transition management. Students write a paper on styles of supervision through a research of the literature and interview with their own practicum agency supervisor. The analysis includes an assessment of their own future style of supervision.

SWRK 681  Advanced Family and Child Treatment
This concentration course further develops the students’ understanding of how to work with families, individuals within the family system, and the larger systems with which the family interacts. Course material focuses on the various assumptions and models of empirically-based family treatment with attention to specific interviewing and intervention skills.

Developing Appropriate Client-Worker Relationship

Foundation Courses

SWRK 608  Generalist Social Work Theory & Practice I
This course provides foundation knowledge and skills in engaging clients in problem solving, interviewing skills, relationship skills, NASW Code of Ethics, and the establishment of intervention goals and contracts. All of these are elements of the working alliance. Students participate in a video-taped role-play that depicts the first interview with a client. Students analyze their skills in a paper and presentation.

SWRK 609  Generalist Social Work Theory & Practice II
This course provides foundation knowledge and skills in the establishment and leadership of groups. These are particularly relevant to the appropriate client-worker relationship in order to function in ways that facilitate positive client outcomes. One class is focused on the appropriate goals of group leaders.
SWRK 610  Generalist Social Work Theory & Practice III
This foundation course promotes development of appropriate client system-worker relationships through understanding diverse client systems and the models of community practice, and helping communities of people to become citizens. This material is presented in the texts and lectures. The major assignment for this course asks students to examine a social problem and a specific population that is being impacted by that problem. Students examine the intersection of problem and population, and must demonstrate how a community practitioner can use that information to develop an intervention that is appropriate for the specific population/client system experiencing the problem. To effectively complete the assignment, students must understand how relationships between practitioners and community members differ based on the history of the relationship between the two and on a number of characteristics of both the community members and the practitioner.

SWRK 631/632  Foundation Practicum I & II
This foundation field seminar provides the opportunity for students to reflect on the worker client relationship both in their personal journals as well as during seminar discussions and case presentations. The discussions and journals allow for students to receive feedback from their peers and seminar instructor on the development of appropriate worker client relationships. This includes skills used to develop these relationships, professional boundaries, and values and ethics that can be used to guide social work practice.

Concentration Courses
SWRK 641  Advanced Practice in Mental Health Settings
This concentration course, supporting the students’ chosen area of focus, provides advanced knowledge and skills for establishing and maintaining the client-worker relationship. This is through adherence to the NASW Code of Ethics and use of self in the specific models covered. The models include brief, family, and psychosocial therapy.

SWRK 642  Advanced Practice in Families, Children and Youth Settings
This concentration courses, supporting the students’ chosen area of focus, provides advanced knowledge and skills for establishing and maintaining the client-worker relationship. This is through adherence to the NASW Code of Ethics and use of self in the specific models. The models include brief, family, narrative therapy, and the solutions-focused.

SWRK 652  Supervision, Program Development & Administration
This concentration course is designed to help students develop supervisory skills that promote their supervisee’s ability to build appropriate and effective client-worker relationships. This is accomplished through required readings, class discussions, and a written assignment on styles of supervision.

SWRK 648/658  Advanced Practicum I & II
This concentration field seminar provides students the opportunity to reflect in greater depth on the client worker relationship. Students are required to include discussions on ethical dilemmas they are facing and the process by which they are resolving these dilemmas in their case presentations. The students evaluate the supervisory relationship to identify characteristics that will enhance a workers willingness to reflect on the dilemmas that may arise in the worker client relationship. Additionally, they assess factors that lead to building an effective supervisory relationship.
SWRK 681  Advanced Family and Child Treatment
This concentration course has a strong experiential component. This component assists the
students in further developing their skills in establishing and utilizing the client-worker
relationship to foster higher function in family systems. Each class session includes extended
use of role-plays. Students play the role of the social worker and the instructor provides
ongoing assistance and suggestions.

Collecting and Assessing Information

Foundation Courses
SWRK 608  Generalist Social Work Theory & Practice I
This foundation course provides introductory knowledge and skills in interviewing, writing a
bio-psycho-social-spiritual assessment, and professional record keeping. Additionally,
students develop SOAP (Subjective-Objective-Assessment-Plan) documentation notes from
video interviews. Professional writing is stressed in the course including issues of
confidentiality and uses of reports by various disciplines.

SWRK 609  Generalist Social Work Theory & Practice II
This foundation course provides content and skills on data collection and assessment related
to effective social work practice with groups. The texts for the course provide readings on
assessment of groups. In addition, various group dynamics data collection instruments are
presented to the student to use for analysis of group work concepts. For example, students
assess themselves using the five-factor Q-sort test for delineating group member style as
presented in Capuzzi and Gross (2001) and the Bowers Psychotherapy Skills Rating Scale

SWRK 610  Generalist Social Work Theory & Practice III
This foundation course provides content and skills on data collection and community
assessment. Students have weekly assigned readings on the material and complete a
semester-long cumulative paper in which they assess an agency policy and its impact.

SWRK 635  Foundations of Social Work Practice
This course is provided as a summer bridge for the One-Year Program students entering the
concentration level curriculum semester. It addresses the collection and assessment of data at
all levels of practice. These include assessment through interviews, bio-psycho-social-
spiritual assessments, group-work analysis, and assessment of community organizations.

Concentration Courses
SWRK 641  Advanced Practice in Mental Health Settings  and
SWRK 642  Advanced Practice in Families, Children and Youth Settings
These concentration courses support the students’ chosen area of focus. The courses provide
advanced knowledge and skills in the development and interpretation of clinical data and its
differential relevance in terms of varied models of intervention. Students apply this to
practice through their case study papers.
SWRK 643  Assessment of Individual and Families
This concentration course is focused on the collection and assessment of information. Student assess how the information pertains to client concerns, the service delivery systems, and utilization for making or using diagnoses. Students are encouraged to exercise skepticism about these assessment models, even as they use them as members of larger systems. These skills are operationalized in their client assessment paper.

SWRK 652  Supervision, Program Development, and Administration
This concentration course covers content and skills applicable to data collection and assessment for practice as supervisors and program developers and managers. Students complete readings in program assessment and development, and review the findings.

SWRK 681  Advanced Family and Child Treatment
This concentration course primary focus is on further developing the students’ command of interviewing techniques. The purposes of collecting and evaluating information used to facilitate formation of the working alliance and successful intervention is analyzed. This is operationalized through weekly role-plays.

### Identifying Issues, Problems, Needs, Resources & Assets

**Foundation Courses**

**SWRK 608  Generalist Social Work Theory & Practice I**
This foundation course includes a section on problem-solving skills in addition to a major focus on assessment, which are the operationalization of these requirements. These areas include cultural factors, empowerment, and goals and contracts. Students complete an in-depth bio-psycho-social-spiritual assessment that includes goals, objectives, and task targeting needed resources and client/community strengths.

**SWRK 609  Generalist Social Work Theory & Practice II**
This foundation course provides material on knowledge and skill in analyzing elements, components, and issues in social work practice with groups. Evaluation tools that use different methodologies are presented. Some of these are used in the students’ assessment of group work styles.

**SWRK 610  Generalist Social Work Theory & Practice III**
This foundation course includes sections on understanding the problems of target populations and on understanding community strengths and issues/concerns. This is accomplished through readings and class discussions on understanding problems and populations, and on understanding needs and assets in communities. It culminates in a semester-long group assignment where students study a problem and how it affects a specific population. One way that students come to understand both the problem and population is by developing a needs and assets assessment process that is appropriate for the population. They use what they find about the problem and population to develop an intervention that is based on not only on community needs, but also on community strengths or assets.
SWRK 635  Foundations of Social Work Practice
This course is provided as a summer bridge for the One-Year Program students entering the concentration level curriculum semester. In each module of the course, students identify problems in all levels of social work practice, assess resources, and analyze the use of community-based natural supports.

Concentration Courses
SWRK 641  Advanced Practice in Mental Health Settings and
SWRK 642  Advanced Practice in Families, Children and Youth Settings
These concentration courses provide advanced knowledge and skills on models of social work intervention. Brief therapy requires prompt identification of the issues, problems, and needs brought to the practitioner and also requires rapid identification of resources and assets that can help support and maintain gains. Similarly, family therapy involves active analysis of issues, problems, and needs along with resources and assets that can facilitate improved family function. The written assignments in both of these classes ask students to address all of these areas, utilizing cases from their field experience.

SWRK 643  Assessment of Individuals and Families
This course has a major focus on the identification of problems, needs, resources, and assets of client systems. The client assessment paper specifically calls for these to be addressed. Cases from the students’ practicums are used to practice application of assessment tools from the coursework.

SWRK 652  Supervision, Program Development, and Administration
This course provides advanced knowledge and skills in identifying issues, problems, and needs of organizations, agencies, and supervisees. The focus is on development of competencies in supervising tasks and promoting support in management consultation and administration.

SWRK 681  Advanced Family and Child Treatment
This course helps students further develop their skill in identifying the issues and needs of family systems, and helping families utilize their family and community resources and assets to support improved function of the family system. Students write a paper in which they identify and evaluate a family system’s patterns of problem-solving and identify interventions and resources that could have a positive impact on family function. Experiences from the students’ field experience are utilized as case material in the course.

Using Communication Skills, Supervision & Consultation

Foundation Courses
SWRK 608  Generalist Social Work Theory and Practice I
In this foundation course, the communication skills needed for direct practice such as reflective listening are presented and practiced. Students develop skills in public speaking through presentations and gain professional writing skills through class assignments. Students are introduced to the use of peers/colleagues for consultation through class exercises and the use of supervision to develop knowledge and skills.
SWRK 609  Generalist Social Work Theory and Practice II  
In this course, the communication skills needed for working with groups are presented and practiced. The students are assigned readings and provided lecture material on the four levels of listening and responding.

SWRK 610  Generalist Social Work Theory & Practice III  
In this course, students work in teams to develop community based interventions relative to current local issues. The students' oral and written communication skills are challenged as they articulate their plans for community-based agencies. These communications include town hall meetings, rallies, and community forums typically accessed and utilized by target communities for presenting their concepts.

SWRK 635  Foundations of Social Work Practice  
This course is provided as a summer bridge for the One-Year Program students entering the concentration level curriculum semester. The course utilizes peers to provide feedback in the micro module through peer review of colleague’s bio-psycho-social-spiritual assessment. In the group module, colleagues provide critical assessment of peer’s groupwork techniques. This fosters development of the use of supervision and consultation. The students' skills are enhanced through presentations and written reports.

Concentration Courses

SWRK 641  Advanced Practice in Mental Health Settings and
SWRK 642  Advanced Practice in Families, Children and Youth Settings
These concentration courses teach more complex interventions that, in turn, require more finely honed communications with clients, client systems, and service delivery systems. Students develop communications skills through written and verbal case presentations and the subsequent discussions in class are precursors to the use of supervision and consultation.

SWRK 652  Supervision, Program Development, & Administration
This concentration level course focuses on the communications skills needed for supervision, program development, and consultation. Students in SWRK 652 read descriptions of various styles of supervision and theoretical orientations to supervision. Communication styles are considered in each supervisory approach. Students interview three agency supervisors regarding their supervisory style and communication skills that complement their particular style of supervision. A written assignment requires students to analyze each style and identify the supervisory style they might find most conducive to their supervisee needs. Communication skills are assessed as well as evaluation of program development and organizational culture.

SWRK 681  Advance Family and Child Treatment
This course has a strong focus on increasing the students’ skills in communication with family systems. The course content provides lectures and experiential activities, most notably role-plays that offer students direct experiences in refining their use of interviewing and use of self. The course content includes discussions and demonstrations of techniques of joining with the family system through structured and empathic communications.
Identifying, Analyzing & Implementing Empirically-Based Interventions

**Foundation Courses**

**SWRK 608 Generalist Social Work Theory and Practice I**
This foundation course introduces the empirical bases of selected models of intervention. These include behavioral, cognitive, systems, problem-solving, client-centered, existential, and psychosocial models. Students complete a written bio-psycho-social-spiritual assessment based on a video shown in class.

**SWRK 609 Generalist SWRK Theory and Practice I**
This course is based on empirical information derived from social researchers engaged in the development of small group theory. The textbooks provide research-based empirical basis for the course. Each text provides specific chapters on empirical study and evaluation of group behavior and group work practice.

**SWRK 610 Generalist SWRK Theory and Practice III**
This course teaches students to use social statistics, key informants, and other indicators to design interventions based on evidence-based practice. An evaluation component is required for each intervention so that formative feedback is obtained.

**SWRK 635 Foundations of Social Work Practice**
This course is provided as a summer bridge for the One-Year Program students entering the concentration level curriculum semester. It introduces the empirical bases of selected models of intervention. These include: systems theory, family development theory, psychosocial theory, psychodynamic theory, developmental theory, cognitive-behavioral theory, social construction, and narrative theory.

**Concentration Courses**

**SWRK 641 Advanced Practice in Mental Health Settings** and **SWRK 642 Advanced Practice in Families, Children and Youth Settings**
These concentration courses teach more advanced knowledge and understanding of the differential use of specific models of empirically-based intervention reflective of client needs and characteristics. Students are taught to use their assessment skills, knowledge of the professional literature, case specific planning, intervention, and ongoing evaluation to choose and evaluate practice approaches.

**SWRK 643 Assessment of Individual and Families**
This course has a strong focus on examination of the limited knowledge base that is nevertheless used in making clinical assessments and in the formulation of interventions. For example, students are taught about medical illnesses whose symptoms may mimic psychiatric illness.

**SWRK 652 Supervision, Program Development, and Administration**
This concentration course provides students with models of empirically-based supervision and program management and administration appropriate for interventions within those roles. Students complete a written assignment on supervisory styles and their applications to agency settings.
**SWRK 681  Advanced Family and Child Treatment**
This course teaches the students the empirical support that the literature provides for working with family systems. In addition, there is a strong focus on helping students develop an empirical point of view and employ empirical observation in assessing their moment-to-moment and finished work.

---

**Applying Empirical Knowledge & Technological Advances**

In all classes, students are required to submit written work in a word-processed format. Students are encouraged to communicate with faculty by e-mail or through the course WebCT/Vista link, which all courses have. Several course use WebCT/Vista tools such as discussion groups, and virtual office hours. These practices help students to become proficient in the use of a computer, an area of continued growth.

---

**Foundation Courses**

**SWRK 608  Generalist Social Work Theory & Practice I**  
This foundation course requires students to apply technological advances. Videotaping is required for one of the assignments. Empirical knowledge of the effectiveness of selected theoretical and practice models are included. Students are required to use the Internet to source data from studies.

**SWRK 609  Generalist Social Work Theory & Practice II**  
This course requires extensive use of communications technology and includes discussion on the effects of these technologies on group function. Students are required to use the Internet for both communications and research. There is also content on the use of video and film discussion in group-work.

**SWRK 610  Generalist Social Work Theory & Practice III**  
This course requires the use of empirical knowledge obtained via the Internet to write a literature review as a medium to research current issues and best practice modalities. This process allows students to contact with practitioners involved in comparable activities in similar communities addressing similar issues. Students are required to validate their chosen intervention among other possible approaches, which challenges them to compare their efforts relative to empirical studies.

**SWRK 635  Foundations of Social Work Practice**  
This course is provided as a summer bridge for the One-Year Program students entering the concentration level curriculum semester. It requires students to utilize the Internet and WebCT/Vista to access course material, perform research, and communicate with peers and faculty. Students are challenged to assess, compare, and integrate empirical studies throughout the course.
Concentration Courses

SWRK 641  Advanced Practice in Mental Health Settings  and  
SWRK 642  Advanced Practice in Families, Children and Youth Settings  
These concentration courses support the students' chosen area of focus and examine the empirical bases for choosing specific interventions in practice. In SWRK 641, students are required to research the empirical knowledge regarding populations of which the subject of their practice paper is a member. In SWRK 642, students are required to utilize the Internet to secure research regarding family therapy models for assigned paper and PowerPoint presentations. Technology is also used through videotaping of in-class role-plays.

SWRK 652  Supervision, Program Development & Administration 
This course offers students the opportunity to use current research and standardized instruments for clinical supervision, assessment of communication styles, and for use with conflict resolution in regards to effective and efficient organizational management and leadership. Students are required to identify a training need in their field agencies and to design a training module to address that need. This work group assignment and the final critical analysis assignment require students to include references for the research articles used to develop their training module and their final paper. A series of online quizzes is also used throughout the course to provide an opportunity for students to reflect on assigned readings.

Evaluating Program Outcomes and Practice Effectiveness

Foundation Courses

SWRK 608  Social Work Theory and Practice I
This foundation course introduces students to the process of evaluating their practice through use of course readings and lecture material. Towards the end of the semester, students complete a bio-psycho-social-spiritual assessment that includes a section on outcomes assessment of their interventions. Additionally, students develop goals from in-class interviews and peers evaluate the student’s plan of evaluation.

SWRK 609  Generalist Social Work Theory & Practice II
This course introduces students to evaluation of their group work practice. The practice textbook provides two chapters on assessment and evaluation of group work practice. The primary assignment is an evaluation of a task group in which the students are members throughout the semester.

SWRK 610  Generalist Social Work Theory & Practice III
This course includes an assignment on planning an intervention to be carried out relative to a program or issue linked to a specific target population. Among the content requirements for this assignment is a description of the plan for evaluation of the effectiveness of the intervention.

SWRK 635  Foundations of Social Work Practice
This course summer bridge for the One-Year Program introduces students to evaluation at all levels of practice. This includes a bio-psycho-social-spiritual assessment that includes a section on outcomes assessment of their practice effectiveness. At the meso level, family and
group dynamics are evaluated through the primary assignment. At the macro level, students develop skills for evaluating programs, including opportunities for change and program evaluation. The students have an assignment that requires them to evaluate the internal and external environment of an agency, the agency's ability to adapt to changes, and the implications of proposed changes on service delivery.

**Concentration Courses**

**SWRK 641 Advanced Practice in Mental Health Settings**
This concentration course supports the students' chosen area of focus. The written assignments and case presentation require the inclusion of a section on evaluation of the practice effectiveness. Various methods for evaluating outcomes that are congruent with the approach and client needs are discussed.

**SWRK 642 Advanced Practice in Families, Children, and Youth Settings**
This concentration course supports the students' chosen areas of focus and provides outside reading materials and devote class time to practice evaluation methods. Experiential activities and papers provide opportunities to evaluate practice skills and service delivery of practice agencies. This includes the use of “simulated clients” for immediate feedback on practice techniques from peers, the instructor, and the “client,” as well as discussions on various methods for evaluating outcomes that are congruent with the approach and client needs.

**SWRK 652 Supervision, Program Development, & Administration**
This concentration course encourages students to use its content and skills as they relate to the roles of supervisor, program manager, and administrator. Experiential exercises are used to help students to develop skills related to program development and evaluation. Vignettes are utilized to develop mission statements, budgets, policies, and procedures to guide the development of a new program at their agency. Students are asked to consider how they would implement this new program, including skills and knowledge they would need to have to implement the program. Consideration is also given to how they would evaluate the program once implemented. Assigned readings on program evaluation provide the basis for students to compare and contrast their field agencies implementation of program evaluation.

**Developing, Analyzing, Advocating & Providing Leadership for Policies & Services**

**Foundation Courses**

**SWRK 609 Generalist Social Work Theory and Practice II**
This foundation course is critical in the education of students in the areas of leadership in collective efforts and advocacy for improved policy and services. This course provides fundamental content on group work practice and thus the basic understanding for leadership in service and advocacy. There are class discussions on groups as tools for social change.

**SWRK 610 Generalist Social Work Theory and Practice III**
This course is taken after the students have been enrolled in the foundation policy course.

**SWRK 605: Social Welfare Policies and Services.** SWRK 610 provides content for understanding and analyzing of agency, organizational, and municipal policies developed to address social problems. The course also includes material on strategies the social worker may use to facilitate efforts to influence local policy change and local social service design.
SWRK 635  Foundations of Social Work Practice
This summer bridge course for the One-Year Program provides a module on analysis of policy in social service organizations, change strategies, and service design. The assignment for this module includes an agency analysis paper.

Concentration Courses
SWRK 652  Supervision, Program Development and Administration
This concentration course includes readings and lectures that cover program development, leadership of staff, and the leadership expectations of supervisors, program developers, and administrators.

Promoting Social and Economic Justice

SWRK 608  Generalist Social Work Theory & Practice I
This foundation course promotes social justice by focusing on the special needs of vulnerable populations such as children, older adults, and individuals with developmentally disabilities. The course integrates material from videos and discussion on topics that address areas of oppression to provide a forum on social justice. Peggy McIntosh’s paper on *White Privilege* is discussed extensively the first week of class. This is followed by an integrated semester analysis of oppression in regard to gay/lesbian/transgender people reviewing medical, physiological, and psychological factors including AIDS, physical disabilities, and mental health diagnoses.

SWRK 609  Generalist Social Work Theory and Practice II
This course teaches students the principles of democratic group work as the basic organizing process for empowering marginalized and oppressed groups. Through assigned readings, it provides the tools for organizing community groups through group participation and leadership. This course also provides theoretical information regarding the nature and development of the majority and subgroups that characterize all societies. For example, students evaluate social identity theory that posits that two mental processes, categorization and identification, provide the impetus to make group membership into a personal identity. This applied to an analysis of the same theoretical process that produce the in-group versus out-group bias and group conflict that is seen in all societies.

SWRK 610  Generalist SWRK Theory and Practice III
This foundation level course promotes social and economic justice through its general focus on community systems and the historical settlement house roots of social work. The course specifically includes a focus on understanding the concerns of target populations under or poorly served by formal service providers. An assignment includes the development of a plan for intervention.

SWRK 635  Foundations of Social Work Practice
This course summer bridge for the One-Year Program students entering the concentration level curriculum semester promotes social and economic justice in each module. In the HBSE module I, students evaluate human interaction and the intersection of culture, gender, social status, generation, and diversity. In the micro module II, students evaluate inequity presented in the video utilized for the biop-psycho-social-spiritual assessment. In the meso
module III, group and family dynamics are viewed in regard to culture and generation, and their impact on equity. In the macro module IV, the role of government in the facilitation of social service delivery within organizations is assessed in a written assignment.

**Concentration Courses**

**SWRK 641 Advanced Practice in Mental Health Settings** and  
**SWRK 642 Advanced Practice in Families, Children and Youth Settings**

These concentration courses promote social and economic justice by challenging students to continually consider the effects of culture, ethnicity, socioeconomic status, age, gender, sexual orientation, family structure, disability, religious practice, and employment on assessment and planning in both mental health settings and in work with families, children, and youth. Specifically, the economics of social services delivery are addressed at length in the section on brief treatment, raising issues of the limited access to services by those who are economically disadvantaged. Class discussions provide students opportunity to evaluate the promotion of social and economic justice in practice settings.

**Relationship to Other Content Areas**

**SWRK 635 Foundations of Social Work Practice**

This course is provided as a summer bridge for the One-Year Program students entering the concentration level curriculum semester. It provides a module on viewing human behavior from a multi-dimensional perspective.

**SWRK 654 Social Policy in Mental Health Services**

This concentration course focuses on mental health policies. Students gain an understanding of how policies affect practice, both in terms of access to care and the forms of care available.

**SWRK 655 Social Policy in Families, Children, and Youth Services**

This concentration course builds on the foundation year and provides students with knowledge regarding how policies are conceptualized and in turn, shape practice responses to families, children, and youth. In addition, the course covers policy analysis and the ethical responsibilities to use their macro practice skills to advocate for policy improvements.

**Human Behavior in the Social Environment**

**SWRK 601 Human Behavior in the Social Environment I**

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

**SWRK 635 Foundations of Social Work Practice**

This course is provided as a summer bridge delivered in four modules for the One-Year Program students entering the concentration curriculum semester. Module I is specific to HBSE. Students are introduced to theories, observations, and empirical findings regarding the interplay between environmental factors and human behavior. This interplay becomes the basis for understanding rationales for practice interventions.
SWRK 644  Human Behavior in the Social Environment II
This foundation course teaches students how to apply the ecological perspective. This is used as a springboard for educating as to how their practice interventions will take into account the effects of organizational change, and the development of strategies for generalist practice in this area.

SWRK 617  Research I: Methods for SWRK Knowledge and Practice
This foundation course provides students with the foundation content and skills necessary for conducting program and practice evaluation taught in SWRK 653: Advanced Practice in Mental Health Settings, the advanced research course. In addition, course material helps students to evaluate research findings from a critical thinking perspective. Course material highlights the processes for making informed decisions in the application of research findings to practice.

SWRK 653  Research II: Program and Practice Evaluation
This concentration course requires students, through the primary assignment, to use content and skills learned in this course for evaluation of their practice efforts in field. This helps prepare them for their future roles as practitioners, supervisors, and administrators.

Field
The foundation field sequence, SWRK 631 & SWRK 632, provides students a context in which to further operationalize their foundation practice knowledge in interviewing, conducting psychosocial assessment, and facilitation of working groups. The concentration field sequence, SWRK 648/658, allows students to gain more advanced practice skills in coordination with advanced practice courses.

Values and Ethics
The focus on values and ethics, throughout the curriculum, supports the teaching of practice methods by educating students to the ethical issues they will encounter in multi-level advanced generalist social work practice. These include, but are not limited to, practice issues such as restrictions on service delivery, the blurring of the boundary between accurate diagnosis and institutional economic interests, confidentiality, worker-client relationships, and serving both the client and society.

Diversity
Sensitivity to and respect for human diversity and cultural differences are built into all areas of content. Thus the HBSE sequence emphasizes knowledge in this area. The research sequence gives attention to how research questions may carry unintended bias. 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. Content presented on 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 612  Social Work Practice in Multicultural Contexts
This foundation course is specifically targeted to diversity issues and includes experiential
exercises on exclusion and bias. This attention to the content area is designed to help students
empathize with those may be different from them while recognizing their own attitudes and
biases. This is essential to effective and ethical practice.

Populations-at-Risk and Social and Economic Justice
The entire graduate curriculum addresses populations-at-risk and the struggle for social and
economic justice. These issues are given additional attention in SWRK 612: Social Work
Practice in Multicultural Contexts. This foundation level course helps students understand
underlying social conditions that have disproportionate negative impact on certain groups of
people. The outcome is for students to be sensitized to these issues and processes as they
encounter them in all areas of practice.
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, MSW curriculum is based on the EPAS guidelines and our goal of providing an advanced generalist MSW curriculum to meet the needs of the people of Northern California for high quality professional social work education. MSW students will understand, and be able to utilize, advanced 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 publication 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. 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 MSW 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 the concentration year of the program. It should be noted that the CSU, Chico students come to the MSW program after successfully completing undergraduate research and statistics courses. Thus, students enter the program with basic understanding and knowledge of various research methods and processes.

Knowledge of research and research methods are provided in all MSW 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.

**Area Courses**
Research content is presented in all MSW courses. However, three courses (SWRK 617: Research Methods for Social Work Knowledge and Practice, SWRK 636: Foundations of Social Work Research, and SWRK 653: Research, Program, and Practice Evaluation listed below) are designed specifically to meet MSW program curriculum objectives regarding research content. SWRK 699P: Master’s Project, and SWRK 699T: Master’s Thesis have major research and evaluation components as qualifiers for completion of the courses. The primary research courses are:

SWRK 617: Research Methods for Social Work Knowledge and Practice
SWRK 636: Foundations of Social Work Research
SWRK 653: Research, Program, and Practice Evaluation
SWRK 699P: Master's Project
SWRK 699T: Master's Thesis

**Foundation Courses**
**SWRK 617  Research Methods for Social Work Knowledge and Practice**
SWRK 617 is a foundation course required of all students enrolled in the MSW Two and Three-Year Programs and is taken during the first semester students are in the MSW program. This course provides students with the research foundation needed to understand why research is important and how it is applied in social work practice, policy, and HBSE.
This course is designed 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 ability to understand and conduct social research is essential for social work practitioners in order to develop, test, and refine professional knowledge and skills. 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.

A one-unit, two-hour analysis laboratory accompanies SWRK 617, Research Methods for Social Work Knowledge and Practice. The laboratory is divided into several modules. It begins with a two-hour module offering a general introduction to analysis. There are six two-hour modules that cover qualitative methods of data analysis, and six two-hour modules that cover quantitative and statistical methods of data analysis. Two, two-hour modules are devoted to graphical presentation of data for report writing.

SWRK 636 Foundations of Social Work Research
This bridge course is presented during the summer to all students accepted into the MSW One-Year Program prior to their beginning the concentration year of the MSW program. The course provides an overview of the foundation knowledge and skills that enable students to be a consumer and producer of social research used by the social work profession. Students are exposed to software programs including the Statistical Package for Social Sciences (SPSS) and Atlas/TI utilized in analysis of quantitative and qualitative data respectively. A special focus of the course is the development and planning of a research proposal that could be used for a master’s degree thesis or project. The application of social research methods to social work practice is a primary emphasis. Upon completion, students should know methods of exploratory and descriptive research. Through this course the One-Year Program students have the same research knowledge and skill base as the Two-Year Program students that they join for the concentration year of the program.

Concentration Courses
SWRK 653 Research, Program, and Practice Evaluation
The purpose of this course is to provide the student with an understanding of the practice of evaluation in social work and the methods of inquiry. Evaluation is an important process in the micro, meso, and macro levels of social work practice. Social workers evaluate their work with clients and are instrumental in the evaluation of social service agencies. Systematic evaluation enhances organizational and personal effectiveness and assists program development. The course engages students to think critically about evaluation as an important component of the intervention process. The purpose of this course is also to enhance the student's understanding of program evaluation in the context of social work theories, models and frameworks and their integration for improving the responsiveness of social service organizations to client needs. The students complete an assignment that requires interaction with a community-based program to assess service effectiveness, including the application of evidence based interventions.
SWRK 699P Master's Project
The Master’s Project is offered as an option for fulfilling Graduate School requirements for a "Culminating Activity" for all graduate students. As stated in the CSU, Chico Guide to Graduate Studies, the Master’s Project is “a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project’s significance, objectives, methodology, and a conclusion or recommendation” (From California State University Education Code, Title V, Section 40510, p. 473).

SWRK 699T Master's Thesis
The Master’s Thesis is offered as an option for fulfilling Graduate School requirements for a "Culminating Activity" for all graduate students. As stated in the CSU, Chico Guide to Graduate Studies, the Master’s Thesis is “the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished project [product] evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation” (From California State University Education Code, Title V, Section 40510, p. 473).

Integration of EPAS Content Areas on Research

| Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. |

Foundation Courses
SWRK 617 Research Methods for Social Work Knowledge and Practice and
SWRK 636 Foundations of Social Work Research (summer bridge course)
These foundation research courses begin with an introduction to basic research concepts and progresses to an overview of various models and methods of social science research. The courses introduce 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.

Concentration Course
SWRK 653 Research Program Evaluation
This concentration course advances the objectives of the foundation year research course by providing students with scientific, evidenced based approaches to evaluating social service programs. Students learn various ways to scientifically assess the process and outcomes of social service programs. After completing the course, students are able to use scientific, evidenced based approaches for program evaluation. Course content includes the assessment of program evaluation an ethical responsibility that is related to the competent practice of social work, and to various ethical issues that arise when conducting evaluations.
The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions.

**Foundation Courses**

**SWRK 617  Research Methods for Social Work Knowledge and Practice**

This foundation course allows students the opportunity to apply the knowledge gained in the course to an actual research study. A primary assignment of the courses is that students work in groups to prepare and complete a quantitative or qualitative research project, and write a final report.

**SWRK 636  Foundations of Social Work Research (summer bridge course)**

This course requires students to apply knowledge from the course to create a research proposal that includes the problem definition and other introductory information, a literature review, a conceptual framework, and a methods section. When the students complete the proposal they are prepared to develop, use, and communicate empirically based knowledge, including evidence-based interventions.

**Concentration Courses**

**SWRK 653  Research Program & Practice Evaluation.**

In this course, students apply their research knowledge by designing and carrying out a program evaluation. Students prepare a full proposal including problem formulation, literature review, research design, sampling, data collection procedures, proposed instrumentation, and decisions about data analysis strategies. The major assignment is a written proposal for an agency program evaluation, which is then implemented. The final report of the research is the primary paper for the course.

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

**Foundation Courses**

**SWRK 617  Research Methods for Social Work Knowledge and Practice** and **SWRK 636  Foundations of Social Work Research (summer bridge course)**

These courses help students to develop an understanding that scientific research builds and supports our understanding of social policy, and the application of this knowledge to the development and improvement of social policy and social service delivery including multicultural practice. Students are taught Single-Systems Design as a method for evaluating client change. The courses provide the foundation knowledge values and skills regarding evaluation and improvement of their own practice that is covered in more detail and depth in the concentration research course, SWRK 653: Research Program & Practice Evaluation.

**Concentration Course**

**SWRK 653  Research Program & Practice Evaluation.**

In the concentration year, after they have acquired experience in social work practice in social service agencies, all students are required to enroll in SWRK 653. This is a research methods course that provides students with qualitative and quantitative methods and
experience for evaluating social work practice and social service programs.

<table>
<thead>
<tr>
<th>Relationship to Other EPAS Content Areas</th>
</tr>
</thead>
</table>

**Values and Ethics**
The values and ethics of research with human beings are presented in special units of each of the three primary research courses 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 (IRB) process for course assignments.

**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 courses. A presentation, with supportive readings, in the two foundation courses emphasizes the importance of careful consideration of intervening variables when doing comparative research with special populations. 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. Discussions and readings in the methods of action research and client-centered research are presented.

**Diversity**

**SWRK 612 Social Work Practice in Multicultural Contexts**
In this foundation HBSE course, students are required to read several empirical-based research articles that discuss different perspectives on working with diverse cultural groups and populations-at-risk. This gives a forum for the students to discuss divergent viewpoints/perspectives while discussing human diversity issues. They learn to critically evaluate research findings of different authors for similar topics and as a result, understand the importance of knowing the author’s theoretical framework and perspective while conducting their analyses. Students are expected to secure and read research studies while they work on their group presentations regarding diverse groups of people.

**Human Behavior in the Social Environment**

**SWRK 601 Human Behavior in the Social Environment**
In this course students learn how to evaluate and apply selected theories and research regarding Human Behavior in the Social Environment for understanding individuals and families within the broader contexts of culture and community. Furthermore, they evaluate relevant research findings for application to multi-level social work practice to improve the well being of people.
SWRK 644  Human Behavior in the Social Environment II (HBSE)
This course examines theories and research regarding work groups, organizations, and communities as contexts for social work practice and preparation for practice with larger systems. Students understand how scientific research builds and supports our understanding of Human Behavior in the Social Environment, with particular emphasis on larger systems. As in the foundation HBSE course, students evaluate those research findings for application to practice. The evidence-based knowledge in the course provides support for the concentration practice and policy courses.

Social Welfare Policy and Services
SWRK 605  Social Welfare Policy and Services
This foundation course is directly related to the research content area. It 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 textbooks and instructor provide content relative to this objective that is implemented by the students in their major policy analysis paper. As they conduct their research for the major paper and assignments, students use the Internet, books and journal articles to gather social and economic policy information. 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 research knowledge to the development and improvement of public policy and social work practice.

SWRK 654  Social Policy in Mental Health Services
Students use what they learn in the research sequence courses to develop an understanding that scientific research builds and supports our understanding of mental health social policy in a number of ways. Students complete two short mental health policy analysis research papers and one comprehensive policy research paper in which they study an issue and/or barrier to mental health services or persons with mental illness. They then apply this research-based knowledge to the development of a mental health social policy that would improve services to client systems. As part of the assignment, students create an implementation and evaluation plan for the new policy, further increasing their research skills.

SWRK 655  Social Policy in Families, Children and Youth Services
In this course students further their understanding that scientific research builds and supports our understanding of social policy, and the application of this knowledge to the development and improvement of social policy and social work practice in the field of family, children and youth services. Students complete a policy analysis, using research findings, to support their work.

Social Work Practice
SWRK 608  Generalist Social Work Theory and Practice I
In this foundation course, students develop an understanding of the problem solving process and how it is adapted by social workers for work with different size client systems (individual, family, small groups, organizations, institutions, and communities). This includes the use of specific collaborative problem solving practice skills involved in problem definition (identification, partialization and selection), data collection, goal setting, selecting intervention strategies, implementation of intervention, and evaluation. Students are
introduced to the beginning knowledge and understanding of methods for systematically evaluating one's own social work practice. The advanced content that applies specific theories, evaluation methods, and interventions is taught in the concentration year, SWRK 641/642: Advanced Practice courses in Mental Health or Family, Children, and Youth. Through assignments and application of field placement experiences, students in SWRK 608 are challenged to investigate existing research that supports the theoretical approach they choose. Finally, the students must present a bio-psycho-social-spiritual assessment that includes two measurable goals and objectives, supported by research findings.

**SWRK 609 Generalist Social Work Theory and Practice II**

As students in this course study group process, they gain an understanding of the importance of research that is the foundation of group work and family practice. To complete this course, students analyze groups based, in part, on research about groups and group behavior. As with the other practice classes, students are taught how to systematically evaluate their group and family practice skills.

**SWRK 641 Advanced Practice in Mental Health Services** and **SWRK 642 Advanced Practice in Families, Children and Youth Services**

*During the concentration year, students enroll in either SWRK 641 or SWRK 642, and collaborate on several writing assignments that incorporate evaluation and termination from cases in their field placement.*

**SWRK 641 Advanced Practice in Mental Health Setting**

In this course, students learn how to use scientific research to support their understanding of mental health and mental illness. This is accomplished through application of required readings and individual research findings to client systems in their field practicum. An aspect of these assignments is the use of methods to analyze and evaluate their social work practice in mental health settings. The course considers the knowledge base, both quantitative and qualitative, of three commonly used social work practice models: brief therapy, family therapy, and the psychosocial approach. The texts for each section discuss its knowledge base. Also, the challenges of validity in social work practice research are discussed. Thus, as models are taught, they are also examined critically in terms of clinical validity and the measurement of their effectiveness in agency settings.

**SWRK 642 Advanced Practice in Families, Children, & Youth Services**

In SWRK 642, students learn how to use scientific research to support their understanding of client systems. This is accomplished through application of required readings and individual research findings to client systems from their field practicum. An aspect of these assignments is the use of methods to analyze and evaluate their social work practice in families, children, and youth settings. The course considers the knowledge base, both quantitative and qualitative, of three commonly used social work practice models: structural, narrative, and solution-focused approaches. The texts for each section discuss its knowledge base. Also, the challenges of validity in social work practice research are discussed. Thus, as models are taught, they are also examined critically in terms of clinical validity and the measurement of their effectiveness in agency settings.
SWRK 652    Supervision, Program Development and Administration
In this course students develop an awareness which scientific research builds and supports our understanding of supervision, program development, and administration, and the application of this knowledge to social work practice in this field of practice. Students learn to use research for knowledge building, organizational accountability, and decision-making. Students complete a critical analysis paper where they examine available research on a supervision, administration, or program development topic of their choice and analyze the research as well as issues related to the topic.

Field Education
SWRK 631 and 632 Social Work Practicum I and II, and SWRK 648 and SWRK 658 Advanced Practicum I and II
The field practicum provides students with opportunities to apply evidence-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 allows students to discuss the application of research findings and the reality of its use in the field.
EP 4.7 Field Education

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 MSW 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; 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.

Field Sites Reinforce Identification with the Purpose, Values and Ethics of the Profession

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 1200 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 MSW program, the role of the agency and student, and suggestions for learning activities to help meet these goals.

### Fosters integration of empirical and practice-based knowledge

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 MSW 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 MSW 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.

The comprehensive exam and/or thesis provide a culminating experience in which students present their work with a client from their field practicum, incorporating all aspects of practice or research they have gathered through the course of the MSW program on a topic of their choice. Both provide evidence of how the student has integrated empirical and practice-based knowledge in their field experience.

### 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, Mental Health Educational Stipend, and Practicum Partnerships programs, and the School of Social Work also provide additional trainings which students may participate. This promotes 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 articulate in a 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 consistent with program goals and objectives (EP Section 4.7 & 5).

California State University, Chico 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 advanced generalist practice. While the MSW program emphasizes family, children and youth or mental health in the concentration year, great efforts have been made to develop an integrated curriculum that addresses child welfare, older adults, and substance abuse in foundation and concentration courses to meet the needs of diverse populations served by our program. The field program focuses on education of MSWs to practice in our region; this leads to enhancement of 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 complex client systems that need intervention at various levels. In addition, the field program requires placement agencies to demonstrate a commitment: 1) to emphasizing the use of social work ethics and values, 2) to applying culturally competent practice skills in implementing interventions with multiple systems, and 3) to work collaboratively with our program to reinforce the students’ identification with the purpose, values, and ethics of the profession.

Course assignments across the curriculum incorporate aspects of the field to help promote professional competence and foster the integration of research with practice. Students are required to research a cultural group being served by their placement agency and present a culturally competent approach and address issues of oppression. They are also required to research and analyze a significant social policy impacting their agency or population served by the agency and present their analysis both orally and in writing. The integration of field with curriculum assignments is derived to build advanced knowledge and skills. This often provides leadership opportunities for students to share their knowledge with agency colleagues.

The requirement for students to apply multiple perspectives (such as research, practice, and policy) to their field practicum setting allows them to build on their foundation content and demonstrate a greater breadth and depth of understanding of concepts and methods being taught. Applying these multiple perspectives also ensures consistency with MSW program goals, including preparing advanced social work practitioners who are: knowledgeable about theories relevant for practice at multiple system levels; skilled in analyzing social policies and services relevant to practice; able to provide leadership to influence, formulate, and advocate for policies consistent with social work values; and who are able to engage in research for effective practice and program evaluation.
The field education program requires students to complete 480 hours (two days per week for 15 weeks each semester) over the course of the foundation year, and 720 hours (three days per week for 15 weeks each semester) over the course of the concentration year. A total of 1200 hours of field practicum hours are completed during the Two-Year and Three-Year MSW program. Both the foundation and concentration year models are concurrent placement models and this is consistent across the One-Year, Two-Year, and Three-Year programs.

Students attend a biweekly 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 liaisons 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 emphasis during the concentration year practicum is on preparing students for advanced generalist practice and requiring students to demonstrate professional competence in their chosen area of focus, Mental Health or Families, Youth, and Children.

CSU, Chico offers three stipend programs including the Title IV-E program, Mental Health Services Act Stipend program, and the Practicum Partnership Program (PPP).

- The California Social Work Education Center (CalSWEC) Title IV-E Child Welfare training program requires recipients of the stipend to complete their concentration year field practicum in a county child welfare agency.
- Recipients of the Mental Health Services Act stipend are required to complete their concentration year field practicum in a county mental health agency or community-based agency that contracts with a county mental health program to provide services. These students attend additional training outside of the field seminar to augment the completion of child welfare and mental health competencies.
- The PPP, through the John A. Hartford Foundation and the New York Academy of Medicine, was awarded to the School in 2006 for a three-year period. This program includes a rotation model of practicums in agencies that serve older adults, with required MSW coursework augment by additional specialized trainings and workshops. The CSU, Chico PPP is currently focusing on sustainability to continue the program once the funding ceases.
Only those students who are candidates for the Master 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 required courses in the foundation year prior to continuing on to the concentration year field practicum. Students must maintain a cumulative GPA of 3.0 to remain in the masters program and receive a B or better in field courses in order to continue on to the concentration year. Students who have received a BSW degree in social work from a CSWE accredited undergraduate program can apply and be accepted into the One-Year Program. Students in the One-Year Program must successfully complete SWRK 635: Foundations in Social Work Practice and 636: Foundations in Social Work Research during the summer prior to enrolling in the field practicum.
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 12-county service region. Agencies are selected for their ability to provide a variety of advanced 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. space, telephone, 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 that 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 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 initiates a contract referred to as the Service Learning Agreement. CSU, Chico’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 evaluated at the end of each placement period by 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:
• Ability to provide a comprehensive range of learning experiences involving all size systems of intervention, particularly collaborative multi-agency systems of care;
• Provision of a philosophy of service and practice compatible with the educational objectives of social work;
• Practices within the agency that are consistent with the NASW Code of Ethics;
• Ability to provide students exposure to diverse client populations with particular emphasis on cultural and ethnic diversity and under-served oppressed groups, and placements with mental health and family, children, and youth populations for the concentration year;
• 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;
• Maintenance of a working and learning environment free from discrimination and harassment of students and employees (see CSU, Chico University Policies in Appendix II-14);
• Respected standing by the professional community;
• Commitment to the philosophy and mission of the School of Social Work and the MSW program, including the purpose and objectives of the field practicum;
• Maintenance of sufficient staff to support the service mission of the agency without reliance on students;
• Maintenance of sufficient staffing resources to provide a qualified Field Instructor or agrees to other supervision arrangements as required;
• Agreement 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 MSW program. They must hold an MSW degree from an accredited program, have two years post MSW experience in social services, demonstrate commitment to availability for the term of the practicum, and have knowledge and practice experience related to advanced 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 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 MSW curriculum, the 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 that includes the student completing a field practicum 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 three 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 that satisfactory progress is being made by the student. The liaison helps to 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 twice during the fall semester and once during the spring semester. 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 MSW program objectives. The evaluation has been modified to more closely reflect the goals of the MSW program and also includes an opportunity for the student to rate him or herself. The intention of the modified version of the field evaluation was to allow for a more accurate assessment of the students progress towards meeting program goals and objectives. Additionally, it is designed to promote a dialogue between the student and Field Instructor
with regards to the student’s perception of their progress towards meeting the learning objectives.

Students meet bi-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 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 complete an evaluation of their practicum setting and the Field Instructor upon the conclusion of the field placement. In turn, the agency Field Instructors complete 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 master’s students hold a CSWE – accredited master’s social work degree. In programs where a Field Instructor does not hold a CSWE – accredited master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

**Field Instructors**

Field instructors for master’s degree students are required to hold an MSW from a CSWE accredited program. Agency Field Instructors submit a vitae providing information on their academic background and work experience. The Director of Field Education reviews the vitae to determine which Field Instructors meet this requirement. Under certain circumstances, the field education program may permit the use of an off site MSW Field Instructor for a student placed in an agency with no MSW on staff. The off-site supervisor must possess an MSW from a CSWE-accredited program, have two years post-MSW experience, one year of which is in an agency or service setting similar to the placement site. A member of the MSW faculty may also assume responsibility for off site supervision of an MSW student. Off site MSW supervision requires 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.

**Task Supervisors**

The Task Supervisor is provided with information about the curriculum objectives for students, the individual student learning objectives, and may attend an individual or group orientation by the Field Director to ensure a clear understanding of their participation in the evaluation process. The Task Supervisor will meet with the off site MSW 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 MSW Field Instructor maintains overall responsibility for the students placement experience, and is accountable for the required evaluations and meetings with the faculty liaisons.

**Benefits of Using Off-site Field Instructors**

The use of off-site MSWs as Field Instructors and/or MSW faculty as Field Instructors has enabled the MSW 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 has strengthened the relationships between the MSW 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.
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 three 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 MSW Field Education Handbook (see Appendix II-4) and other program materials to assist the agency and the Field 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 MSW program also sponsors two additional trainings during the academic year addressing various supervision issues, current practice issues, cultural competency, and relevant social issues. In recent years the program has conducted the following trainings: Cultural Competent Practitioners, Supervision - How to make it Work; What is an Advanced Generalist?; Solution Focused and Narrative Approaches - Tools for Supervision; Agency Based Research: Everything you always wanted to know about Older Adults; and Supervision - Beyond the Basics.

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 helping to design the field evaluation tool and reviewing field practicum curriculum objectives.
AS 2.1.6. Develops policies for employment related placements, student assignments and field supervision different from employment.

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 MSW 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 MSW 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 MSW Field Education Handbook (see Appendix II-4) and are not to be guided by 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 are required to sign a waiver indicating that if they are terminated from the employment and subsequently from their field placement, the agency may disclose to the school of social work the reasons for their dismissal. It is clearly stated in the waiver that this information will be considered in determining whether or not a student is placed in another practicum site (see Appendix II-4).
AS 3.0  The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

The School of Social Work has the 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 is as follows: the Office of the President; the Office of the Provost and Academic Affairs; and the College of Behavioral and Social Sciences (BSS).

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 Program Director and the administrator of the BSW holds the title of BSW Program Director.

The School of Social Work is an educational unit of California State University, Chico, legally sanctioned to deliver professional social work educational programs. The legal sanction for delivering the MSW degree derives from the California Education Code Division 8, Part 55, Chapter 1, section 89000 enacted by the California Legislature and signed by the governor. These statutes provide organizational authority for three organizational sources of governance: (1) The California State University System; (2) The California Postsecondary Commission on Education; and (3) The California State University, Chico.

The faculty has sufficient autonomy to realize the goals of the MSW degree program. They make the critical decisions regarding the School’s mission, program and curricular goals, MSW curriculum and how they are 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 MSW degree rest in the hands of the social work faculty.

The California State University (CSU) 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 California Postsecondary Education Commission was established in 1974 by State law as California’s planning and coordinating body for higher education under the State Master Plan for Higher Education. It 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, 1974). 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.

**California State University, Chico (CSU, Chico)**

<table>
<thead>
<tr>
<th>Administrative Levels of Governance</th>
<th>External to the School of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Level</td>
<td>Governance Group</td>
</tr>
<tr>
<td>California State University System</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>California State University, Chico</td>
<td>University Faculty</td>
</tr>
<tr>
<td>CSU, Chico Office Academic Affairs</td>
<td>Academic Faculty, Deans</td>
</tr>
<tr>
<td>College of Behavioral and Social Sciences</td>
<td>College Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Levels of Governance</th>
<th>Internal to the School of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Level</td>
<td>Governance Group</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>School Faculty</td>
</tr>
<tr>
<td>BSW Program</td>
<td>School Faculty</td>
</tr>
<tr>
<td>MSW Program</td>
<td>School Faculty</td>
</tr>
<tr>
<td>Field Education</td>
<td>Field Instructors &amp; Liaisons (also School Faculty)</td>
</tr>
<tr>
<td>Federal Title IV-E Project</td>
<td>Director of the School of Social Work</td>
</tr>
<tr>
<td>State Mental Health Educational Stipend Program</td>
<td>Director of the School of Social Work</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. Vince 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 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 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
The School of Social Work faculty has the authority to define curriculum consistent with EPAS and institutional policies. The MSW Program 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 MSW Governance Committees (See Appendix II-15). Recommendations from all Committees shall be 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, the Council of Graduate Coordinators, Academic Senate, and Provost’s Office review and make recommendations on those changes following social work faculty input. Major (or significant) changes are listed in the Department Manual (a supplement to the University Catalog located http://www.csuchico.edu/vpaa/manual/). Generally they are changes that affect other departments (such as courses that are used by other programs), increases or decreases in number of units required, and that sort of thing.

In terms of leaves of absence, Title 5 (State Ed Code) requires that graduate students maintain continuous enrollment with the exception of military leave. Therefore all grad students who are not enrolled in a given semester must pay adjunct fees through RCE (currently $75/semester).

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 Council of Graduate Coordinators in the case of MSW curriculum changes; (5) the provost; (6) the President; and (7) the CSU Chancellor’s Office.
The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. 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 School of Social Work Personnel Document (see Appendix II-1) and the CSU, Chico 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 of Social Work Faculty Personnel Document (Appendix II-1).
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.

Dr. 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, MSW 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 11 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 Title IV-E stipend program (BSW and MSW) and the MH 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. Celeste A. Jones in Appendix II-16.
At the master’s 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. In addition, it is preferred that the MSW Program Director have a doctoral degree.

The MSW Program Director, Dr. Jean Schuldberg, has a MSW degree from Indiana University in 1981 and EdD in International and Multicultural Education from the University of San Francisco in 2001. Dr. Schuldberg has over 20 years of social work practice experience in the areas of mental health, developmental disabilities, medical social work, and vocational services. Dr. Schuldberg taught as adjunct faculty for CSU, Chico from 1989-2002 in Social Work, Sociology, Health and Community Services, Women’s Studies, and Honors. In 2002, Dr. Schuldberg was hired in a tenure track position in the School of Social Work.

Dr. Schuldberg has been instrumental in the development of Gerontology in the School of Social Work as well as the University as a whole. In 2001, the School was awarded the Geriatric Enrichment in Social Work Education (GeroRich) grant for curricular development. Dr. Schuldberg was the Principle Investigator. This was followed by two grants from Boston University, Institute for Geriatric Social Work to provide trainings to current social work practitioners, participation in the Leadership Academy with the California Geriatric Education Center (GEC) for national mentorship as a leader in gerontology, a year-long training at the University of California, San Francisco medical school as a Northern California (NorCal) GEC Faculty Scholar, an invitation and participation as a Hartford Curriculum Development Institute (CDI) mentor for four universities in California, and awardship as the Principle Investigator of the Hartford Partnership Program for Aging Education (HPPEA) [formally the Practicum Partnership Program (PPP)] through the Hartford Foundation and the New York Academy of Medicine.

From 2004-2007, Dr. Schuldberg’s duties involved her position as the Coordinator of the CSU, Chico Interdisciplinary Gerontology Program. This included the development and continued facilitation of the CSU On-line Gerontology Certificate Consortium.

Dr. Schuldberg has multiple publications including a book, book chapter, and articles in referred journals. Since her appointment as a tenure-track professor in 2002, she has provided 23 conference and 5 formal community presentations. As the MSW Program Director, Dr. Schuldberg demonstrates leadership ability through teaching, scholarship, curriculum development, administrative experience, and other activities. Please see Faculty Data Forms for Dr. Schuldberg in Appendix II-16.
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 Program 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 PPP Coordinator position and received .2 assigned time for Coordinator of the CSU, Chico Interdisciplinary Gerontology Program (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. Vince 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 16 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 over 10 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. Given her professional experience, high quality reputation, teaching experience, and knowledge of the Northern California region, she is exceptionally well-qualified for the position.
AS 3.0.6 The field education Director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs, and 50% for master’s programs) to provide educational and administrative leadership for field education.

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 652: Supervision, Program Development, and Administration (.2) in the spring each year.
AS 3.1  The social work program has sufficient resources to achieve program goals and objectives.

The resources allocated to the School of Social Work to operate the MSW program enable full coverage of all MSW 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, including those from the Title IV-E, Mental Health, and PPP, to achieve program goals and objectives.
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 department.

Ms. Angela Corral has approximately eight years of employment at CSU, Chico as an 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 was hired in March of 2007 as the primary administrative support staff for the School of Social Work; she is an exceptional resource. She provides the administrative support for the Director of the School and the MSW Program Director. In addition to her office management skills, Ms. Corral has strong technology, budget, and website experience. Ms. Sandra Cornwell 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 strong computer skills and continue to upgrade those skills with university-sponsored trainings. The office is supplemented with two student assistants who work 12-15 hours each per week as receptionists and clerical support.

The MSW program’s Federal Title IV-E program has a full-time support staff, Ms. Teresa James. The MH Stipend program has a quarter-time support staff. The support staff assigned to the School is sufficient at this time.
AS 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

The School of Social Work manages its own budget. Please see School of Social Work CSWE Combined Budget Form (see Appendix II-17) and School of Social Work CSWE MSW Program Budget Form (see Appendix II-18).

The Provost and Vice President for academic affairs allocate a budget to each college. The Dean, then 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. 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.

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.

**CSU, Chico School of Social Work CELT Grants for 2007-08**

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 CSU, Chico 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 Title IV-E budget spreadsheets provided in Appendix II-19.

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-20).
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.

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>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>122103</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>1271904</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.
Library Staff as of September 7, 2007

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Number of Full Time Equivalent Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>13.8</td>
</tr>
<tr>
<td>Library Assistants</td>
<td>22.25</td>
</tr>
<tr>
<td>Students</td>
<td>26.25</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 re-shelving statistics for current journals to maintain use records. Journals, as a rule, do not circulate, so re-shelving 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*.
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.

Photocopiery
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 three weeks. Graduate students receive a longer, five-week borrowing period. Faculty may keep all books until April 15th of each year. 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 two 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 seven 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. All 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.

Meriam Library: Reference Services
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 five-12 hours a week, including at night and on some weekends.
Reference Service Statistics in a Typical Week, Fall 2006

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference service hours in a typical week</td>
<td>68</td>
</tr>
<tr>
<td>Person hours per typical week of professional reference service available</td>
<td>122.5</td>
</tr>
<tr>
<td>Reference transactions in a typical week</td>
<td>397</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](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 provided 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)

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 128-129 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.

<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 Sunday.

**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.

*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 two days and articles in one 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 Three-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.
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 and Mental Health Educational Stipend Program are located on the fifth floor of Butte Hall. The School of Social Work administrative offices are: Director, 511B; MSW Program Director and PPP Director, 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 Butte Hall Floor Plan, Appendix II-21).

The Director and the MSW Program 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 up 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 confidential office 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. All MSW courses have either a three-hour time block for the Two-Year program, four hour time block for the summer One-Year Program, or the eight-hour for the Three-Year weekend program. The MSW program requires classes to be scheduled in various blocked times while the BSW program requires standard University scheduling patterns. The School continues to be provided with sufficient classrooms and has 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. However, 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 (BMU), 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, and search engines. All departments schedule the labs for their classes through the College office. 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 printer in the main offices. The University supports the equipment and software it purchases. There is a charge to departments/units for network connections. Butte Hall currently provides wireless access. Approximately 35% of the campus has wireless coverage and that the plan is to have it completely wireless by August of 2009.

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. The CSU, Chico Technology and Learning Department provides regular group and individual trainings for faculty on all aspects of on-line instruction. This service is instrumental in faculty’s development of on-line courses.
AS 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

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, notetakers, 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 to investigate accessibility issues and CSU, Chico. Universal Design in Learning includes the design of presentations, lectures, and course materials that emphasizes the use of inclusive instructional strategies to benefit a broad range of learners, including students with disabilities.
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, eight of whom 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), but also teach in the BSW program. In addition, Jan O’Donnell, a half-time 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 Vince Ornelas, Pamela Johansen, and Kui-Hee Song have primary assignments to the BSW program, they also teach in the MSW program. The full-time 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>Yes</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>Yes</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>Yes</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>Dilia Loe</td>
<td>PT</td>
<td>MSW</td>
<td>Instructor</td>
<td>No</td>
<td>2000</td>
<td>No/ M Theo</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>
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 (see Faculty Data Forms, II-16). 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. Nine faculty members (Bassett, Hunter, Johansen, Jones, Kohli, Mace, 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 11 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 in 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**
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. 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 also possesses a California Pupil Personnel Services in Social Work credential that will be an asset when the MSW program is ready to add school social work to its curriculum.

**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 in the BSW and MSW programs. 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. 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 MSW 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**
Dr. Jones brings 20 years of post-MSW practice experience in family and children’s services, domestic violence, mental health, and trauma. 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 in 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 MSW multicultural courses at Kent School of Social Work, she brings that experience and expertise to SWRK 302: Social Work Practice in Multicultural Contexts in the MSW program. She lends her research background to mentoring students enrolled in the thesis option.

**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: assist interested junior faculty members to establish and further their research agendas; assist faculty with data analysis; and the School of Social Work in program assessment and continuous improvement through his role as the BSW 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. Dr. Ornelas 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 and BSW program. Prior to coming to the School of Social Work, Ms. Peck 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 Program 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 in 2005 on cultural competency and the Iu-Mien. Dr. Schuldberg’s expertise is a true contribution to social work and to her teaching practice courses in the MSW program. She taught for CSU, Sacramento MSW program as a Field Liaison between 1997-1998 and was adjunct faculty in the School of Social work from 1989-2001. 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. Dr. Schuldberg developed the MSW course on policy and practice with older adults that have expanded to an on-line delivery with two sections offered in spring 2008. She received a Hartford Geriatric Enrichment Grant in 2002, two Boston University Institutive for Geriatric Social Work training for social work practitioner’s grants for 2004-2006, and the Hartford Practicum Partnership Program (PPP) grant through the New York Academy of Medicine for 2006-2009. Dr. Schuldberg was also a Hartford Curriculum Development Institute (CDI) mentor for four universities the region of California from 2005-2007. She is the current MSW Program Director though faculty vote in 2006. Additionally, she has an extensive history of presentations at BPD and CSWE as well as regional trainings and conferences.

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 in the Social Environment at all system levels, multicultural social work practice, and practice and program evaluation. Her scholarship, including publications in multicultural practice, contributes to the profession as well as to the faculty and students of the MSW program and wider university, as well s 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 at 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. Currently, Dr. Steiner serves as the MSW Assessment Coordinator.

**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 four-10 full-time faculty members and one to two part-time faculty members in their attendance at CSWE APM. In October 2007, 10 full-time and two part-time faculty attended the 2007 CSWE APM and faculty development institutes. The School has supported two to seven faculty members’ attendance to the BPD conference each year. The School of Social Work sent five faculty members to the 2007 Building Leaders in Social Work Education Conference. In addition, the School of Social work supported four faculty members attendance to the 2005 and 2007 CSWE Reaffirmation Workshops in Alexandria, VA. The School of Social Work sent five faculty members to the 2007 Building Leaders in Social Work Education Conference. In addition, the School of Social work supported four 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 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.
Bassett and Dr. Schuldberg, with strong MSW 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 and MSW 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 sponsored 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. In addition, the School of Social Work conducts
Faculty trainings for Full-Time and Part-time faculty each semester. These trainings consist
of review of faculty manuals, updates on programs, as well as instructional discussions on
teaching dilemmas, innovations in teaching, and mentoring groups.

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 four 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.

CSU, Chico School of Social Work has participated in the Federally Funded Title IV-E
Program since 2001. This participation has afforded our faculty access to an amazing array
of Faculty Development and training opportunities. The California Social Work Education
Center oversees this project and they sponsor numerous faculty development opportunities
that our faculty regularly attend and participate. The subject areas include: Promoting
Fairness and Equity in the Child Welfare System, building and applying evidence based
practice and developing research in Child Welfare. In addition, California Social Work
Education (CALSWEC) has available the California Child Welfare Resource Library which
provides up to date educational materials to the state’s school of social work that our faculty
has access to. In addition the libraries provide curriculum modules developed by schools of
social work that our faculty utilize for their research and course development. This resource
is a valuable supplement to our Child Welfare resources that we have in our School.
Another important partner that CSU, Chico School of Social Work partners with is the Northern California Training Academy, an organization that provides training and technical assistance to our county partners in Public Child Welfare. We regularly work together to provide a bridge for our students to what they are learning at the University and then to their transition to employment. Our faculty for example attends their annual Research to Practice conference that covers important issues related to Public Child Welfare in the areas of substance abuse, secondary trauma, and evidence-based practice and current challenges regarding effective supervision for Social Workers in Public Child Welfare.

The CSU, Chico School of Social Work offers regular training to our faculty in the areas of Public Child Welfare. For example, the Title IV-E Program recently sponsored a two-day training for faculty on Domestic Violence, the training provided knowledge in the areas of assessment, current laws and regulations and best practices. The current information through our Practice Curriculum Committee will be incorporated into several practice courses in the BSW and MSW courses. Another recent focus has been in the area of Secondary Traumatic Stress and the Child Welfare Professional, training was provided for the faculty which has resulted in infusion of this specialized area in several BSW and MSW courses.

Several trainings are offered to faculty through the Mental Health Services Act Educational Stipend Program. Various trainings on the recovery model for mental health treatment have been offered to faculty and staff. Among these are: Recover Oriented Leadership, an immersion program at the Village Integrated Service Agency in Long Beach, California, Recovery is Possible, Creating Welcoming Places, Skills, Talents and Gifts, and Recovery: System Transformation.
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.

Gary Bess, Ph.D., a part-time faculty member who possesses a doctorate in Social Work from the University of Southern California, has taught and consulted with various MSW programs in California over the past several years. He lends the program additional macro expertise by teaching SWRK 615: Social Welfare Policy and Services and one section of SWRK 610: Generalist Social Work Theory and Practice III, the foundation community and organizational practice course. He assisted and taught the program in developing the concentration elective for advanced practice with organizations and communities SWRK 656: Advanced Social Work Macro Practice.

Donna Jensen, LCSW, has over 12 years of working with social services, including public mental health and coordinates our Mental Health Stipend Program. This program funds 6-8 students in the concentration year of the program with a payback in the public mental health services. Ms. Jensen has served as an instructor for MSW foundation and advanced practice courses as well as older adult elective. She helped design and implement the teaching of online version of field seminar. Additionally, having served on the School, Mental Health Stipend, and Field Advisory Committees, she is very well acquainted with the CSU, Chico MSW program.

Part-time faculty members with specialized expertise teach the concentration electives. Sue McVean, MSW, who has academic preparation and practice experience in substance abuse, public social services, family services, and mental health, teaches a graduate course, SWRK 677: Substance Abuse. Tony Roach, MSW, who has 17 years of mental health and public child welfare practice teaches graduate SWRK 685: Child Welfare Seminar, which is required for the concentration year Title IV-E students placed in public child welfare agencies. Jim Myers, MSW, who has an excellent experience with research and evaluation, teaches graduate SWRK 617: Research Methods course.

The MSW program is fortunate to have several part-time Field Liaisons with MSWs and extensive post-MSW experience. Vickie Tullius and Kate McCracken each has over 20 years of post-MSW experience, Sue McVean and Tony Roach have over 16 years including substantial time in public child welfare. Lorie Cavanaugh, Kathy Wendt, Donna Jensen, and
Arlene Hostettler have over 10 years of post MSW work experience. Field Liaisons Kathy Wendt and Kate McCracken have strong backgrounds in mental health. In addition, Nannette Gledhill, 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.
AS 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field: class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.

The MSW program has 97 full-time students and eight full-time faculty members whose primary assignments are to the MSW program, bringing the program into compliance with the required 1:12 faculty/student ratio. Furthermore, the program has 14 part-time MSW faculty members and Field Liaisons.

Most social work practice classes (SWRK 608: Generalist SWRK Theory and Practice I, SWRK 610: Generalist SWRK Theory and Practice III, SWRK 641: Advanced Practice in Mental Health Settings, SWRK 642: Advanced Practice in Families, Children and Youth, SWRK 652: Supervision, Program Development and Administration) have an average of 15 students per section. Field practicum units (SWRK 631, 632, 648, and 658) have 12 or fewer students per section. Please refer to Course Enrollment Summaries in Appendix II-22 and to the Faculty Workload Spreadsheets in Appendix II-23.
The master’s social work program has a minimum of six full-time faculty members with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty have a master’s degree in social work and a doctoral degree.

The eight full-time faculty members dedicated primarily to the MSW program (Bassett, Hunter, Jones, Kohli, Mace, Peck, Schuldberg, Steiner) have MSW degrees from CSWE-accredited programs. Six faculty members assigned to the MSW program (Bassett, Jones, Kohli, Mace, Schuldberg, Steiner) have doctoral degrees. Drs. Johansen, Ornelas, and Song, the full-time faculty members who are assigned to the BSW Program, occasionally teach MSW 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.
AS 4.4 The program as a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

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-23).

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, and committee work.
**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 Program Director</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>MSW Program 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 .20 Instruction</td>
<td>12 month</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 department 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-16 and the Faculty Summary in Appendix II-25.*
AS 5.0  The program has admission criteria and procedures that reflect the program’s goals and objectives.

M5.1 Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program

Students seeking enrollment in the CSU, Chico MSW program must meet the admission criteria specified in the current CSU, Chico University Catalog. This includes acceptance into the School of Graduate and International Programs and the School of Social Work.

The application materials for the CSU, Chico Graduate School (http://www.csuchico.edu/giis/gs/admission.html) and School of Social Work (http://www.csuchico.edu/swrk) are available on their respective websites. They each have links to the other. The application materials for the Graduate School are available continuously on-line and the material for the School of Social Work upcoming academic year are available each September. Applications are accepted October 1 to March 1 each year for both the Graduate School and School of Social Work. The School of Social Work notifies applicant of admission status for the One-Year and Three-Year Weekend Program in late April and for the Two-Year Program in May of each year.

CSU, Chico Graduate School Admission Requirements
Applicants must apply and be accepted for graduate admission status by the CSU, Chico Graduate School to be accepted into the MSW program. To be admitted to post-baccalaureate study, a student must hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or must have completed an equivalent degree acceptable to the Graduate School at California State University, Chico.

Applicants who wish to pursue a master's degree at CSU, Chico must have an undergraduate grade point average of at least 2.75 in the last 60 semester units of course work and at least 3.0 in the last 30 units and in all post-baccalaureate work. In addition, the Graduate School requires three official transcripts from all colleges or universities attended since high school. Official transcripts are transcripts sent directly to the Graduate School from the institution(s).

California State University, Chico (CSU, Chico) MSW Admission Requirements
Applicants are required to have a cumulative grade point average of 3.0 (on a 4.0 point scale) or higher in his/her academic course work. Those who have a cumulative grade point average less than 3.0 (on a 4.0 point scale) may be given a graduate status of "conditionally classified" during their first semester of graduate work. If all requirements are met after the first semester, then the graduate status will be changed to "classified." MSW students are required to maintain an average 3.0 GPA at all times during their program.
**Application Procedures**
All application materials are available on the Social Work website, ready to download, fill out, and mail via the post office (see Appendix II-9). In order to be considered as an applicant to the MSW Program, the following must occur:

1. Apply and receive acceptance for graduate admission to CSU, Chico as specified in the CSU, Chico Graduate Application for Admission criteria.
2. Submit a completed the five page MSW Program application
3. Submit a personal statement
4. Submit three letters of reference
5. Complete the MSW Program and Liberal Arts Prerequisites worksheet
6. Submit a transcript from each college or University attended since high school except CSU, Chico as this is obtain by School of Social Work staff for the applicant.
7. If applicant is applying for the One-Year Program they must also include a copy of her/his Final Undergraduate Social Work Field Practicum Evaluation.

**Admission Procedures:**

*Application review.* All applications are initially reviewed through random assignment to two members of the faculty. A rating sheet is utilized that reflects the material requested for the application (see Appendix II-26). The total score of the rating sheet, along with comments by the faculty reviewers, are compiled on a spreadsheet for the Admission Committee to review. Those admission packets are also accessible to the entire Committee.

Acceptance or denial of applications for the MSW program is the responsibility of the MSW Admission Committee. The committee is composed of School of Social Work faculty. No single person is responsible for admission decisions. The Committee is an impartial and nondiscriminatory body that maintains the ethics and values of the social work profession. Applicants may be asked to interview with the MSW Admissions Committee if further clarification in order for the committee to make an informed decision. A waiting list is developed in the event that applications on the primary list decline admission.

Students are informed of their acceptance in the MSW Program through written notification via US Mail. The acceptance packet includes a form that the student must sign by a specified date regard accepting or declining acceptance. Additionally information is provided on programs within the School, Field Education, and student orientation that occurs each August before the first week of the fall session.

The Master of Social Work (MSW) Program accepts applications from foreign nationals. In the Application Information, the student is direct to the CSU, Chico Office of Graduate Programs for additional requirements and application materials.
Graduate Time Limit

A student must complete all requirements for the MSW degree no later than five years from the end of the semester of enrollment in the oldest course on the approved program. This is a CSU, Chico Graduate School policy. However, in special circumstances, a single extension of the program time limit may be granted to a maximum of no more than two additional years from the end of the semester of enrollment in the oldest course on the approved program. The extension may require taking additional coursework and dropping the expired coursework from the approved program, or validating expired coursework (see p. 12, A Guide to Graduate Studies: Policy, Procedure & Format at: www.csuchico.edu/gis/gs/pdf/fall_grad_guide.pdf). The petitioner’s graduate advisory committee, the departmental graduate coordinator, and the Graduate School, in that order, determine approvals for the extension and the duration of the extension.

Prerequisites for Admission to Conditionally Classified Status

Conditionally Classified status indicates the student has been admitted to the MSW program, but has not been formally approved for MSW study. The student is progressing toward meeting the requirements outlined by the University and the School of Social Work to qualify for Classified Status by the end of the first semester of the MSW program. Conditionally Classified admission may be granted to applicants who have GPAs lower than 3.0 for the last 60 units of coursework and who have obtained a baccalaureate-level degree from any state or territory within the United States or the international equivalent of such baccalaureate-level degree as determined by the Graduate School, and has:

1. Submitted a written request with appropriate documentation based on having met at least one of the following criteria:
   a. Provided outstanding paid or volunteer experience in human service agencies.
   b. Performed successful grant writing for human service organizations.
   c. Achieved Graduate Record Examination (GRE) scores, which indicate an ability to complete graduate-level work.
   d. Shown significant potential for advanced social work practices.

2. Obtained approval by the School of Social Work MSW Admissions Committee and the Graduate School.

Prerequisites for Admission to Classified Status

Students who have been formally approved by School of Social Work and the Graduate School to pursue the MSW degree have achieved Classified Status. In addition to meeting the conditions outlined in the preceding paragraph, students must have:

1. Obtained a baccalaureate-level degree from any state or territory within the United States or the international equivalent of such baccalaureate-level degree as determined by the Graduate School.

2. A cumulative GPA of 3.0 or better for undergraduate academic coursework; and

3. Obtained approval by the School of Social Work MSW Admissions Committee and the Graduate School.
Advancement to Candidacy

Students achieve Candidacy status when they have clearly demonstrated the ability and aptitude for attaining their MSW degree. The student must have:

1. Achieved Classified graduate status;
2. Completed at least 15 units of the Concentration year of the MSW program;
3. Passed the graduate literacy requirement (SWRK 641: Advanced Practice in Mental Health or SWRK 642: Advanced Practice in Families, Children, & Youth);
4. Finished all “incomplete” grades in the graduate program;
5. Filed a Program Plan with the School of Social Work regarding completion of a culminating activity (Thesis, Project, or Comprehensive Examination); and
6. Received approval by the School of Social Work MSW Program Committee.

Special Rules Governing Course Enrollment:

1. No more than 15 units may be taken before admission to classified status.
2. No more than 9 units of transfer and/or CSU, Chico extension or Open University credit may be included in the program (correspondence courses and UC extension course work are not acceptable). The MSW Program Director approves acceptance of transfer credit.
3. Students may enroll in a maximum of 3-units of Independent Study.
4. No more than 2 units of SWRK 699T (Master’s Thesis) or SWRK 699P (Master’s Project) may be taken per semester, with no more than 4-units total.

Proficiency Examinations

After being accepted into the Two-Year MSW Program, students with a social work baccalaureate degree obtained within the last five years may challenge selected courses from the professional foundation year of the MSW program if they believe they have mastered the objectives and content through previous courses. If successful, students will substitute elective courses in the program to meet the unit requirement for the degree.

Students may request to challenge one or more of the following foundation year courses based on mastery of the material:

- SWRK 601 Human Behavior & Social Environment
- SWRK 605 Social Welfare Policy and Services
- SWRK 612 Social Work Practice in Multicultural Contexts
- SWRK 617 Research Methods for Social Work Knowledge and Practice

The proficiency exams are designed so that students do not repeat content. Thus, the MSW Program demonstrates a commitment towards non-repetition of course content.

Mastery of the material is determined by written examination. The student must have taken a comparable course within the last five years and received a B or higher in order to request to challenge the course. Students may not challenge any practice or field practicum course. Students qualified to challenge a course are notified by letter and e-mail the summer before they begin the first program semester and provided the following procedure for challenging a course:

- At least two weeks before the semester begins, the student must submit to the MSW Program Director a request to challenge a course along with the following documents of the undergraduate comparable course: syllabus, textbook, table of contents, and
transcript that includes the grade received for the course (transcript not required if course was taken at CSU, Chico). Accommodations can be made for earlier release of the exam through Disabled Student Services (DSS) services if applicable.

- A written examination for the challenged course will be scheduled during the week before the first semester begins. The MSW Program Director reviews the submitted material, and administers and grades the examination. The student must pass the examination with a grade of B or higher.
- The MSW Program Director notifies the student of the outcome of the exam before the semester begins. If the student passes the examination successfully, he/she is required to enroll in a substitute course to maintain the 61-unit requirement for the program. The MSW Program Director, in consultation with the student, determines the course substitution, which is generally an MSW elective. The student and the MSW Program Director must complete this process before the semester begins to avoid violation of University academic deadlines.

Continuous Enrollment

Graduate students must be enrolled each semester either as a regular student or as an adjunct student until the degree is awarded to preserve their catalog rights. Special Session, Extension, or Open University enrollment does not meet this requirement. To attain adjunct status, students must enroll for a fee in GRST 899: Adjunct Enrollment through the Center for Regional and Continuing Education by the end of the fourth week of each semester. While no credit is earned for adjunct enrollment, the students maintain their status in the graduate program and have limited access to campus resources. This status is typically used for students who have not completed her/his thesis or project and need additional time to finish that work.

For students who are not able to maintain continuous enrollment in GRST 899: Adjunct Enrollment or one or more MSW courses, the Leave of Absence or Withdrawal policies are delineated in the MSW Student Handbook. Students who do not maintain continuous enrollment may be required to reapply to the MSW program and be subject to new admission and degree requirements. Any changes in a student’s status in the MSW program must be discussed with the student’s advisor and MSW Program Director to develop an Educational Leave Plan.

Grade Point Average Requirement

Graduate students must maintain a cumulative 3.0 grade point average after admission to the MSW program, including course work taken at other institutions.

Graduate Grading Requirements

All courses included in the MSW Program (with the exceptions of SWRK 699P: Masters Project, and SWRK 699T: Masters Thesis and Social Work Practicum courses) must be taken for a letter grade. While individual instructors determine grades, it is also the policy of the MSW program that unsatisfactory grades may be given when work fails to reflect achievement of the highest standards, including high writing standards, expected of students pursuing the MSW degree. Students earning a cumulative GPA lower than a 3.0 may be prevented from enrolling in the following semester and may be placed on an alternative plan by the MSW Program Director.
Students receiving no credit for a practicum course will not be allowed to enroll in the following semester and will be referred to the Director of Field Education and the Field Review Committee for determination of the student’s status in the program. Students must maintain an average 3.0 GPA in all course work on their approved master's degree program, and in all coursework taken subsequent to admission to conditionally classified status.
AS 5.2 The program has written policy indicating that it does not grant social work course credit for life experience or previous work experience.

Although the Admission Packet relates that preference may be given to applicants who have a minimum of one year of paid or volunteer experience in human services, it is clearly stated in written policy that the School of Social Work does not grant credit or waive any MSW Program requirements for life and/or previous work or volunteer experience (see MSW Student Handbook, Appendix II-3, p. 20 & 27).
In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

All undergraduate degrees and prerequisites must be completed and be awarded a baccalaureate degree before the applicant begins their MSW program. The program has a waiver policy for courses when any student believes such courses will duplicate content. This is to ensure that students do not repeat foundation content.

Transfer credit is determined through a review process on a course-by-course basis. The MSW Program Director, with consultation as needed from faculty teaching the content area, determines course equivalency by reviewing the transfer course syllabus, assignments, and textbook’s table of contents, catalog description, and academic transcript provided by the student. If the MSW Program Director approves the equivalent course from another institution, the student will receive transfer credit. If the course is similar but not equivalent, the student may be required to supplement the missing material and knowledge, or take a proficiency examination. The course will be treated as equivalent and the student will receive credit if the examination is passed with a grade of B or higher.

Transfer of credit for the field practicum will be evaluated on a case-by-case basis. Transfer credit will not be given for the concentration year. However, if students have had a course similar to a concentration course in the CSU, Chico MSW curriculum and received a B or higher, the course may be considered for waiver by the same process used for transfer of credit. In this case, students will substitute the course that has been waived with an elective.
5.31 The program has written policies and procedure concerning the transfer of credits.

Transfer of Credit

Under general University policy, course work may be considered for transfer into a master’s degree program if it was completed at a regionally accredited institution within the master’s degree program time limit, is graduate level and acceptable in a master’s degree program at the school where it was taken, and has not been counted toward any previous degree. The California Education Code (Title 5) requires that students be allowed at least five years and no more than seven years to complete all master’s degree requirements. The CSU, Chico MSW program has a five-year time limit for students to complete all program requirements. The policies and procedures for the transfer of credits written in the CSU, Chico University Catalog, Graduate School Handbook, and MSW Application materials, and MSW Student Handbook.

Students transferring from other masters or other MSW programs are advised in the Application Packet to contact the School of Social Work and make an advising appointment to receive specific information regarding (a) transfer of credit, and/or (b) challenge policies.

Transfer of Social Work Courses from Other Institutions

CSWE Accredited Programs: The MSW Program accepts up to 30 units of transfer credit for foundation social work graduate courses taken at other CSWE accredited MSW programs. Only social work courses with a grade of B or higher can be used as substitutions for the required course work in the program. In order to be considered for transfer status, students must be in good standing with the transferring institution, apply during the regular application cycle between October 1 and March 1, and be accepted to the MSW program.

Students who have started and completed the first half of their graduate study at another accredited school of social work within the last four years may apply directly to the One-Year Program. They must have a cumulative GPA at the transferring institution of at least a 3.0 on a 4.0 scale and a B or better in all required social work courses, including field practicum. All program requirements must be met within the five-year time limit.

Transfer students who have not completed all requisite foundation content required in the CSU, Chico MSW program must complete that content prior to beginning the concentration year of the program.

Other Master’s Degree Programs: The MSW program may accept up to six units of elective credit from CSU, Chico or another regionally accredited college or University provided:

1. The course work transferred represents valid graduate credit from the institution accredited to offer master’s degree level work and willing to accept such credit toward its own master’s degree.
2. The coursework has not been counted toward another degree;
3. A grade of B or better has been earned.
4. The credit is within the program time limit (All program requirements must be completed within five years; at the time of admission, the course should be no more than three years old for Two-Year students).
5. The credit is consistent with the mission, goals, and objectives of the CSU, Chico MSW program.
6. The credit is not for a practicum; only practicum credits are given for transfer students from other CSWE accredited MSW programs.

Each course is evaluated according to the same methods used for evaluating courses from CSWE-accredited programs. No credit is approved for correspondence courses, continuing education courses, or for life or employment experience.
To be considered for the One-Year MSW Program by the Admissions Committee, students must have completed all social work program requirements and obtained a social work baccalaureate accredited by the Council on Social Work Education (CSWE) within five (5) years of beginning the MSW Program. The student must have a GPA of 3.0 or higher (on a 4.0 scale) average in their undergraduate social work coursework. This information is provided in the Application materials.

The One-Year MSW Program is comprised of the Concentration year curriculum plus two additional preparation courses-summer bridge (6 units) beginning the summer prior to the first fall semester. The summer bridge courses include SWRK 635: Foundations for SWRK Practice and SWRK 636: Foundations of SWRK Research. The One-Year MSW Program requires approximately 36 units of course work and 720 hours of field education practicum experience (24 hours per week for two semesters). The total units may vary depending on program choices. The One-Year MSW Program is contingent on a minimum number of qualified students.
Advisement by Faculty

Prior to the beginning of classes, students are informed, through their acceptance letter, to contact the MSW Program Director with questions regarding the MSW program and their graduate education experience. Students are introduced to their program advisor during the mandatory orientation in the fall semester. The advisees meet as a group with the assigned advisor, allowing time to ask questions and develop contact information. The Administrative Coordinator prints out a list of advisees each semester for the advisors. If applicable, it is noted as to the specific stipend program that the student may be enrolled.

After the beginning of classes, students are encouraged to consult her/his faculty advisor assigned to them for the following purposes:

- To assess her/his aptitude and motivation for social work
- To become knowledgeable regarding potential field settings
- To decide whether to complete a thesis, project, or comprehensive examination
- To assist in selecting the thesis or project chair, and committee when appropriate
- To assist in monitoring academic performance (when a student’s GPA is in danger of falling below a 3.0, or a student has failed to maintain a solid B where required, the adviser consults with the student to develop a corrective plan)
- To notify the MSW Program Director of academic and professional performance difficulties, and/or to notify the Field Education Director of problems in the field practicum
- To consult, support, and guide when program difficulties or concerns arise
- To assist in locating campus resources and making referrals when appropriate
- To provide suggestions and alternatives for another career choice or major if appropriate

Advising Policies and Procedures

Faculty are encouraged to contact a student’s advisor if the student is experiencing academic, professional, and/or personal difficulties that are impeding the student’s progress in the MSW Program. The School has a reputation for individual attention to student needs, and thus experiences a high retention rate in the MSW program. Faculty advisors are available through weekly office hours, by email, phone and individual appointment. Faculty also provide professional guidance and career planning, coordinating with the Director of Field Education and Field Liaisons as needed to address student career goals. The Mental Health Stipend Coordinator, Title IV-E Program Coordinator, and Practicum Partnership Program (PPP) Director also provide advising for students interested in these programs as well as currently participating students.

The MSW Program Director meets with each cohort of students from the three programs every month. This schedule is provided to the students at the fall orientation and monthly emails are sent to each student to remind of the time, date, and agenda of the meeting. These formal meetings provide a forum for students to express concerns, program questions, and to ensure that students are alerted to required Graduate School and School of Social Work
protocols (paperwork, dates, policies) for graduation. Additionally, the MSW Program Director ensures that students are enrolled in the required courses each semester to meet the requirements to advance to candidacy. The monthly meetings reinforce the School’s philosophy of student centered services and open advisement.

The CSU, Chico Graduate School’s publication, *A Guide to Graduate Studies: Policies, Procedures, & Format* (www.csuchico.edu/gis/gs/pdf/fall_grad_guide.pdf) and the *MSW Student Handbook* (see Appendix II-3) provide information necessary to make informed decisions graduation, withdrawal, or Educational Leaves. A hard copy of the *MSW Student Handbook* (see Appendix II-3) is provided to incoming students at the One-Year Program Orientation in May and the fall orientation for the Two and Three-Year students. These two handbooks are available on-line for students and faculty.

**Advisement by School Staff**
Staff in the School also provide assistance and advising appropriate to areas outside of academic planning. The MSW Program Administrative Support Coordinator II provides information for students on the office and refers to other CSU, Chico Services as needed. She disseminates news, information from other campus offices, as well as emails to students regarding procedures and material relevant for graduation. The Title IV-E and Mental Health Stipend Programs also have administrative support to assist prospective candidates and current participants.
The program has policies and procedure 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.

Specific CSU, Chico institutional and MSW Program policies relate to students’ rights and responsibilities while enrolled in the MSW Program. The CSU, Chico catalog (available at: http://www.csuchico.edu/catalog/cat05/8EndMaterials/02UniversityPolicies.html), Graduate School handbook (available at: http://www.csuchico.edu/catalog/cat07/06GradSchool/05GradEdPolicies.pdf) and MSW Student Handbook (see Appendix II-3, p.32) provides clear information on policies and procedures that support and impact a student depending on the situation.

The CSU, Chico Associated (AS) Students and AS MSW Club

The purpose of the Associated Students is to enrich the quality of campus life at California State University, Chico and to complement the educational mission of the University providing full actualization of the University experience through student governance, Bell Memorial Union facilities, a broad spectrum of programs, services and integral campus commercial enterprises. The CSU, Chico Associated Students is a comprehensive campus auxiliary serving thousands of students, faculty, staff and community members. This is a unique auxiliary in the California State University system because it operates the business enterprises (Bookstore and Food Service), student union operations and student government.

AS supports all student organizations at CSU, Chico. The Clubs are student-operated. Each group selects a faculty or staff adviser to work with, but students plan and execute their own programs, take all financial responsibility, and determine the goals and direction of their group. Activities of some organizations may include academic credit; others provide a close association between students and faculty who share similar academic interests in a pre-professional, departmentally related, or service setting; and some are designed to recognize those with high academic and professional goals by providing valuable exposure to career opportunities. Many groups include non-student members, and several emphasize community-oriented issues and services. All organizations share a primary purpose of socializing and working with peers toward common goals, and all depend on voluntary commitment. AS Clubs focus on student involvement in the formulation and modification of policy affecting academic and student affairs. This is exemplified in the CSU, Chico Associated Students MSW Club and student involvement in the School’s Student Advisory Board that is described below (see MSW Student Handbook: Student Participation on School of Social Work Committees, Appendix II-3, p.43).

The Associated Students MSW Club is an official campus organization for graduate social work students. Participation in the Club provides opportunities for those interested in volunteer activities on campus and in the community in a variety of settings to develop and strengthen the skills for professional practice. The Club provides opportunities for an organized forum for shared interests regarding social work as a profession and social issues that pertain to social work. The Club aims to provide social work students with informational speakers, fund raising to support community programs, facilitation of student involvement in
the National Association of Social Work (NASW) Lobby Days in Sacramento, and opportunities for students to experience group work including leadership activities.

All MSW students are members of the Associated Students (AS) School of Social Work Club. The officers are elected each fall by a simple majority vote. The students select a faculty advisor member each year. The Club collaborates with the AS School of Social Work BSW Club for fundraising, School activities such as the all School Picnic, and NASW Lobby Days. Students are encouraged to participate in this organization and participate in Club activities designed to address the needs of our community and region. This includes the region’s National Association of Social Workers (NASW) organization as well encouraging attendance in the NASW state and/or national conferences for learning and networking.

The mission of the AS MSW Club 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 group facilitators for projects, volunteer opportunities, and related educational experiences
- To promote professional identity as a social worker
- 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

Students are informed of Club meetings and activities via email and notification on bulletin boards across from the Social Work Office (Butte 511). Additionally, a School calendar is posted on the web that maintains dates of School events including those pertaining to the Club. The Club has a mailbox and binder containing the bylaws, agendas, minutes, announcements, and publicity that are housed in Butte 511.

**Student Participation on School of Social Work Committees**

In addition to participation through the MSW Club, there are several standing committees with student representation. Two students are selected by the Club to attend these meetings in an advisory capacity representing the student body. The committees are: Assessment, Curriculum, Field Education Advisory Board, School of Social Work Advisory Board, and recruitment. Additionally, MSW students are encouraged to participate in the Student Advisory Board, led by School Director, that meets twice each semester. This is an open forum to discuss MSW program needs including the areas of curriculum, assessment, and field education.

**Graduate Student Council (COG)**

The mission of the Council of Graduate Students is to provide direct support to post baccalaureate students by creating a bond amongst graduate students of all disciplines and helping them network with peers. The Council of Graduate Students strives to maintain an avenue for a group voice representative of post baccalaureate students when communicating with the University and the Department of Graduate and International Students. The CSU, Chico Graduate Student Council is a student directed organization and is comprised of a general membership, (no dues or fees), and an Executive Board comprised of elected or appointed members. Graduate students are automatically a member, and able to take advantage of all the benefits COGS offers. The council provides a platform to address
issues and concerns pertaining to graduate life at CSU Chico. The Council also arranges workshops on subjects that are important to graduate students.

Each month during the semester, the council provides guest speakers from the California State University System on a diverse list of subjects. The goal is to provide the facts about the hurdles or requirements within their area of expertise. COGS also addresses graduate student issues, and represents graduate students at monthly Council of Graduate Coordinators meetings. MSW students are introduced to the COGS and current President at the Graduate School Orientation that is part of the fall orientation.

Students are encouraged to not only participate in opportunities described above (MSW Club, regional organizations, and School committees), but to organize and actively participate in the formulation and modification of policies affecting academic and student affairs.

CSU, Chico Council of Graduate Coordinators
The CSU, Chico Council of Graduate Coordinators meets on a monthly basis throughout the academic year. The Council meets to establish policy, review programs, and work to enhance the graduate education at CSU, Chico. The areas addressed include protocols for thesis/projects, transition to electronic theses, award programs for graduate students, academic integrity, and graduation clearance protocols. The Director of the MSW program is the designated faculty to participate in the Council.
AS 5.6 The program informs students of its criteria for evaluating their academic and professional performance.

Graduate students in the CSU, Chico School of Social Work must maintain a cumulative 3.0 grade point average after admission to the MSW program, including course work taken at other institutions. A consistent grading standard has been approved by the faculty and is present in a standardized format in all syllabi and the MSW Student Handbook. Evaluation is made explicit in each course syllabi and academic performance is not only governed by the School of Social Work Standards, but also the CSU, Chico Graduate School standards for graduate performance.

Students are provided a Program Course Sequence in the MSW Student Handbook (see Appendix II-3). During the foundation year, students complete a Program Plan for the graduate school, and a final Plan the January of the Concentration year for a final graduation clearance check. The MSW Program Director reviews each MSW students’ transcript each semester to evaluate successful completion of course work to progress towards candidacy.

**Graduate Grading Requirements**

All courses included in the MSW Program (with the exceptions of SWRK 699P: Masters Project, and SWRK 699T: Masters Thesis and Social Work Practicum courses) must be taken for a letter grade. While individual instructors determine grades, it is also the policy of the MSW program that unsatisfactory grades may be given when work fails to reflect achievement of the highest standards, including high writing standards, expected of students pursuing the MSW degree.

Students must maintain an average 3.0 GPA in all course work on their approved master's degree program, and in all coursework taken subsequent to admission to conditionally classified status. Those receiving a grade lower than a 3.0 may be prevented from enrolling in the following semester and placed on a development plan by the MSW Program Director. Students receiving no credit for a practicum course will not be allowed to enroll in the following semester and will be referred to the Director of Field Education and the Field Review Committee for determination of the student’s status in the program.

**Grades for the Field Practicum**

Field Practicum courses are graded Credit/No Credit. A student who receives no credit for their field practicum course will not be allowed to enroll in the following semester. Students may also be required to repeat Field Practicum hours if course objectives cannot be adequately evaluated by Field Faculty due to excessive absences or educational leaves. The Field Education Handbook (see Appendix II-4) provides comprehensive information on the evaluation process and procedures to address unprofessional conduct or performance below expected standards.
**Withdrawal from Courses**

Policies and procedures governing withdrawal from a course may be found in the catalog under “Course Registration, Change of Program, and Withdrawal Policies.” Failure to officially withdraw from a course results in a grade of “F” being recorded on the student’s transcript. Withdrawal after the University deadline may result in a “WU” (unauthorized) grade.

**Report in Progress (RP)**

If a student is making satisfactory progress in a course and a portion of the course has yet to be evaluated, the student may receive a “RP.” The student must file an Incomplete Grade Agreement Form with the faculty and School of Social Work office. The course must be completed before the student may progress to the next semester due to the sequencing of the MSW program courses.

**Repeating Courses**

Graduate students may repeat courses in which they earned a grade of B- or lower. In instances where a student repeats a course for which a grade of B or higher was earned, neither units attempted, passed, or grade points will be counted toward degree requirements.

**Repeating Courses for Forgiveness**

Graduate students may repeat one post-baccalaureate course for forgiveness by filing a petition with the Graduate School and obtaining approval from the MSW Program Director before enrolling in the class. The earlier attempt must have resulted in a grade of B- or lower and there can be no regression (repeating a more elementary course after taking a more advanced course). A course that may be taken more than once may not be repeated for forgiveness. If the course was taken at another institution, equivalency must be established. Students may not petition to repeat at another University a course taken at CSU, Chico.

Only the last grade earned in the course will be calculated in the student’s GPA, provided the student filed the petition and obtained the necessary approvals. If the student does not file the petition or obtain approval to repeat the course for forgiveness, the repeated course grade will be governed by the General Repeat Policy outlined in the “Academic Policies and Regulations” section of the University catalog (http://www.csuchico.edu/catalog/req/polic_reg.html)

**Academic Probation**

Failure to maintain an overall 3.0 GPA results in academic probation in the MSW program. Students must remove the deficiency within one semester or they will be disqualified from the MSW program. The MSW Program Director notifies students at the end of the semester in which their GPA falls below a 3.00. At that time students are notified they must achieve an overall GPA by the end of the semester or they will be disqualified from the master’s program. Students may not be allowed to continue in the program sequence until academic probation is removed.
Administrative-Academic Probation and Disqualification
Administrative-Academic Probation or Disqualification may occur when: Students have withdrawn from a substantial number of courses over two consecutive semesters; failed repeatedly to make progress toward earning their degree; or failed to comply with academic professional behavior, regulations, or requirements after they have been notified of the problem.

Grade Appeal Procedures: Informal and Formal Processes - Informal Process
At any time during the informal and formal appeal processes, students have the right to contact the Office of Student Judicial Affairs for assistance or information regarding their rights.

1. Student-Instructor Meeting
   No later than the second week of the semester following the semester in which the grade at issue was earned, the student must meet with the instructor to attempt to informally resolve the grade issue.

2. Student-Program Director Meeting
   If the informal meeting between the student and the instructor did not resolve the matter, the student must meet with the MSW Program Director no later than the third week of the semester following the semester in which the grade was earned. The MSW Program Director provides a report to the student and instructor regarding her/his decision regarding the outcome of the meeting.

3. Student-Instructor-School Director Meeting
   If the meeting between the student and the MSW Program Director did not satisfactorily resolve the issue, the student may request a meeting with the instructor and the School Director within 10 days of receiving the report from the MSW Program Director. If this meeting fails to resolve the issue, the student may choose to begin the formal appeal process in accord with University guidelines.

Formal Process
Should the informal appeal process not resolve the issue to the students’ satisfaction, she/he may initiate a formal appeal with the Office of Student Judicial Affairs. (Please see IM 94-22: Student Grievance Procedures in the Appendix II-27).

Leave of Absence from the University and MSW Program (Planned Educational Leave)
The MSW Program leave of absence policy is designed to extend classified MSW students the ability to suspend their studies for one or more semesters and the right to return to complete their MSW degree, keeping in mind that all degree requirements must be met within the program time limit. Students must request and obtain a formal leave from the MSW Program in order to maintain their MSW status and the right to return. Students considering a leave must contact the MSW Program Director for counsel and complete the necessary paperwork. All students must also contact the Graduate School to complete additional paperwork regarding their withdrawal or Planned Educational Leave (PEL).
Students wishing to take a leave, must completed a Planned Educational Leave document with the MSW Program Director. This document outlines the coursework the student has completed and what must be completed when the student returns. Students must maintain continuous enrollment to preserve catalog rights for the MSW program when first admitted (see MSW Student Handbook, Appendix II-3, p. 22). MSW students who do not maintain continuous enrollment for every semester they miss, must reapply to the program when they return. Students may be held to any new admissions requirements and if admitted, to new degree requirements.

Students who have been disqualified or terminated for academic or non-academic reasons are not eligible for Planned Educational Leaves. Students who have been disqualified for academic reasons may be reconsidered for reinstatement after one year of leaving the MSW program.
The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

Expectations for students’ academic performance and conduct are included in the following documents: The National Association of Social Workers Code of Ethics; the MSW Field Education Handbook (see Appendix II-4); the Student Handbook for the MSW Program (see Appendix II-3); the University Catalog; the CSU, Chico Graduate School’s, A Guide to Graduate Studies: Policies, Procedures, & Format; http://www.csuchico.edu/giis/gs/graduate.html and the CSU, Chico Code of Student Rights and Responsibilities (Executive Memorandum 96-38, July 8, 1996, see Appendix II-28).

2) The MSW Field Education Manual outlines the field education program’s methods for dealing with academic and professional performance problems under “Resolution of Problems in Field Education.”
3) A Guide to Graduate Studies: Policies, Procedures & Format provides guidelines regarding grades, grade point average requirements, graduate literacy requirement, academic honesty, plagiarism, and other related material.
4) The 2007-2009 University Catalog provides a statement regarding professional standards and disqualification for MSW students on page 593. The statements regarding grading requirements and the graduate literacy requirement are on page 595.
5) An excerpt from the CSU, Chico Code of Student Rights and Responsibilities (Executive Memorandum 96-38, July 8, 1996, see Appendix II-28) is included in the MSW Student Handbook (see Appendix II-3, p. 32)
6) The 2007-2009 University Catalog provides a statement regarding academic honesty on page 621.

The policies and procedures for evaluating academic and professional performance, as well as termination policies, are clearly stated in the MSW Student Handbook.

Policies and Procedures For Addressing Students’ Academic Concerns
The policies and procedures for addressing students’ academic performance concerns, including termination of a student’s enrollment in the social work program, involve use of one or more of the following mechanisms: 1) Informal Review; 2) Student Affairs Committee Review; 3) Field Review Committee; 4) University policy for addressing graduate students’ academic performance problems; and 5) the CSU, Chico Office of Student Judicial Affairs.

Informal Review of Academic Performance
The School of Social Work reviews student progress throughout the academic year. The Informal Review is initiated when any faculty member, adviser, or Field Instructor expresses concern regarding a student’s academic performance.
The initiating party meets with the student and communicates the specific nature of the concern. Whenever possible, documentation regarding the concern should be provided. If the concern is resolved to the satisfaction of all parties involved, no further action is necessary.

Unresolved field practicum issues are referred to the Director of Field Education for further investigation and/or action.

If the issue does not involve field and remains unresolved, the faculty member refers the matter to the student’s adviser who, within ten business days, attempts to assist the student to resolve the matter. It is the adviser’s responsibility to acquire relevant information regarding the matter by reviewing the student’s record and consulting other personnel who have contact with the student. The adviser summarizes information from the review of records and contacts and meets with the student, serving as a resource for the student and not as a mediator with other parties. The action plan developed by the adviser and the student to resolve the concern is placed in the student’s file in the School Office. If the concern is resolved at this level, no further action is necessary.

If the issue of concern for the student’s academic performance remains unresolved, the adviser contacts the MSW Program Director to determine if the matter should be referred to the Student Affairs Committee. If this is determined to be the case, the advisor refers the matter to the Student Affairs Committee within five business days and at the same time, communicates this action to the student and other parties involved.

If the issue remains unresolved, the student may request advice and guidance from Student Judicial Affairs.

Field Review Committee
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 Field 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 is not meeting the minimum expectations, a contract should be developed to help the student improve her/his performance. The following steps should be taken to resolve any academic performance problems in the field placement:

a. The agency Field Instructor will address her/his concerns with the student first, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the student or the Field Instructor may request the Field Liaison to be present for this discussion. The Field Liaison will be informed of the concerns by the 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 Field Liaison with a written remediation plan, signed by both the student and agency Field Instructor.
b. 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 Field Liaison to develop a formal Field Performance Contract (see Appendix II-29). The Performance Contract will include a clear statement of the concern(s), remediation steps, expectations for change, a clearly defined evaluation process, and a time frame for remediation. The three parties will sign the Performance Contract and a copy provided to the student, agency Field Instructor, Field Liaison and the Director of Field Education. The Field Liaison will closely monitor the student’s progress.

c. 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 consultation with the student and Field 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 “Report in Progress (RP)” 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.

d. If a student does not show satisfactory progress under the performance 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 MSW program. The Director of Field Education will be notified when a student fails her/his field placement and a Field Review Committee will be convened. This committee will be comprised of the Field 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 Field Liaison, and the student’s academic advisor will make a written recommendation to the MSW Program Director (with copies to all members of the review committee) if the student is to be terminated from the MSW program. If the student is to be placed on a remediation plan, they will forward a copy of the plan to the MSW Program Director.

e. If reassignment to another field agency occurs, the Director of Field Education will move the student 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 of Field Education.
f. If the student rejects the Field Review Committee’s decision, she/he can appeal to the MSW Program Director.

g. If the student rejects the MSW Program Director’s decision, she/he can appeal to the Director of the School of Social Work.

h. If the student rejects the Director’s decision, she/he can appeal to the Dean of the College of Behavioral and Social Sciences.

i. If the student rejects the Dean’s decision, she/he can appeal the decision to the Office of Student Judicial Affairs. At any point in the process a student may contact Student Judicial Affairs for assistance. The above steps must be taken to resolve any placement issue in addition to any steps taken by Student Judicial Affairs.

http://www.csuchico.edu/prs/EMs/EM05/em05_10.htm

**Termination Policy for Field**
A student may be removed from a practicum placement for the following reasons:

a. Failure to maintain confidentiality
b. Failure to abide by the NASW Code of Ethics
c. An attempt to harm someone else
d. An attempt to harm oneself
e. Repeated tardiness at the agency and/or tardiness without notification
f. Repeated absences from the agency and/or absence without notification
g. Repeated change in scheduled field hours without approval
h. Inappropriate or illegal behavior during or outside of the practicum
i. Below average performance as documented in formal written evaluation
j. Failure to perform and complete assigned tasks in a timely manner
k. Violation of the NASW Code of Ethics

**Office of Student Judicial Affairs** (http://www.csuchico.edu/prs/EMs/EM05/em05_10.htm)
Students wanting assistance in responding to a negative evaluation of their performance, dismissal, being placed on administrative probation, or believe the School of Social Work faculty, staff, or administration have violated their rights, they may enlist assistance from the Office of Student Judicial Affairs at any point in the process. The formal grievance process with Judicial Affairs may be initiated only after all informal attempts to resolve the problem have been made and found unsatisfactory in reaching a solution.

The student must file a request for a formal hearing with the Coordinator of Judicial Affairs within 30 instructional days after the problem (grievable action) has come to the student’s attention. A Request for a Formal Grievance Hearing must be submitted by the end of the semester during which the grievance was initiated. If the grievance was initiated during the last five weeks of a semester, the time that the student has to request a Formal Grievance Hearing will be extended through the first five weeks of the following semester. Note: "semester" in this document refers to the fall or spring semester. Should the need for a Formal Grievance Hearing arise during the summer or intersession, it will be held during the first five weeks of the following semester. The Director of Judicial Affairs, under extraordinary circumstances, i.e., a "serious and compelling" reason, may extend the time
limit but for not more than one calendar year from the date of the discovery of the grievable action.

*The Student Affairs Committee Policies and Procedures for Addressing Student: Academic and Professional Performance Concerns that Impact Student Success*

The Student Affairs Committee is a standing committee of three faculty members appointed by the Director of the School with the committee chair elected from its membership. Its purpose is to review students experiencing performance concerns that interfere with their ability to function successfully in the program. In cases where the Informal Review process and/or the Field Review Committee do not resolve the problem, the Student Affairs Committee is the primary mechanism for resolution of the matter.

Examples of concerns warranting possible referral of a student to the Student Affairs Committee include:

a. Student engages in behavior that is disrespectful of other students, instructors, practicum personnel and that disrupts the classroom, office or practicum, alienates self from others related to the program, results in repeated complaints and requires undue time from faculty, staff or practicum personnel.

b. Student displays attitudinal or unethical behaviors that question the student's fitness for the profession of social work.

c. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.

d. Student acts out unresolved personal issues that affect classroom behavior and/or relationships with colleagues, faculty or staff.

e. Student engages in behavior in or outside the classroom that is illegal, indicates a substance abuse problem, or interferes with the student’s ability to function in the program or with colleagues.

f. Student is placed on academic probation.

*Procedures of the Student Affairs Committee*

a. A faculty member, MSW Program Director, or Director of the School of Social Work makes a written request to the Chair of the Student Affairs Committee, specifying the student’s performance that initiated the need for review and the corrective action taken to date.

b. The Chair of the Student Affairs Committee forwards the request and 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 adviser, MSW Program Director, 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.

c. At the discretion of the committee, the person requesting the review may be present during the Student Affairs Committee review.
d. The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the Student Affairs Committee on her/his behalf.

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

f. 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.

g. The procedures for Student Affairs Committee meeting include the following:
   • Call to order.
   • Designate a committee member to record the minutes of the meeting.
   • Record the attendees and their role in the proceeding (committee member, student, other faculty, 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.
   • 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.

h. The designated Student Affairs Committee member 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 MSW Program Director. A copy of the report is kept in the student’s records within the department.

i. The MSW Program 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 MSW Program Director and, possibly, other interested parties in accordance with the terms of the decision.

j. If the student agrees with this determination of action, the MSW Program Director’s recommendation is followed. If the student would like to appeal this decision, a rebuttal is sent to the Director of the School of Social Work. The Director of the School of Social Work will review all the documents and will make a determination of action, and notify the student by registered mail.
Legal Charge or Conviction of Misdemeanor or Felony

Students considering an MSW who have been charged with or convicted of a felony should be aware of the following.

- As social workers, we believe people who have committed criminal acts in the past can change and rehabilitate themselves and become useful, productive and law abiding citizens of society and, by extension, well-qualified social workers. However, we also understand the need for agencies to protect their clients and their reputations by thoroughly investigating the criminal records of student interns and potential employees.
- As policy, some agencies are mandated by law to require a criminal background check on all employees, interns, and volunteers.
- The fact that persons have been convicted of a misdemeanor or felony will not preclude their acceptance or entry into a program offered by the School of Social Work. However, admission to a School of Social Work program does not guarantee graduation or acceptance by an agency for field practicum.
- Some state licensure laws for social workers ask whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination. The California Board of Behavioral Science Examiners (BBSE) requires applicants to report all misdemeanor and felony convictions on their application for the Licensed Clinical Social Work (LCS) license and requires a “complete explanation of the underlying circumstances, sufficient rehabilitation evidence, and a certified copy of the court documents.” In addition, the BBSE conducts a criminal background check with the U.S. Department of Justice and the FBI that includes a fingerprint analysis on all LCS applicants.

The MSW Student Handbook (see Appendix II-3) notes that applicants and students in this situation are strongly advised to consult with their program advisers, the MSW Program Director, the Director of Field Education, and/or the Director of the School.
AS 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

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 is accountable to state and federal policies regarding non-discrimination and diversity. This larger context combines the efforts of the School of Social Work to create the learning context in which the MSW 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 MSW 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.

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 CSU, Chico websites (please see pp. 180-182 for a comprehensive list of these websites). These issues have become relatively complex and as a result, current CSU, Chico President Zingg formed the Campus Climate Committee with Executive Memorandum 06-01 (see Appendix II-30). The purpose of the committee is described below:
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. The Faculty Personnel Policies and Procedures (FPPP) document (see Appendix II-2), 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 CSU System and CSU, Chico 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-31)</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>Disability Support and Accommodations</td>
<td><a href="http://www.calstate.edu/EO/EO-926.pdf">http://www.calstate.edu/EO/EO-926.pdf</a></td>
</tr>
<tr>
<td>Policies</td>
<td>CSU, Chico Websites</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Campus Climate Committee</strong></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> (See Appendix II-30)</td>
</tr>
<tr>
<td><strong>Diversity Programs</strong></td>
<td><a href="http://www.csuchico.edu/diversity/">http://www.csuchico.edu/diversity/</a></td>
</tr>
<tr>
<td><strong>General Policies In University Catalog</strong></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><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-27)</td>
</tr>
<tr>
<td><strong>Nondiscrimination and Affirmative Action</strong></td>
<td><a href="http://www.csuchico.edu/hr/fppp.shtml">http://www.csuchico.edu/hr/fppp.shtml</a></td>
</tr>
<tr>
<td></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-33)</td>
</tr>
<tr>
<td></td>
<td>Non-discrimination regarding individuals with Disabilities EM 99-21(see Appendix II-37)</td>
</tr>
<tr>
<td><strong>Employment Practices</strong></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-34)</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>
<tr>
<td><strong>Campus Climate Committee</strong></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>(See Appendix II-30)</td>
</tr>
<tr>
<td><strong>Harassment</strong></td>
<td><a href="http://www.csuchico.edu/prs/EMs/EM96/em96_38.htm">http://www.csuchico.edu/prs/EMs/EM96/em96_38.htm</a></td>
</tr>
<tr>
<td>(See Appendix II-38)</td>
<td>Students Rights and Responsibilities (see Appendix II-28)</td>
</tr>
</tbody>
</table>

202
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-36); Non Discrimination Regarding Individuals with Disability Policy, EM 99-21(see Appendix II-37); Student Grievance Procedures, EM 05-10(see Appendix II-32). 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 a booklet published 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. It is in compliance with Federal law the California State University system.

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 available at: 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) was authorized in 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 significant goals in the 1994-1995 AA Plan that have been met. These included 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 MSW Program is part of the longstanding academic effort to provide professional social work education to the citizens of Northern California. Prior to the creation of the MSW program, the BSW program produced social work graduates for over thirty years. Thus the learning context of the MSW 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. Thus, please note that prior to discussing the diversity learning context of the MSW Program in this document, 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.

| 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:

1. 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.

2. 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.

3. 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.


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 MSW 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
- Schuldberg, Jean, EdD, LCSW
- Song, Kui-Hee, Ph.D.
- Steiner, Susan, Ph.D.

The CSU, Chico faculty and student population are predominantly EuroAmerican, 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 EuroAmerican men faculty to a faculty consisting of a majority of women with ethnic faculty members. The current faculty composition by gender and by ethnicity for the School of Social Work is shown in the following table.

### School of Social Work
**Full-time Faculty - 2008**

<table>
<thead>
<tr>
<th>Ethnic and Gender Diversity</th>
<th>Women</th>
<th>Men</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EuroAmerican</strong></td>
<td>5</td>
<td>2</td>
<td>64%</td>
</tr>
<tr>
<td><strong>African-American</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>2</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td><strong>Latino/Hispanic</strong></td>
<td>1</td>
<td>1</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Native American</strong></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>

### School of Social Work
**Adjunct Faculty - 2008**

<table>
<thead>
<tr>
<th>Ethnic and Gender Diversity</th>
<th>Women</th>
<th>Men</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>15</td>
<td>6</td>
<td>88%</td>
</tr>
<tr>
<td><strong>African-American</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Latina/Hispanic</strong></td>
<td>1</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>2</td>
<td></td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total Percent</strong></td>
<td>75%</td>
<td>25%</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 social workers, in this region (see Introduction).
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 the CSU teaching load of four courses per semester, equal to eight per year. 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 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. Kui-Hee Song serves as one of the advisers to the Korean Student Association. Dr. Jean Schuldberg is the faculty advisor for the CSU, Chico Associated Students Iu-Mien Club. 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 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 and Iu-Mien 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 master’s and BSW curriculums. 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 EuroAmerican 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.

**MSW Student Composition**

This section describes the MSW student applicant pool, and students selected and enrolled by ethnicity, gender, and age between 2001 and 2007. Comparisons between the applicants and the selected/enrolled students are included in the discussion.
**Social Work Ethnic Categories for Completed MSW Applications**

The following table indicates the ethnicity of the MSW applicants for year 2001 through 2007.

<table>
<thead>
<tr>
<th>Ethnicity</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>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>1.1%</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>28</td>
<td>4.6%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>40</td>
<td>6.5%</td>
</tr>
<tr>
<td>Other Latino/Hispanic</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>23</td>
<td>3.7%</td>
</tr>
<tr>
<td>Asian American</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>26</td>
<td>4.2%</td>
</tr>
<tr>
<td>Pacific Isl. &amp; Filipino</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>EuroAmerican</td>
<td>14</td>
<td>53</td>
<td>65</td>
<td>66</td>
<td>59</td>
<td>84</td>
<td>51</td>
<td>392</td>
<td>63.8%</td>
</tr>
<tr>
<td>Visa/International</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>1.6%</td>
</tr>
<tr>
<td>Unknown&lt;sup&gt;2&lt;/sup&gt;</td>
<td>1</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>16</td>
<td>24</td>
<td>9</td>
<td>80</td>
<td>13.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>80</td>
<td>94</td>
<td>106</td>
<td>98</td>
<td>138</td>
<td>82</td>
<td>614</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<sup>1</sup> Data supplied by the CSU, Chico Office of Institutional Research, October 2007

<sup>2</sup> Unknown represents students who decline to state their ethnicity.

**Ethnicity of Student Applicants to the MSW Program**

The proportion of ethnic and minority students who have applied to the MSW program over the past seven years is 21.4%. Since the program began there has been an increase in the numbers of ethnic and minority applicants who have applied for entry into the MSW program. In the first year of the MSW program 1 in 16 (7%) of the applicants were of ethnic or minority origins, while in the year 2007 at least 20 of 82 (24.4%) applicants are estimated to be ethnic minorities.
Social Work Ethnic Categories for Accepted Applicants

The following table indicates the ethnicity of the MSW applicants for year 2001 through 2007.

<table>
<thead>
<tr>
<th>Ethnicity</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>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>2.0%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>11</td>
<td>3.6%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>25</td>
<td>8.2%</td>
</tr>
<tr>
<td>Other Latino/Hispanic</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>15</td>
<td>4.9%</td>
</tr>
<tr>
<td>Asian Americans</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>5.2%</td>
</tr>
<tr>
<td>Pacific Islander &amp; Filipino</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>1.3%</td>
</tr>
<tr>
<td>EuroAmerican</td>
<td>14</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>26</td>
<td>52</td>
<td>21</td>
<td>188</td>
<td>61.6%</td>
</tr>
<tr>
<td>Visa/International</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Unknown2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>5</td>
<td>39</td>
<td>12.8%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>32</td>
<td>40</td>
<td>47</td>
<td>47</td>
<td>85</td>
<td>38</td>
<td>305</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 Accepted into the MSW Program

The proportion of ethnic and minority students accepted in the MSW program over the past seven years is 25.2%. Since the program began there has been an increase in the numbers of ethnic and minority applicants accepted into the MSW program. In the first year of the MSW program 1 in 16 (7%) of the enrolled MSW students were of ethnic or minority origins, while in the year 2007, at least 11 of 38 (29.0%) are ethnic minorities.
Social Work Ethnic Categories for Graduating MSW Students

The following table indicates the ethnicity of the MSW graduate for year 2003 through 2007.

<table>
<thead>
<tr>
<th>Ethnicity</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>2</td>
<td>0</td>
<td>3</td>
<td>1.9%</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>7.6%</td>
</tr>
<tr>
<td>Other Latino/Hispanic</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>4.4%</td>
</tr>
<tr>
<td>Asian American</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>6.3%</td>
</tr>
<tr>
<td>Pacific Islander &amp; Filipino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>EuroAmerican</td>
<td>23</td>
<td>26</td>
<td>19</td>
<td>18</td>
<td>20</td>
<td>106</td>
<td>66.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>10.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29</td>
<td>35</td>
<td>29</td>
<td>28</td>
<td>38</td>
<td>159</td>
<td>100.00%</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 MSW Program

The proportion of ethnic and minority students graduating from the MSW program over the past five years is 23.4%. Since the program began there has been an increase in the numbers of ethnic and minority students graduating from the MSW program. In the first 2003 graduating cohort of the MSW program 3 in 29 (10.3%) of the graduating MSW students were of ethnic or minority origins, while in the year 2007, at least 12 of 38 (31.6%) are ethnic minorities.
Comparing Ethnicity of Applicants, Admitted, and Graduating for the MSW Program

The table below compares 2001 to 2007 totals for persons applying, receiving acceptance and graduating from the MSW program by their ethnicity.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Applied Total</th>
<th>Percent</th>
<th>Accepted Total</th>
<th>Percent</th>
<th>Graduated Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>7</td>
<td>1.1%</td>
<td>6</td>
<td>2.0%</td>
<td>3</td>
<td>1.9%</td>
</tr>
<tr>
<td>African American</td>
<td>28</td>
<td>4.6%</td>
<td>11</td>
<td>3.6%</td>
<td>3</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>40</td>
<td>6.5%</td>
<td>25</td>
<td>8.2%</td>
<td>12</td>
<td>7.6%</td>
</tr>
<tr>
<td>Other Latino/Hispanic</td>
<td>23</td>
<td>3.7%</td>
<td>15</td>
<td>4.9%</td>
<td>7</td>
<td>4.4%</td>
</tr>
<tr>
<td>Asian American</td>
<td>26</td>
<td>4.2%</td>
<td>16</td>
<td>5.2%</td>
<td>10</td>
<td>6.3%</td>
</tr>
<tr>
<td>Pacific Isl &amp; Filipino</td>
<td>8</td>
<td>1.3%</td>
<td>4</td>
<td>1.3%</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>EuroAmerican</td>
<td>392</td>
<td>63.8%</td>
<td>188</td>
<td>61.6%</td>
<td>106</td>
<td>66.7%</td>
</tr>
<tr>
<td>Visa/International</td>
<td>10</td>
<td>1.6%</td>
<td>1</td>
<td>0.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>80</td>
<td>13.0%</td>
<td>39</td>
<td>12.8%</td>
<td>16</td>
<td>10.1%</td>
</tr>
<tr>
<td>Total</td>
<td>614</td>
<td>100.0%</td>
<td>305</td>
<td>100.0%</td>
<td>159</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007
2 The 1st MSW cohort graduated in 2003.
3 The one Visa/International Students enrolled in Fall 2007 and has not graduated.
4 Unknown represents students who decline to state their ethnicity.

Ethnicity of Students Accepted, Admitted and Graduated from the MSW Program

The proportion of ethnic and minority students who have applied to the MSW program over the past seven years is 21.4%. The percentage of ethnic and minority students accepted in the MSW program over the past seven years is 25.2%. The percentage of ethnic and minority students graduating from the MSW program over the past five years is 23.4%. There appears to be a slightly larger proportion of individuals from ethnic and diverse communities being accepted and graduating. Trends in this information show a positive increase in the numbers of ethnic and minority person applying, being accepted and graduating from the MSW program. CSWE data indicated 29.4% of full-time MSW students are of ethnic or minority status and 60.2% are EuroAmerican. To increase the number of ethnic minority and other diverse students in the applicant pool and in the MSW program, the program must continue those related recruitment efforts.
Gender of Applicants to the MSW Program

The following table indicates the gender of the MSW applicants for year 2001 through 2007.

<table>
<thead>
<tr>
<th>MSW Total Applicants by Gender for Fall Semesters 2001-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Data supplied by the CSU, Chico Office of Institutional Research, October 2007

The proportion of women MSW applicants between years 2001 and 2007 is between 77.6% and 84.0% with an average of 80.8%, and for men 16% and 22.4% with an average of 18.8%.

Gender of Students Accepted to the MSW Program

The following table indicates the gender of the MSW applicants accepted for year 2001 through 2007.

<table>
<thead>
<tr>
<th>MSW Applicants Accepted by Gender for Fall Semesters 2001-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Data supplied by the CSU, Chico Office of Institutional Research, October 2007

The proportion of women MSW applicants accepted between years 2001 and 2007 has remained between 78.1% and 85.1% with an average of 81.6%, and for men, the proportion is between 14.9% and 21.9% with an average of 18.0%.

Gender Distributions for Graduating MSW Students

The following table indicates the gender of the MSW graduates for year 2003 through 2007.

<table>
<thead>
<tr>
<th>MSW Degrees Granted by Academic Year and Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>** Academic Year**</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Data supplied by the CSU, Chico Office of Institutional Research, October 2007
The proportion of women MSW students graduating between years 2001 and 2007 is between 75.9% and 89.3% with an average of 81.8%, and for men, the proportion is between 10.7% and 24.1% with an average of 18.2%.

**Comparing Gender of Applicants and Admitted, and those Graduating from the MSW Program**

| MSW Total Applied, Accepted, and Graduated by Gender for 2001-2007 |  |
|---|---|---|
| Applied | Accepted | Graduated |
| Total | Total | Total |
| Women | 495 | 250 | 130 |
| 80.8% | 82.0% | 81.8% |
| Men | 118 | 55 | 29 |
| 18.8% | 18.0% | 18.2% |
| Total | 613 | 305 | 159 |

**Gender of Students Accepted, Admitted and Graduated from the MSW Program**
The proportion of women who have applied to the MSW program over the past seven years is 80.8%. The percentage of women accepted in the MSW program over the past seven years is 82.0%. The percentage of women graduating from the MSW program over the past five years is 81.8%. There appears to be no difference in the proportion women and men applying, being accepted and graduating in the CSU, Chico MSW Program. CSWE data indicates that 85.4% of MSW students are women, the CSU, Chico program gender proportions are comparable to this.

**Age of MSW Applicants in the MSW Program**
The following table indicates the age of the MSW applicants for year 2001 through 2007.

<p>| MSW Total Applicants by Age for Fall Semesters 2001-2007 |  |
|---|---|---|---|---|---|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Age</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 &amp; younger</td>
<td>1</td>
<td>20</td>
<td>29</td>
<td>37</td>
<td>32</td>
<td>39</td>
<td>42</td>
<td>200</td>
<td>32.6%</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>22</td>
<td>21</td>
<td>27</td>
<td>20</td>
<td>26</td>
<td>15</td>
<td>136</td>
<td>22.1%</td>
</tr>
<tr>
<td>31-40</td>
<td>3</td>
<td>21</td>
<td>25</td>
<td>20</td>
<td>21</td>
<td>32</td>
<td>13</td>
<td>135</td>
<td>22.0%</td>
</tr>
<tr>
<td>41-50</td>
<td>5</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>29</td>
<td>7</td>
<td>91</td>
<td>14.8%</td>
</tr>
<tr>
<td>50+</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>5</td>
<td>52</td>
<td>8.5%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>80</td>
<td>94</td>
<td>106</td>
<td>98</td>
<td>138</td>
<td>82</td>
<td>614</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 CSU, Chico attracts individual from across the age spectrum to the MSW program. The largest group is the 25 or younger with 32.6%.
Age of MSW Applicants Accepted to the MSW program

The following table indicates the age of the MSW applicants accepted to the MSW program for years 2001 through 2007.

<table>
<thead>
<tr>
<th>Age</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 &amp; younger</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>19</td>
<td>84</td>
<td>27.5%</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>10</td>
<td>12</td>
<td>19</td>
<td>8</td>
<td>76</td>
<td>24.9%</td>
</tr>
<tr>
<td>31-40</td>
<td>3</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>22</td>
<td>6</td>
<td>66</td>
<td>21.6%</td>
</tr>
<tr>
<td>41-50</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>18</td>
<td>3</td>
<td>53</td>
<td>17.4%</td>
</tr>
<tr>
<td>50+</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>26</td>
<td></td>
<td>8.5%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>32</td>
<td>40</td>
<td>47</td>
<td>47</td>
<td>85</td>
<td>38</td>
<td>305</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 even out the numbers between the age groups even though the 25 of younger group has the larger proportion of 27.5%.

Age of Graduates of MSW program by Graduating Year

The following table indicates the age of the MSW graduates for the MSW program for years 2003 through 2007.

<table>
<thead>
<tr>
<th>Age</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 and younger</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>30</td>
<td>18.9%</td>
</tr>
<tr>
<td>26-30</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>40</td>
<td>25.2%</td>
</tr>
<tr>
<td>31-40</td>
<td>6</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>43</td>
<td>27.0%</td>
</tr>
<tr>
<td>41-50</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>28</td>
<td>17.6%</td>
</tr>
<tr>
<td>50+</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>18</td>
<td>11.3%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>35</td>
<td>29</td>
<td>28</td>
<td>38</td>
<td>159</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The age distribution of students graduating from the CSU, Chico MSW program shows the middle age groups (26-30 and 31-40) as the predominant groups receiving MSW degrees.
Comparing Age of Applicants, Admitted, and Graduating for the MSW Program
The following table compares the age of those persons who applied, were accepted for admission, and graduated for the CSU, Chico MSW program for the year 2001 to 2007.

<table>
<thead>
<tr>
<th>Age</th>
<th>Applied</th>
<th>Accepted</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percent</td>
<td>Total</td>
</tr>
<tr>
<td>25 &amp; younger</td>
<td>200</td>
<td>32.6%</td>
<td>84</td>
</tr>
<tr>
<td>26-30</td>
<td>136</td>
<td>22.1%</td>
<td>76</td>
</tr>
<tr>
<td>31-40</td>
<td>135</td>
<td>22.0%</td>
<td>66</td>
</tr>
<tr>
<td>41-50</td>
<td>91</td>
<td>14.8%</td>
<td>53</td>
</tr>
<tr>
<td>50+</td>
<td>52</td>
<td>8.5%</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>614</td>
<td>100.0%</td>
<td>305</td>
</tr>
</tbody>
</table>

1 Data supplied by the CSU, Chico Office of Institutional Research, October 2007

The age range of MSW applicants accepted/enrolled in the MSW program varies from the early twenties to almost 60. In comparing the MSW applicants’ ages with those accepted and graduating, the students accepted and graduating students are slightly older than students represented in the applicant pool. A difference is in the 25 and younger category where 32.6% of the applicants are in that category, but only make up 27.5% of the applications accepted and only 18.9% of persons who graduate. In comparing the full-time MSW students in the program with CSWE data, the Chico applicants tend to be older as a group. Nationally, 38.3% of MSW students are age 25 and under while 18.9% of the students in the Chico MSW program are age 25 and under.

These data would indicate that the MSW program has been able to successfully recruit and enroll a diverse group of MSW students in terms of age, ethnicity and gender.

Selection of Agencies and Their Clientele as Field Education Settings
MSW 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 MSW 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 facilities, 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.

217
Composition of School of Social Work Advisory Board

The School of Social Work Advisory Board is reflective of the diversity of our region with representation from the African American and Latino communities. The agencies compositions are primarily public service organizations and serve a diverse clientele in respect to ethnicity, age, economic status and other aspects.

- Gloria Boston – Veterans Administration
- Michael Cassetta – Retired Glenn County Behavioral Health Director
- Margaret Crahan – BSW and MSW Alumni
- Bill DeMers – Retired Behavioral Health Social Worker
- Kim Gaghagan – Director of Glenn County Children Services
- Paul Morones – CSU, Chico Counseling Center,
- Patty Smith – Butte County Adult Services
- Jantina Thompson – Shasta County Social Services

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, CSU, Chico School of Social Work
- Vicki Paxon - Retired Social Worker (MSW) - Consumer
- Andrea Rioux – Adjunct Faculty, CSU, Chico 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 mental health consumers, family members, and agency personnel. The agencies are public service or maintain public service contracts. They serve a wide range of diverse clientele including varied ethnic groups, age, socio-economic status, immigration status, gender, and region.

- David Bassett – CSU, Chico School of Social Work Faculty
- Patty Hunter – CSU, Chico School of Social Work Director of Field Education
- 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 – CSU, Chico 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
- Tony Roach – Tehama 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.122-140 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 provided 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.
### Assigned Time for Faculty
**Academic Years 2001 – 2007**

1 = Full-Time Equivalent Faculty (FTEF)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of assignments</th>
<th>Total FTEF</th>
<th>Average time for each Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>17</td>
<td>4.08</td>
<td>.2400</td>
</tr>
<tr>
<td>2002-03</td>
<td>21</td>
<td>4.41</td>
<td>.2100</td>
</tr>
<tr>
<td>2003-04</td>
<td>12</td>
<td>2.45</td>
<td>.2042</td>
</tr>
<tr>
<td>2004-05</td>
<td>12</td>
<td>2.17</td>
<td>.1808</td>
</tr>
<tr>
<td>2005-06</td>
<td>10</td>
<td>2.20</td>
<td>.2200</td>
</tr>
<tr>
<td>2006-07</td>
<td>14</td>
<td>2.85</td>
<td>.2036</td>
</tr>
<tr>
<td>2007-08</td>
<td>18</td>
<td>3.40</td>
<td>.1889</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>104</strong></td>
<td><strong>21.56</strong></td>
<td><strong>0.2068</strong></td>
</tr>
</tbody>
</table>

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.

### Assigned Time for Faculty
**Type of Assignment**
**Academic Years 2001 – 2007**

1 = Full-Time Equivalent Faculty (FTEF)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of assignments</th>
<th>Total FTEF</th>
<th>Average per assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation work</td>
<td>10</td>
<td>2.25</td>
<td>.2250</td>
</tr>
<tr>
<td>Advising</td>
<td>3</td>
<td>.48</td>
<td>.1600</td>
</tr>
<tr>
<td>Committee Work</td>
<td>2</td>
<td>.30</td>
<td>.1500</td>
</tr>
<tr>
<td>Course Development</td>
<td>29</td>
<td>5.74</td>
<td>.1979</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>21</td>
<td>4.64</td>
<td>.2210</td>
</tr>
<tr>
<td>Honors</td>
<td>3</td>
<td>.60</td>
<td>.2000</td>
</tr>
<tr>
<td>New Faculty</td>
<td>6</td>
<td>1.30</td>
<td>.2167</td>
</tr>
<tr>
<td>Overload</td>
<td>1</td>
<td>.20</td>
<td>.2000</td>
</tr>
<tr>
<td>Project or Grant</td>
<td>27</td>
<td>5.60</td>
<td>.2074</td>
</tr>
<tr>
<td>Senate</td>
<td>2</td>
<td>.45</td>
<td>.2250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>104</strong></td>
<td><strong>21.56</strong></td>
<td><strong>0.2003</strong></td>
</tr>
</tbody>
</table>

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.
The table below 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.

<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>EuroAmerican</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>EuroAmerican</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>EuroAmerican</td>
<td>7</td>
<td>4</td>
<td>.80</td>
<td>.2000</td>
<td>.11</td>
</tr>
<tr>
<td>Jensen, Donna*</td>
<td>F</td>
<td>EuroAmerican</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>EuroAmerican</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>EuroAmerican</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>EuroAmerican</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>EuroAmerican</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>EuroAmerican</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>EuroAmerican</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>EuroAmerican</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>EuroAmerican</td>
<td>1</td>
<td>2</td>
<td>.40</td>
<td>.2000</td>
<td>0.40</td>
</tr>
</tbody>
</table>

*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 men 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 male faculty and 0.30 for female faculty. The differences are not statistically or substantially significant.

Analysis of assigned time for EuroAmerican versus Ethnic faculty show that EuroAmerican 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 EuroAmerican 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 is 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 give some assigned time to develop (and continue to develop) the new MSW 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 EuroAmerican women, one Latino, and one Latina. The Director of the School is Dr. Celeste Jones (EuroAmerican woman); the Director of Field Education is Patty Hunter (EuroAmerican woman); the BSW Director is Dr. Vincent Ornelas (Latino man); the MSW Director is Dr. Jean Schuldberg (EuroAmerican woman); Title IV-E Coordinator is Ms. Valerie Peck (Latina woman), and the Mental Health Program Coordinator is Ms. Donna Jensen (EuroAmerican woman).

Other aspects of leadership within the program are diverse. For two years, Dr. Hermeet Kohli who is Asian Indian woman was the School’s 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 (EuroAmerican woman) was the campus Interdisciplinary Gerontology Coordinator from 2004-2007.

Speakers Series, Seminars, and Special Programs
Various workshops, special speakers, and events have been sponsored within the MSW program. These include a special workshop for the SWRK652 - 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. In SWRK 612 - Social Work Practice in Multicultural Contexts, various speakers from the “Beyond Violence Alliance” presented. 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 utilized speakers on Alzheimer’s disease and the criminal victimization of older adults.

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 Office on Diversity (see www.csuchico.edu/diversity/). These University events are advertised to the MSW students through campus email announcements, the monthly meetings with the MSW Program Director, and posting on School of Social Work bulletin boards.

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 in 2001 from the Hartford Foundation for infusing the BSW and MSW curriculums with content pertaining to the needs of older adults. The Gero-Rich Program was for three years and as a result, material on older adults was infused in all BSW and MSW foundation curriculum. Since 2003, all BSW and MSW courses 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 an MSW 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.

The Mental Health Stipend Program
The Mental Health Stipend Program provides stipends to concentration year MSW students who are committed to working in the field of community mental health. Stipends of $18,500 are awarded to students who agree to be employed full-time in an approved mental health agency for a period of one year after graduation. The following table provides information on the applicants and recipients of this program
Title 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>MSW IV-E Applications Submitted for Fall Semesters 2001-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Afri Amer/Black</td>
</tr>
<tr>
<td>Mexican Amer</td>
</tr>
<tr>
<td>Other Latino/His</td>
</tr>
<tr>
<td>Asian Americans</td>
</tr>
<tr>
<td>Pacific Isl &amp; Filip</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>EuroAmerican</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
<tr>
<td>Total</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>MSW IV-E Stipends Awarded for Fall Semesters 2001-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Afri Amer/Black</td>
</tr>
<tr>
<td>Mexican Amer</td>
</tr>
<tr>
<td>Other Latino/His</td>
</tr>
<tr>
<td>Asian Americans</td>
</tr>
<tr>
<td>Pacific Isl &amp; Filip</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>EuroAmerican</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The distributions of ethnic origins of the applicants and the recipients are very similar with 24% of the applicants being of diverse ethnic origins, and 22% of the recipients being of diverse ethnic origins. We are trying 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, Field Director, MSW Program Director, and Admissions Coordinator visited six of the 12 counties in the service region during 2003-2006, and are scheduled to have information/recruitment visits with the remaining six counties throughout this 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>MSW IV-E Applicants by Gender for Fall Semesters 2001-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>Women</td>
<td>8</td>
</tr>
<tr>
<td>Men</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>9</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>MSW IV-E Stipends Awarded by Gender for Fall Semesters 2001-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>Women</td>
<td>8</td>
</tr>
<tr>
<td>Men</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

The gender distribution of the applicants and the recipients is nearly the same. As the large majority of applicants and recipients are women, clearly the program must make efforts to recruit more men into the field of child welfare.

Mental Health Stipend Program

Ethnic Origins of Mental Health Stipend Program Applicants & Recipients
(Note: All applicants were accepted as recipients each program year)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African/American Black</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican American</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Latino/Hispanic</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Asian American</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>4.76%</td>
</tr>
<tr>
<td>Pacific Islander &amp; Filipino</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Hmong)</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>EuroAmerican</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>16</td>
<td>76.19%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>21</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The distributions of ethnic origins of the applicants and the recipients indicate primarily individuals who are EuroAmerican, followed by a 14% representation from the Hmong Community.
The gender distribution of the applicants and the recipients is primarily women.

<table>
<thead>
<tr>
<th>Gender of Mental Health Stipend Program Applicants &amp; Recipients</th>
<th>2005-2006</th>
<th>2006-2007</th>
<th>2007-2008</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>17</td>
<td>80.95%</td>
</tr>
<tr>
<td>Men</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>19.05%</td>
</tr>
<tr>
<td>Totals</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>21</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Learning Context and Educational Program and MSW Curriculum Model Understanding of and Respect for Diversity

The CSU, Chico MSW 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 MSW Curriculum section below for details regarding how human diversity content is included in each course. However, for each of the identified groups that must be included we have selected a few courses to illustrate how we implement the standard. However, for each of the identified groups that must be included we have selected a few courses to illustrate our compliance with the standard.

**Age**

SWRK 601: Human Behavior and the Social Environment provides content on developmental issues of older adults and the issues of ageism in the course reading (Ashford, Lecroy, & Lortie) with two community speakers discussing Alzheimer’s disease and the criminal victimization of older adults. SWRK 612: Social Work in Multicultural Contexts has a unit on social work practice with older adults, some of the readings are by Beckett & Dungee-Anderson (1992), and DiNitto & McNeece (1997). SWRK 605: Social Welfare Policy and Services covers the Older Americans Act and other policies affecting older adults. SWRK 617: Research Methods for Social Work covers content for doing research with older adults in the form of class discussions. The NASW Press Guidelines for Describing People is distributed and discussed in class to convey the importance of respecting people’s diversity in writing research reports. SWRK 642: Advanced Practice in Family, Children, and Youth provides experiential activities for students to practice skills for work with individuals across the lifespan. These include young children, adolescents, sandwich generation families, and older adults caring for grandchildren. SWRK 643: Assessment of Individuals and Families has specific readings (Kaplan and Saddock), lecture, and discussion of mental health issues with special relevance to older adults (dementia, depression, and psychiatric symptomatology due to general medical conditions). SWRK 656: Advanced SWRK Macro Practice term project allows flexibility for assessment and development of projects relating to populations within specific age groups.
Class

SWRK 601: Human Behavior and the Social Environment provides information regarding poverty as a threat and “social hazard” to positive physical, psychological and social development. These issues are explored in classroom discussion and covered in the reading (Ashford, Lecroy, & Lortie). SWRK 612: Social Work in Multicultural Contexts explores power, class, and stratification issues in class discussion and also as part of the required readings.

SWRK 605: Social Welfare Policy and Services presents theories of poverty that pertain to class – e.g., culture of poverty. SWRK 617: Research Methods for Social Work covers content for doing research with older adults in the form of class discussions. The NASW Press Guidelines for Describing People is distributed and discussed in class in order to convey the importance of respecting people’s diversity in writing research reports. Two extra readings are provided to acquaint students on the issues of research across class boundaries: ENCY-SW Morris (1997). “Rural Poverty” and selections from Liebow, 1993) “Tell them who I am: The lives of homeless women.” including the appendix on research methods and writing. An additional reading by Lockhart (1985) "Methodological Issues in Comparative Racial Analysis: The Case of Wife Abuse." covers the difficulties of neglecting social class when doing comparative racial analysis.

SWRK 641: Advanced Practice in Mental Health Services has discussions and readings (Corwin) on financial access to mental health services, discussion on economic factors influencing privacy of medical information, and readings (Woods and Hollis) on basic needs being addressed as primary before exploratory work can be focused upon. SWRK 642: Advanced Practice in Family, Children, Youth Services integrates material on class and soci-economic status in regard to values of the greater society and in turn, impact on clients seeking and/or having access to services. SWRK 643: Assessment of Individuals and Families has readings (Sue and Sue) and discussion on classist bias in mental health services delivery.

Color/Ethnicity/Race

SWRK 601: Human Behavior and the Social Environment provides content on the development of different ethnic groups and the use of the “Dual Perspective” as a tool for understanding and appreciating the lives of culturally diverse people. The course text includes over 30 separate discussions on issues affected by ethnic diversity. The course has content on developmental issues affecting Native Americans, African Americans, Mexican Americans, Khmer, and Hmong peoples. Students are required to read and write a paper on Fadiman’s The Spirit Catches You and You Fall Down an analysis of the difficulties that a California Hmong family encounter in trying to use the American medical system. SWRK 612: Social Work in Multicultural Contexts has one whole unit on “Dimensions of diversity in the U.S.: The social work challenge to respond appropriately to diverse, oppressed, and special population” as well as ethnic stratification. Concepts of race, racism, ethnicity, and ethnic relations are the focus areas discussed. Some of the readings are: (a) Part one of the text by Parrillo (1997), Strangers to these shores: Race and ethnic relations in the U.S. (b) an article by Moore (1998) on racism in the English language, (c) an article by Hooks (2000) on white poverty, and (d) an article by Skillings and Dubbins (1991) on racism as a disease. The students also engage in an experiential exercise “Trip to outer space” where they learn about social distance and hierarchy inherent in
our society based on ethnicity and class. The students participate in an activity, “Ethical Potpourri,” that helps them understand ethnic difference. Ethnic groups who reside in the United States are included in the readings for the class. The students also conduct ethnographic interviews with people from diverse ethnic backgrounds. **SWRK 605: Social Welfare Policy and Services** provides content on history, current policies regarding racial discrimination (e.g., voting rights and affirmative action), and reviews issues of immigration.

**SWRK 617: Research Methods for Social Work** covers content for performing research with older adults in the form of class discussions. The *NASW Press Guidelines for Describing People* is distributed and discussed in class to convey the importance of respecting people’s diversity in writing research reports. Added reading includes Lockhart (1985). "Methodological Issues in Comparative Racial Analysis: The Case of Wife Abuse" covers the difficulties of neglecting social class when doing comparative racial analysis. Issues involving research with Hispanics is covered in Becerra and Zambrana (1985). "Methodological Approaches to Research on Hispanics." **SWRK 641: Advanced Practice in Mental Health Services** and **SWRK: 642: Advanced Practice in Families, Children and Youths** have discussion and readings (Corwin) on cultural variations of normative family structure. In addition, **SWRK 642: Advanced Practice in Families, Children and Youth** integrates role-plays, case and class presentations with required reading material on ethnicity and cultural competency. **SWRK 643: Assessment of Individuals and Families** has readings (Sue and Sue) and discussion on cultural bias in mental health services delivery. **SWRK 656: Advanced SWRK Marco Practice** utilizes Geographic Information Systems (GIS) to assess communities in regard to ethnicity distribution and allocation of resources.

**Disability**

**SWRK 601: Human Behavior and the Social Environment** provides content on the development of children with disabilities (the text has a case example of a child with failure to thrive syndrome), as well as discussion on how a disabled child affects parents and other family members. The course presents content regarding the reduction of risk to pregnant women, infants and children as a means of reducing the incidence of preventable disability. **SWRK 605: Social Welfare Policy and Services** presents content on the Americans with Disabilities Act.

**SWRK 608: Generalist Social Work Theory and Practice I** utilizes a film on an older adult who experiences a developmental disability and is at risk of losing his home, for development of a bio-psycho-social-spiritual assessment. **SWRK 612: Social Work in Multicultural Contexts** provides content on respect and acceptance for differential capabilities in regard to physical and emotional abilities which is also included in the syllabus. Some of the readings are: Chan (1998); Doe (1994); and Orlin (1995). **SWRK 642: Advanced Practice in Families, Children and Youth** requires video-taped sessions with “simulated clients/actors” who experience a diverse range of disabilities. Students receive verbal and written feedback from peers and are required to assess their competency and areas for continued growth in the areas presented in the activity. In **SWRK 655: Social Policy in Family, Children, Youth Services**, Individual Education Plans (IEP) and public health concerns are discussed in regard to equity for individuals with disabilities and families caring for a member who experiences a disability.
**Family Structure**

SWRK 601: Human Behavior and the Social Environment provides content on family structure and human development. The course text defines family and the family life cycle and includes over 50 separate discussions on family issues. SWRK 605: Social Welfare Policy and Services explores TANF and its roots in notions about family and marriage, which is explored in lecture and readings. SWRK 608: General SWRK Theory and Practice I introduces students to family structure, roles, and the use of a genogram with families. SWRK 641: Advanced Practice in Mental Health Services and SWRK: 642 Advanced Practice in Families, Children and Youths Services one-third of the course is specifically focused on family structure with reading (Corwin, Nichols, & Schwartz), lecture, and discussion. Students participate in experiential activities to practice engagement, assessment, and intervention with families. SWRK 681: Advanced Family & Child Treatment, class content focuses on family therapy and utilizes role-play throughout the semester.

**Gender/Sex**

SWRK 601: Human Behavior and the Social Environment provides content on gender and sexism issues as they relate to human development. The course text gives considerable attention to sex role development and stereotyping and numerous discussions regarding gender issues. SWRK 612: Social Work in Multicultural Contexts provides content on issues related to gender discrimination and sexism that are covered in the readings and class discussions. An exercise is conducted that enables the students to look at their own values and beliefs towards sexism and make them aware of “glass ceiling” issues in the work place. SWRK 605: Social Welfare Policy and Services reviews institutional sexism relative to poverty and female headed households, and also includes issues of “glass ceilings” in employment. The course also explores family planning and abstinence issues and policies affecting adolescents in schools. SWRK 617: Research Methods for Social Work covers content for performing research with older adults in the form of class discussions. The NASW Press Guidelines for Describing People is distributed and discussed in class to convey the importance of respecting people’s diversity in writing research reports. An added readings in this area include Davis (1986), "A feminist approach to social work research." and selections from Liebow (1993) “Tell them who I am: The lives of homeless women," including an appendix on research methods and writing. SWRK 642: Advanced Practice in Family, Children, and Youth Services integrates material on gender discrimination, sexism, family planning issues in role-plays and student case presentations. SWRK 643: Assessment of Individuals and Families has readings (Kaplan and Saddock) and discussion on gender issues in psychiatric symptomatology and diagnosis.

**Marital Status**

SWRK 601: Human Behavior and the Social Environment provides content on marriage as part of the family process. Class discussion provides a focus on the effects of non-binding partnering (lack of marriage contract) on heterosexual and Gay and Lesbian couples and their children. SWRK 605: Social Welfare Policy and Services provides content on marriage as social policy with a review of policies on gay marriage. SWRK 608: General SWRK Theory & Practice I: utilized films and discussions to address varied partnerships and assess their own values vs. society’s in regard to domestic partnerships, common-law marriages, and other legal and societal terms for long-term relationship. SWRK 612: Social Work in Multicultural
contexts has one complete unit dedicated to understanding concepts like ethnicity, and the development of ethnic identity and context of marital relations. The students also conduct ethnographic interviews with people from diverse family backgrounds. SWRK 642: Advanced Practice in Family, Children and Youth Services provides content on diverse long-term relationships and the impact of cultural norms on relationship development and family support.

National Origin/Immigration

SWRK 601: Human Behavior and the Social Environment explores the difficulties of immigrants adjusting to the American way of rearing children and relating to society. The example is that of the Hmong family described in Ann Fadiman’s *The Spirit Catches You and You Fall Down*. SWRK 612: Social Work in Multicultural Contexts has one complete unit dedicated to understanding concepts like ethnicity, and the development of ethnic identity, as well as ethnic stratification. The course also discusses immigration status for all the ethnic groups that have immigrated to the U.S, relation to social distance, and challenges of immigration including recently repealed drivers licenses for illegal immigrants. The students engage in an activity, “Ethical Potpourri,” that helps them understand ethnic differences.

Religion

SWRK 601: Human Behavior and the Social Environment explores the effect of religious beliefs on the social development of human beings as a supportive and inhibiting factor. The effect of religious ideas and attitudes and their effect on the social workers beliefs about the morality of abortion is discussed in class. Issues of religious discrimination and discrimination in religious teachings are usually brought out during these often very personal discussions. SWRK 608: General SWRK Theory & Practice I, students view a film about individuals diagnosed with AIDS and the impact of diverse religious views on access to care, family and community support, and individual coping mechanisms. Students also complete a bio-psycho-spiritual assessment that evaluates religious and spiritual aspects. SWRK 612: Social Work in Multicultural Contexts teaches respect and acceptance for religious and spiritual differences which is also included in the syllabus. Chapter 12 of Parrillo and an article by Beck (1998) cover this topic. SWRK 642: Advanced Practice in Family, Children and Youth Services, course material covers the influence of religion and spirituality on family dynamics.

Sexual Orientation

SWRK 601: Human Behavior and the Social Environment provides content on sexual orientation issues as they relate to human development. The course text gives considerable attention to sex role development and stereotyping and discussions regarding gay and lesbian developmental issues. In SWRK 608: General SWRK Theory & Practice I, students view films and role-play cases regarding work with the GLBT community and the barriers to services that may occur as a result of system’s discrimination. SWRK 612: Social Work in
Multicultural Contexts provides content on issues related to heterosexism, and working with gay, lesbian, transgender, and bisexual individuals are included in the readings and class discussions. A therapist practicing with gays and lesbians is invited for a discussion with an aim to sensitize the students to issues that need to be considered when working with these groups. SWRK 605: Social Welfare Policy and Services reviews gay rights and other movements which are examined with reference to policy shifts over time, and a review of policies on gay marriage is presented. SWRK 642: Advanced Practice in Families, Children and Youths Services provides a module on clinical support and advocacy for transgender youth. SWRK 643: Assessment of Individuals and Families has readings (Isay) and discussion on normative biological model of male homosexuality.

Language
SWRK 601: Human Behavior and the Social Environment focuses on language development and the impact of communication variations in social work practice. SWRK 608: General SWRK Theory & Practice I provides a module on the use of interpreters and translators. Students view a film depicting positive and negative ways of using an interpreter. SWRK 612: Social Work in Multicultural Contexts teaches respect and acceptance for language differences and is incorporated in the readings and class discussion. One of the major readings on this topic in the course packet is: Green (1999): "Language and cross-cultural social work" from the book titled Cultural awareness in the human services, a multi ethnic approach. SWRK 617: Research Methods for Social Work and SWRK 653: Research II: Program Evaluation in SWRK evaluate language with regard to research bias and qualitative methodology, specifically focus groups and creation of surveys. In SWRK 653: Research II: Program Evaluation in SWRK, students evaluate language in regard to program evaluation and consumer feedback.

Identity and Diversity
In SWRK 608: General SWRK Theory & Practice I, students assess their self-definition, and implications for social work practice in a diverse society. Class lectures and readings provide a spring-board for student discussions. SWRK 612: Social Work in Multicultural Contexts requires students to write a six to ten page self-study paper answering questions such as: Who am I? Who do others think I am? How do I imagine others see me? What judgments do I make about what they see? How do I feel about others’ reactions to me? Who would I like to be or how would I like to be seen? They describe their cultural backgrounds, values, and beliefs associated with their group identities, and discuss how these attributes and dimensions of who they are influences their attitudes towards and interactions with others who are different, as well as the attitudes and interactions of the people who are different from themselves. The different dimensions of identity that are included in this paper are: gender, sexual orientation, marital status, ethnicity/nationality, race/color, ability, class, age, religion, political affiliation. In SWRK 642: Advanced Practice in Families, Children and Youths Services, self identity and the attributes are evaluated, leading to assessment of case studies from the course and field to evaluate factors of work with diverse individuals and families. In SWRK 655: Social Policy in Family, Children, and Youth the prison system in the United States is assessed in regard to ethic and minority over representation in both adult and juvenile facilities.
Faculty Contributions to 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,
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 Censuses and is a 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.

**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 CSU, Chico 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 the undergraduate multicultural class, 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. Ms. Gledhill 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 Mental Health Educational Stipend program at CSUC. She utilized a variety teaching methods to expose students to diversity. In her undergraduate field class and in SWRK 608: General SWRK Theory Practice, Ms. Jensen integrates role play regarding aspect of aging in SWRK 474/674: Policy & Practice with Older American & their Families. She shows videos depicting diversity. These include, "Crash", "What Does it Mean to be White", "Counseling Gay and Lesbian Youth", "Mi Cuento: Life Review Interview with Luis Vazquez" and "Country Boys". She has speakers representing diverse populations and agencies to further offer students opportunities to increase their awareness. The have included Independent Living Services of Northern California (serving people with disabilities), Area Agency on Aging, Stomp Out Stigma (an advocacy group for individuals with mental illness). Outside the classroom, Ms. Jensen is on the Board of Directors for Paradise Center for Tolerance and Non-Violence and on the Butte County Recovery Collaboration Committee (for individuals with mental illness).

**Ms. Meka Klungtvet-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. In her SWRK 652: Supervision, Program Development, and Administration course ethical issues are discussed regarding impaired social workers and the impact it has on the individual and profession. Student evaluations include exposure to diverse population in the field. Students also present a client from field and address aspects of diversity. Outside of the classroom, Ms. Tullius was a prior member of Soroptimist International and received an annual community award honoring "Women Helping Women." She has maintained various speaking engagements for professionals in health, the legal system, child welfare parents, foster parents, and chemical dependency with the perinatal population. Ms. Tullius provides supervision for interns working toward 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.
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. Fourteen part-time instructors with specific areas of expertise teach in the MSW 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 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 MSW 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 an active member of the Board for the local domestic violence agency, Catalyst Domestic Violence Services and advocates at many levels through his participation as the California Faculty Association Affirmative Action Advocate on campus. Dr. Schuldberg provides advisory and advocacy support for Iu-Mien students on campus as the faculty advisor to the Associated Students Iu-Mien Club (Club Mien).

**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 that is currently under construction. The organization 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 MSW program and $18,500 each year for MSW 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 re-named 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 demand for geriatric social workers by training and educating masters level social work student 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 gerocompetences 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 CSU, Chico 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 CSU, Chico 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 CSU, Chico 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. Part-time faculty member, Gary Bess, Ph.D, conducts numerous program evaluations, including evaluations for Native American groups, that enrich the MSW policy and macro practice 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 Americans. 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 Schools Strategic Planning Committee and currently serves on their School Attendance Review Board. She also
participated on the Los Molinos School Districts’ 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 Ms. Peck are members of the Butte County Children’s Coordinating Council. Additionally, Dr. Schuldberg, Dr. Jones, and Ms. Jensen lend their expertise on trauma to the Red Cross and its local activities. Ms. 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 CSWE and four faculty members who belong to BPD. The program provides money to send faculty members to BPD and APM 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 Human Rights Campaign.
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 2004, 2003, and 2007. 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. 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 2005 and 2007 CSWE Annual Program Meeting, as well as the 2006 and 2008 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. Hermeet Kohli has been exceptionally active in this area, given that she has been at Chico for two years. 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. Patrick Mace has focused his professional presentations on 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 the violent client to a local mental health agency in 2003.

Dr. Vincent Ornelas, BSW Program 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, Long Beach 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 Program 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 Forgivable/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.
AS 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

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 very 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 Schuldberg’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. Schuldberg 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 2006-08 APMs. 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-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 Schuldberg serves on the University Interdisciplinary Gerontology Committee and served as the Coordinator of the Interdisciplinary Gerontology Certificate Program from 2003-2007. In 2004, she began participating in the three-year California Geriatric Education Center Gerontology Leadership Academy Scholar program.
Additionally, Dr. Schuldberg 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. Valerie Peck, Title IV-E Director serves on their advisory board and participates in regular meetings with the training academy. Patty Hunter, Field Director and Valerie Peck, Title IV-E 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.
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.

This Assessment plan that was established by Dr. Hermeet Kohli and approved by faculty. In August of 2006, Dr. Kohli took a leave of absence and the MSW Assessment was reassigned to Dr. Celeste A. Jones who has implemented the MSW Assessment plan.

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 MSW Program. Figure 1 depicts the assessment process flow chart ratified by the faculty.

*Figure 1. The Assessment Process*²

The following sections discussed: (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.

**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.

*Figure 1* delineates the major strands that link our university’s mission to that of our School.

**Table 6  Linkages between Mission of School of Social Work and CSU, Chico**

<table>
<thead>
<tr>
<th>Mission of CSU, Chico</th>
<th>Mission of School of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>“provides our students with the knowledge, skills, and moral and intellectual virtues”</td>
<td>“educate social work practitioners at both levels who are ethical, knowledgeable, and versatile”</td>
</tr>
<tr>
<td>“serving Northern California and other regions of the state, as well as the nation and the world, through instruction, research and creative activity, and public service”</td>
<td>“ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state”</td>
</tr>
<tr>
<td>“education of our students through creating and maintaining distinctive undergraduate and graduate programs and a rich co-curricular life tied to our residential character ... we seek the purposeful integration of liberal and applied learning”</td>
<td>“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>“lifelong learning, civic engagement, and enlightened service”</td>
<td>“educates social workers who will become lifelong learners and culturally competent professionals”</td>
</tr>
</tbody>
</table>
Program Purposes
While part of the School’s mission is to prepare MSW graduates for the State of California, the foremost purpose at this time is to meet the need for MSW graduates in the region. Given the characteristics of the region as outlined in AS 1 of this self study, MSW graduates must be prepared as culturally competent professionals who can practice as advanced generalists and provide leadership within agencies, communities, and the profession.

Intended Learning Objectives/Outcomes
The four MSW Program Goals and nine corresponding MSW Program Objectives are presented in Table 7 below. As evidenced in Table 6 above, the nine overall objectives are further subdivided 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) MSW Student Handbook (see Appendix II-3), (b) MSW 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 MSW 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 7 are as follows.

**MSW Goals:**
1. Prepare social workers who will enhance the well-being of the peoples in the urban and rural communities of Northern California and the State through efforts to alleviate poverty and promote social and economic justice;
2. Prepare social workers who will provide leadership for social service agencies and communities in Northern California and the profession;
3. Prepare social workers who will practice as culturally competent practitioners for empowerment, strengths-based, collaborative social work practice and advocacy at multiple system levels;
4. Prepare social workers who will engage in continuing professional education and lifelong learning to enhance their social work knowledge and skills.

**MSW Objectives:**
1. Prepare advanced social work practitioners who have the knowledge, skills and values to intervene with individuals, families, groups, organizations and communities, and who are committed to maintaining their professional growth through lifelong learning and continuing education;
2. Prepare advanced social work practitioners who have the knowledge, understanding and respect for people from diverse backgrounds and who can provide culturally competent social work practice at multiple system levels, and promote culturally sensitive services for diverse client systems;
3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation;

4. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels;

5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate and advocate for policies consistent with social work values;

6. Provide knowledge to graduates that enable them to provide advanced practice with multiple systems at the advanced level in the fields of mental health, and families, youth and children;

7. Prepare graduates who will engage in quantitative and qualitative research for effective practice and program evaluation to improve one’s own practice, as well as services and policies;

8. Prepare advanced social workers who will provide leadership for and act as catalysts in promoting collaborative endeavors in social service agencies in the community;

9. Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in rural and urban environments.
<table>
<thead>
<tr>
<th>MSW Goals</th>
<th>MSW Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare social workers who will enhance the well-being of the peoples in the urban and rural communities of Northern California and the State through efforts to alleviate poverty and promote social and economic justice;</td>
<td>3.0 SOCIAL AND ECONOMIC JUSTICE</td>
</tr>
<tr>
<td></td>
<td>3.1 Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepare advanced social work practitioners who can implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation</td>
</tr>
<tr>
<td></td>
<td>9.0 RURAL AND URBAN SETTINGS</td>
</tr>
<tr>
<td></td>
<td>9.1 Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in rural environments</td>
</tr>
<tr>
<td></td>
<td>9.2 Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in urban environments</td>
</tr>
<tr>
<td>2. Prepare social workers who will provide leadership for social service agencies and communities in Northern California and the profession;</td>
<td>5.0 SOCIAL POLICY</td>
</tr>
<tr>
<td></td>
<td>5.1 Educate advanced social work practitioners who are knowledgeable about social policies and services relevant to practice</td>
</tr>
<tr>
<td></td>
<td>5.2 Educate advanced social work practitioners who can analyze social policies and services relevant to practice</td>
</tr>
<tr>
<td></td>
<td>5.3 Educate advanced social work practitioners who can provide leadership in policy practice to influence, formulate and advocate for policies consistent with social work values</td>
</tr>
<tr>
<td></td>
<td>8.0 COLLABORATION</td>
</tr>
<tr>
<td></td>
<td>8.1 Prepare advanced social workers for leadership in promoting collaborative endeavors in social service agencies</td>
</tr>
<tr>
<td></td>
<td>8.2 Prepare advanced social workers who will act as catalysts in promoting collaborative endeavors in social service agencies</td>
</tr>
<tr>
<td><strong>MSW Goals</strong></td>
<td><strong>MSW Program Objectives</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| 3. Prepare social workers who will practice as culturally competent practitioners for empowerment, strengths-based, collaborative social work practice and advocacy at multiple system levels; | 2.0 CULTURAL COMPETENCY  
2.1 Prepare advanced social work practitioners who have the knowledge, understanding and respect for people from diverse backgrounds  
2.2 Prepare advanced social work practitioners who can provide culturally competent social work practice at multiple system levels  
2.3 Prepare advanced social work practitioners who can promote culturally sensitive services for diverse client systems |
| | 4.0 THEORETICAL FRAMEWORKS GUIDING PRACTICE  
4.1 Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels  
4.2 Prepare advanced social work practitioners who can apply those theories specifically relevant for practice at multiple system levels |
| | 6.0 ADVANCED PRACTICE  
6.1 Provide knowledge to graduates that enable them to provide advanced practice with multiple systems in the field of mental health  
6.2 Provide knowledge to graduates that enable them to provide advanced practice with multiple systems in the field of families, children and youth |
| | 7.0 RESEARCH  
7.1 Prepare graduates who will engage in quantitative and qualitative research to improve one’s own practice  
7.2 Prepare graduates who will engage in quantitative and qualitative program evaluation research to improve services and policies |
<table>
<thead>
<tr>
<th>MSW Goals</th>
<th>MSW Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Prepare social workers who will engage in continuing professional</td>
<td>1.0 MULTILEVEL PRACTICE</td>
</tr>
<tr>
<td>education and lifelong learning to enhance their social work knowledge</td>
<td>1.1 Prepare advanced social work practitioners who have the knowledge and skills to</td>
</tr>
<tr>
<td>and skills.</td>
<td>intervene with individuals, families, groups, organizations and communities</td>
</tr>
<tr>
<td></td>
<td>1.2 Prepare advanced social work practitioners to practice social work values and ethics</td>
</tr>
<tr>
<td></td>
<td>1.3 Prepare advanced social work practitioners who are committed to maintaining their</td>
</tr>
<tr>
<td></td>
<td>professional growth through lifelong learning and continuing education</td>
</tr>
</tbody>
</table>

**Procedures, Measures, and Criteria**

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 skills 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 two related components: (a) assessment of course objectives, and (b) assessment of program objectives. Data is collected at multiple points in time and aggregated by class cohort for course objectives, 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, field evaluations that are aligned with the program and course objectives, and the parallel student self efficacy instrument. The School uses an already validated instrument on self-efficacy developed by Gary Holden (see Appendix II-40) which is currently being used by many other social work programs around the nation. The School is also using embedded assignments to measure course and program objectives. Each of these measures is discussed briefly below and in more detail in the following section. For each content area, faculty who are termed “Lead,” are assigned to be responsible for updating syllabi in regard to currency, competencies, and regional needs.

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 new field practicum evaluation instrument was developed in spring 2006, and has been institutionalized since fall 2006.
Self Efficacy Instrument: The School uses the self efficacy scale that is based on the instrument developed by Dr. Gary Holden (NYU). This survey assesses the opinions of students who are in the program. The permission to use Holden’s instrument was obtained and utilization began fall 2006.

Grades from specific course assignments in select courses: Specific assignments from different courses at foundation and concentration levels across the curriculum were selected by the different curriculum sequence committees to offer insight into student mastery of various course and program objectives in spring 2006.

Final Product (Comprehensive Exam, Thesis, or Project): The Comprehensive Exam/Thesis/Project assesses student knowledge, skills, and values of the core curriculum areas as they are linked to program goals and objectives. It is an objective measure of student attainment of program goals and objectives.

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 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 will be implemented for the first time spring 2008 and will be given to all graduating students.

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.

Employer Surveys: This survey is sent to the major employers of CSU, Chico MSW graduates to assess the marketplace determination of how well they meet the objectives of the School.

Focus Groups/Meetings with Community Advisory Board, and Field Advisory Board: Meetings are held once a semester by the Director of the School and Field Director with the members of the Community Advisory Board, Student Advisory Board, and Field Advisory Board respectively. The Title IV-E Advisory Board, Mental Health 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.

Tables 8 and 9 (on following pages) highlight the detailed time-table and plan for the external and internal assessment mechanisms of MSW Program and Curriculum Objectives.
### Table 8  Sources of External Information for Change in the MSW Program and MSW 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>Evaluation by California Social Work Education Center (CalSWEC) Reports</td>
<td>Evaluation by California Social Work Education Center</td>
<td>Outcome Evaluation</td>
<td>Yearly</td>
<td>Child Welfare Title IV-E Coordinator</td>
<td>Program Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation of Title IV-E Program by CalSWEC</td>
<td></td>
<td>Program Chair</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program Chair</td>
<td>Univ Research Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program Chair</td>
<td>CalSWEC</td>
</tr>
<tr>
<td>2 Employer Survey</td>
<td>MSW Graduate Employers</td>
<td>Outcome Evaluation</td>
<td>2 yrs after graduation</td>
<td>Assessment Coordinator</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative &amp; Qualitative data</td>
<td></td>
<td>Assessment Committee</td>
<td>MSW Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-report mailed survey</td>
<td></td>
<td>Assessment Committee</td>
<td>Program Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment Committee</td>
<td>Faculty</td>
</tr>
<tr>
<td>3 Alumni Survey</td>
<td>MSW Graduates</td>
<td>Outcome Evaluation</td>
<td>2 yrs after graduation</td>
<td>Assessment Coordinator</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative &amp; Qualitative data</td>
<td></td>
<td>Assessment Committee</td>
<td>MSW Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-report mailed survey</td>
<td></td>
<td>Assessment Committee</td>
<td>Program Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment Committee</td>
<td>Faculty</td>
</tr>
<tr>
<td>4 Focus Group Meetings with Community Advisory Board</td>
<td>School of Social Work Community Advisory Board</td>
<td>Process Evaluation</td>
<td>Bi-yearly meetings and</td>
<td>MSW Director</td>
<td>MSW Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualitative reports</td>
<td>written feedback</td>
<td>Program Chair</td>
<td>Program Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>5 University Administration</td>
<td>University Administrators</td>
<td>Process Evaluation</td>
<td>On-Going with periodic</td>
<td>Assessment Coordinator</td>
<td>Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualitative reports</td>
<td>formal reviews</td>
<td>Assessment Committee</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>University AURA</td>
<td>University AURA</td>
</tr>
<tr>
<td>6 Graduate School Coordinators</td>
<td>University Graduate Committee</td>
<td>Process Evaluation</td>
<td>On-Going with periodic</td>
<td>Assessment Coordinator</td>
<td>Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualitative reports</td>
<td>formal reviews</td>
<td>Assessment Committee</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>University AURA</td>
<td>University AURA</td>
</tr>
<tr>
<td>Evaluation Tool</td>
<td>Completed By</td>
<td>Type of Measure</td>
<td>Time of Data Collection</td>
<td>Administered and Analyzed By</td>
<td>Reviewed By</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Field Instructor Evaluation of Students – Foundation Year</td>
<td>MSW Field Instructors</td>
<td>Outcome Evaluation</td>
<td>End of Foundation Year</td>
<td>Field Instructors Field Liaisons Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Field Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Assessment questionnaire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Field Instructor Evaluation of Students - Advanced Year</td>
<td>MSW Field Instructors</td>
<td>Outcome Evaluation</td>
<td>End of Advanced Year</td>
<td>Field Instructors Field Liaisons Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Field Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Assessment questionnaire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culminating Activity Qualifying Examination/ Thesis/Project</td>
<td>Final Year MSW Students</td>
<td>Outcome Evaluation</td>
<td>End of MSW Program</td>
<td>Comprehensive Exam Committee Thesis/Project Committees</td>
<td>Comprehensive Exam Committee Thesis/Project Committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualitative written assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Self-Efficacy Assessment Foundation Year (Pre and Post testing)</td>
<td>MSW Students</td>
<td>Outcome Evaluation</td>
<td>Pre and Post testing at beginning and end of Foundation Year</td>
<td>Assessment Coordinator Assessment Committee Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative self-report survey</td>
<td></td>
<td></td>
<td>MSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>5 Student Self-Efficacy Assessment Advanced Year (Pre and Post testing)</td>
<td>MSW Students</td>
<td>Outcome Evaluation</td>
<td>Pre and Post testing at beginning and end of Advanced Year</td>
<td>Assessment Coordinator Assessment Committee Data Inputted in SPSS by SWRK Office Assistant</td>
<td>Assessment Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative self-report survey</td>
<td></td>
<td></td>
<td>MSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>6 Course Assignments across curriculum in Foundation and Advanced Year</td>
<td>MSW Students</td>
<td>Outcome Evaluation</td>
<td>Spread across the curriculum</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative based on Grading Rubrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Tool</td>
<td>Completed By</td>
<td>Type of Measure</td>
<td>Time of Data Collection</td>
<td>Administered and Analyzed By</td>
<td>Reviewed By</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------</td>
<td>------------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>7 Field Instructor Feedback</td>
<td>MSW Field Instructors</td>
<td>Process Report Qualitative reports</td>
<td>Bi- yearly Field Instructor meetings</td>
<td>Field Director</td>
<td>Field Director</td>
</tr>
<tr>
<td>8 Curriculum Sequence Committee Reports</td>
<td>Faculty</td>
<td>Process Report Qualitative reports</td>
<td>On-Going</td>
<td>Curriculum Sequence Committee Chairs</td>
<td>Assessment Committee MSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>9 MSW Student Exit Survey (Focus Groups)</td>
<td>MSW Students</td>
<td>Process Report Qualitative self-report survey of MSW students</td>
<td>Final week of MSW program just prior to graduation</td>
<td>Assessment Coordinator Assessment Committee</td>
<td>Assessment Committee MSW Director Program Chair Faculty</td>
</tr>
<tr>
<td>10 Faculty Review of Students</td>
<td>MSW Faculty</td>
<td>Process Report Qualitative self-report Meeting regarding MSW students progress</td>
<td>End of each semester</td>
<td>Faculty Advisors</td>
<td>MSW Director</td>
</tr>
<tr>
<td>11 Field Instructor Feedback</td>
<td>MSW Field Instructors</td>
<td>Process Report Qualitative reports</td>
<td>Bi- yearly Field Instructor meetings</td>
<td>Field Director</td>
<td>Field Director</td>
</tr>
</tbody>
</table>
### Table 10  Matrix Table Depicting Relationship between Program and Curriculum Objectives

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Courses</th>
<th>Course Objective (# from syllabi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Prepare social work practitioners who have the knowledge &amp; skills to intervene with individuals, families, groups, organizations &amp; communities</td>
<td><strong>Foundation</strong>&lt;br&gt;601&lt;br&gt;608&lt;br&gt;631/632</td>
<td><strong>Foundation</strong>&lt;br&gt;3, 4,&lt;br&gt;2, 3, 4, 5, 9, 11&lt;br&gt;3,</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong>&lt;br&gt;641&lt;br&gt;642&lt;br&gt;643&lt;br&gt;652&lt;br&gt;653&lt;br&gt;656</td>
<td><strong>Concentration</strong>&lt;br&gt;1, 3, 6, 10&lt;br&gt;1, 3, 6, 10&lt;br&gt;2&lt;br&gt;1, 2,&lt;br&gt;9&lt;br&gt;1</td>
</tr>
<tr>
<td>1.2 Prepare advanced social work practitioners to practice social work values and ethics</td>
<td><strong>Foundation</strong>&lt;br&gt;601&lt;br&gt;605&lt;br&gt;608&lt;br&gt;612&lt;br&gt;631/632</td>
<td><strong>Foundation</strong>&lt;br&gt;7, 10,&lt;br&gt;6,&lt;br&gt;3,&lt;br&gt;7,&lt;br&gt;2,&lt;</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong>&lt;br&gt;641&lt;br&gt;642&lt;br&gt;652&lt;br&gt;653&lt;br&gt;654&lt;br&gt;655&lt;br&gt;656&lt;br&gt;648/658</td>
<td><strong>Concentration</strong>&lt;br&gt;8&lt;br&gt;8&lt;br&gt;4&lt;br&gt;5, 6, 14&lt;br&gt;3&lt;br&gt;3&lt;br&gt;6&lt;br&gt;1,</td>
</tr>
<tr>
<td>1.3 Prepare advanced practitioners committed to maintaining their professional growth through lifelong learning and continuing education</td>
<td><strong>Foundation</strong>&lt;br&gt;608&lt;br&gt;631/632</td>
<td><strong>Foundation</strong>&lt;br&gt;3,&lt;br&gt;1,&lt;</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong>&lt;br&gt;641&lt;br&gt;642&lt;br&gt;656&lt;br&gt;648/658</td>
<td><strong>Concentration</strong>&lt;br&gt;9&lt;br&gt;9&lt;br&gt;2&lt;br&gt;7, 9</td>
</tr>
<tr>
<td>Objective</td>
<td>Foundation</td>
<td>Foundation</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>2.1 Prepare advanced practitioners who have the knowledge, understanding &amp; respect for people from diverse backgrounds</td>
<td><strong>Concentration</strong></td>
<td><strong>Concentration</strong></td>
</tr>
<tr>
<td></td>
<td>601</td>
<td>5, 8, 1, 3, 9, 4,</td>
</tr>
<tr>
<td></td>
<td>605</td>
<td></td>
</tr>
<tr>
<td></td>
<td>612</td>
<td></td>
</tr>
<tr>
<td></td>
<td>617</td>
<td></td>
</tr>
<tr>
<td></td>
<td>631/632</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>641</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>642</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>652</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>653</td>
<td>7, 5,</td>
</tr>
<tr>
<td></td>
<td>656</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>648/658</td>
<td></td>
</tr>
<tr>
<td>2.2 Prepare advanced social work practitioners who can provide culturally competent social work practice at multiple system levels</td>
<td><strong>Foundation</strong></td>
<td><strong>Foundation</strong></td>
</tr>
<tr>
<td></td>
<td>605</td>
<td>3, 7,</td>
</tr>
<tr>
<td></td>
<td>612</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>617</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>653</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>648/658</td>
<td>2, 5,</td>
</tr>
<tr>
<td>2.3 Prepare advanced social work practitioner who can provide culturally sensitive services for diverse clients systems</td>
<td><strong>Foundation</strong></td>
<td><strong>Foundation</strong></td>
</tr>
<tr>
<td></td>
<td>612</td>
<td>4, 8, 5</td>
</tr>
<tr>
<td></td>
<td>617</td>
<td></td>
</tr>
<tr>
<td></td>
<td>631/632</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>641</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>642</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>652</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>648/658</td>
<td>3</td>
</tr>
<tr>
<td>3.1 Prepare advanced social work practitioners who can identify vulnerable pops &amp; factors that place them at risk</td>
<td><strong>Foundation</strong></td>
<td><strong>Foundation</strong></td>
</tr>
<tr>
<td></td>
<td>601</td>
<td>9, 2,</td>
</tr>
<tr>
<td></td>
<td>605</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Concentration</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>641</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>642</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>653</td>
<td>4</td>
</tr>
<tr>
<td>3.2 Prepare advanced practitioners who can implement strategies at multi system levels that work to promote social and economic justice through alleviation of discrimination, oppression &amp; economic deprivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Foundation</strong></td>
<td><strong>Foundation</strong></td>
</tr>
<tr>
<td>601</td>
<td>605</td>
<td>8,</td>
</tr>
<tr>
<td>608</td>
<td>6,</td>
<td>4,</td>
</tr>
<tr>
<td>612</td>
<td>2,</td>
<td>6,</td>
</tr>
<tr>
<td>631/632</td>
<td>6,</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td><strong>Concentration</strong></td>
<td><strong>Concentration</strong></td>
</tr>
<tr>
<td>641</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>642</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>643</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>652</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>653</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>654</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>655</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

| 4.1 Prepare advanced practitioners who are knowledgeable about selected theories of all system levels |
|---|---|---|
| **Foundation** | **Foundation** | **Foundation** |
| 601 | 601 | 1, |
| 612 | 612 | 1, |
| 608 | 608 | 1, |
| 644 | 644 | 7 |
| 631/632 | 631/632 | 7 |
| **Concentration** | **Concentration** | **Concentration** |
| 641 | 2 | 2 |
| 642 | 2 | 2 |

| 4.2 Prepare advanced practitioners who can apply those theories relevant for practice at multi system levels |
|---|---|---|
| **Foundation** | **Foundation** | **Foundation** |
| 601 | 601 | 2, |
| 648/658 | 6, | 6 |
| **Concentration** | **Concentration** | **Concentration** |
| 648/658 | 4, | 5 |

| 5.1 Educate advanced practitioners who are knowledgeable about social policies & services |
|---|---|---|
| **Foundation** | **Foundation** | **Foundation** |
| 605 | 605 | 1, |
| 631/632 | 5, | 6, |
| 6, | 11, | 8 |
| **Concentration** | **Concentration** | **Concentration** |
| 653 | 8 | 8 |
| 654 | 6 | 6 |
| 655 | 6 | 6 |
| 648/658 | 6 | 6 |
| 5.2 Educate advanced practitioners who can analyze social policies & services relevant for practice | **Foundation** | 605  
**Concentration**  
653  
654  
655  
648/658 | **Foundation** | 1  
**Concentration**  
10  
10  
10  
5, 6 |
|---|---|---|---|---|
| 5.3 Educate advanced practitioners for leadership in policy practice to influence, formulate & advocate for policies consistent with social work values | **Foundation** | 605  
**Concentration**  
652  
654  
655  
648/658 | **Foundation** | 3, 7  
**Concentration**  
8  
6  
6  
6, 11 |
| 6.1 Provide knowledge to graduates for advanced practice with multi systems in mental health | **Foundation** | 608  
**Concentration**  
641  
643  
654  
648/658 | **Foundation** | 1  
**Concentration**  
4  
3, 4  
1  
8, 9, 10, |
| 6.2 Provide knowledge to graduates for advanced practice with multi systems in field of families, children, youth | **Foundation** | 608  
**Concentration**  
642  
643  
655  
648/658 | **Foundation** | 1  
**Concentration**  
4  
3, 4  
1  
8, 9, 10, |
| 7.1 Prepare graduates to engage in quantitative and qualitative research to improve practice | **Foundation** | 601  
605  
608  
631/632  
**Concentration**  
653  
648/658 | **Foundation** | 9, 12, 12, 12, 5, 10 |
<table>
<thead>
<tr>
<th>7.2</th>
<th>Prepare graduates to engage in quantitative and qualitative research to improve services and policies</th>
<th>72</th>
<th>7.2</th>
<th>Prepare graduates to engage in quantitative and qualitative research to improve services and policies</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>608</td>
<td>Concentration</td>
<td>652</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>617</td>
<td></td>
<td>653</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>654</td>
<td></td>
<td>655</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>648/658</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.1</th>
<th>Prepare advanced practitioners for leadership in promoting collaboration in agencies</th>
<th>8.1</th>
<th>8.1</th>
<th>Prepare advanced practitioners for leadership in promoting collaboration in agencies</th>
<th>8.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>603</td>
<td>Concentration</td>
<td>652</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>608</td>
<td></td>
<td>654</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>631/632</td>
<td></td>
<td>655</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>656</td>
<td></td>
<td>656</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>648/658</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2</th>
<th>Prepare advanced practitioners as catalysts in promoting collaboration in agencies</th>
<th>8.2</th>
<th>8.2</th>
<th>Prepare advanced practitioners as catalysts in promoting collaboration in agencies</th>
<th>8.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>608</td>
<td>Concentration</td>
<td>652</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>656</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>648/658</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.1</th>
<th>Prepare advanced practitioners to work in broad range of social services and functions in rural environments</th>
<th>9.1</th>
<th>9.1</th>
<th>Prepare advanced practitioners to work in broad range of social services and functions in rural environments</th>
<th>9.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>605</td>
<td>Concentration</td>
<td>641</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>608</td>
<td></td>
<td>642</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>631/632</td>
<td></td>
<td>648/658</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.2</th>
<th>Prepare advanced practitioners to work in broad range of social services and functions in urban environments</th>
<th>9.2</th>
<th>9.2</th>
<th>Prepare advanced practitioners to work in broad range of social services and functions in urban environments</th>
<th>9.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>605</td>
<td>Concentration</td>
<td>648/658</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>631/632</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

261
References


The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

**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 where there are monthly Faculty Meeting Minutes and Reports that discuss assessment in both the BSW and MSW programs (see Appendix II-6). 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 various Curriculum Sequence Committees that meet regularly and report back to the MSW and BSW Committees and at 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-41). A curriculum audit occurs in the Curriculum Sequence Committees and if changes are warranted (i.e. readings, assignments, and/or exams), the Committee brings the changes to the faculty at a monthly faculty meeting. Faculty review and vote for approval of the changes.

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.

If there is a different feedback loop for a specific measure, it is discussed below. Additionally, it should be noted that the faculty member who was in the role of Assessment Coordinator for both the BSW and MSW programs left the School of Social Work in spring 2006. She had coordinated development of the overall assessment plan, in consultation with the faculty. After her departure, several faculty took on the roles of BSW and MSW Assessment Coordinators. In general this process has proceeded smoothly, although as will be described below, change in leadership in the assessment positions has caused challenges at time, including some lost data. In spite of these challenges, out assessment process seems to be functioning well, allowing for
input from a variety of sources and providing data that has been the impetus for a number of program changes.

Table 11 lists all of the assessment instruments that the program employs and the MSW Program Objective that each measures.

### Table 11 Summary of Assessment Instruments and MSW Program Objectives Measured

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>MSW Program Objectives Measured</th>
<th>Method, Frequency of Implementation</th>
<th>Data Collected</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Evaluation</td>
<td>All 9 Objectives</td>
<td>Completed by students and Field Instructors at the end of each semester</td>
<td>Mean Scores Individual and aggregate scores</td>
<td>Mean 3.0 (progressing) Fall Semester Mean 4.0 (consistent) Spring Semester</td>
</tr>
<tr>
<td>See Appendix I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Efficacy Instrument (see Appendix II-40)</td>
<td>1, 2, 3, 4, 5, 7</td>
<td>Completed by students at the beginning and end of each year</td>
<td>Frequencies and Mean Scores</td>
<td>70% good or above Mean of 70</td>
</tr>
<tr>
<td>Embedded Assignment Grades (see Appendix II-42)</td>
<td>1, 2, 5, 6, 7</td>
<td>Assignments completed by students throughout the program</td>
<td>Grades on assignments</td>
<td>80% of students receive “B” or better</td>
</tr>
<tr>
<td>Final Product Comprehensive Exam (see Appendix II-43) Thesis and Project</td>
<td>All 9 Objectives 1, 2, 3, 4, 7 Other objectives included in some theses or projects</td>
<td>Exam, project or thesis completed by student at the end of concentration year</td>
<td>Score on exam Quality of thesis or project as determined by committee members</td>
<td>80% of students pass all parts on 1st attempt 80% of students complete thesis with a rating of Credit</td>
</tr>
<tr>
<td>Exit Focus Group</td>
<td>All 9 Objectives</td>
<td>All graduating students participate at the end of the spring semester</td>
<td>Qualitative data</td>
<td></td>
</tr>
<tr>
<td>Exit Survey (see Appendix II-44)</td>
<td>All 9 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>70% good or above Mean of 70</td>
</tr>
<tr>
<td>Alumni Survey (see Appendix II-45)</td>
<td>All 9 Objectives</td>
<td>Completed each year by former students who completed the program one year before</td>
<td>Frequencies and Mean Scores</td>
<td>70% good or above Mean of 70</td>
</tr>
</tbody>
</table>
Employer Survey (see Appendix II-46) | All 9 Objectives | Completed by people who employ MSW graduates every other year | Frequencies and Mean Scores | 70% good or above Mean of 70

Community Advisory Board Focus Groups (see Appendix II-47) | All 9 Objectives | Gathered from discussion with members who meet once per semester | Qualitative data |

Field Advisory Board Focus Groups (see Appendix II-47) | All 9 Objectives | Qualitative data |

**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.

**Field Evaluation**

The Field Evaluation instrument is completed by Field Instructors at the end of each semester that a student is in the field. It was revised two years ago to better reflect the MSW Program Objectives and specific Field Objectives. The current instrument asks Field Instructors to rate students and to provide a narrative evaluation on a variety of areas that address MSW Program objectives and Field objectives. Students are also asked to rate themselves using the same instrument. Both evaluations use the following evaluation key:

**Evaluation Key**

NA - No opportunity to develop this skill in this setting as of yet/or the Field Instructor does not have evidence needed to make a judgment. Comment required for each NA grade.

U - Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.

B - Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.

P - Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.

C - Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency.
E - Exceptional Demonstration of Skill Development. The skill is an integrated part of the student’s stance and style. Student exhibits independence, creativity and flexibility in use of the skills. This category is to be used with great discretion on a limited basis and must be accompanied with a narrative explanation.

The new field evaluation was implemented fall 2006 and only used for one complete year before this report was written. The data given below is from the 2006/2007 academic year. We are continuing to enter and analyze the data for subsequent semesters.

While entering and analyzing the data after the first year using the new field evaluation instrument, we experienced a few challenges with the instrument. The instrument had a space to rate students for both the fall and spring semesters. It was designed to have students and Field Instructors complete it in the fall and provide a copy to the School of Social Work Field Instructor. They were to keep the original, complete it in the spring, and provide this document to the School of Social Work Field Instructor. This would allow examination of data from both the fall and spring on one instrument. Unfortunately, during data entry, it became apparent that only approximately half of the evaluations that contained data from both semesters were actually submitted at the end of the academic year. The remaining data from the fall semester of the foundation and concentration years appeared to be one of the casualties described above. This means that in both the foundation and concentration years the data contains more responses from both students and Field Instructors in the spring semester than from the fall semester.

NOTE: The School of Social Work is in the process of revising the field evaluation instrument to address this concern, and evaluating how data is stored and input to avoid similar challenges in the future. The data from the foundation year is described below in Table 12 and data from the concentration year in Table 13.

The scale used in both tables is the following:
1 – Unacceptable
2 – Beginning
3 – Progressing
4 – Consistent
5 - Exceptional

Table 12: Sample of Foundation Year Field Results

<table>
<thead>
<tr>
<th>Question</th>
<th>MSW Objective Measured</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to address the problem of the client or client system at a variety of system levels (including individual, family, group organization or community)</td>
<td>1</td>
<td>14</td>
<td>3.15</td>
<td>4.00</td>
</tr>
<tr>
<td>Fall Student</td>
<td></td>
<td>22</td>
<td>3.91</td>
<td>4.00</td>
</tr>
<tr>
<td>Spring Student</td>
<td></td>
<td>16</td>
<td>3.27</td>
<td>4.00</td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td></td>
<td>28</td>
<td>4.04</td>
<td>4.00</td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding and awareness of one’s own background (race, ethnicity, socio economic class, gender, sexual orientation, religion, age and life experiences ) on perceptions of practice situations</td>
<td>Fall Student</td>
<td>Spring Student</td>
<td>Fall Field Instructor</td>
<td>Spring Field Instructor</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Fall Student</td>
<td>2</td>
<td>16</td>
<td>3.64</td>
<td>4.00</td>
</tr>
<tr>
<td>Spring Student</td>
<td>22</td>
<td>4.05</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>14</td>
<td>3.53</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>27</td>
<td>4.07</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Analyzes effects of policies on clients and on service delivery</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Student</td>
<td>14</td>
<td>3.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>22</td>
<td>3.73</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>16</td>
<td>3.44</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>28</td>
<td>3.79</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Applies concepts and knowledge of social work practice theories in direct practice activities</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Student</td>
<td>14</td>
<td>3.08</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>22</td>
<td>3.82</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>16</td>
<td>3.33</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>27</td>
<td>3.81</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Analyze and apply the results of policy research relevant to social service delivery</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Student</td>
<td>14</td>
<td>2.62</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>22</td>
<td>3.43</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>16</td>
<td>2.67</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>27</td>
<td>3.42</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Applies research finding to practice and, under supervision, evaluates practice interventions</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Student</td>
<td>13</td>
<td>2.56</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>21</td>
<td>3.26</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>15</td>
<td>2.73</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>25</td>
<td>3.27</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to identify and use community resources</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Student</td>
<td>14</td>
<td>3.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>21</td>
<td>3.90</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>16</td>
<td>3.06</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>26</td>
<td>3.92</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to work collaboratively with professionals from other disciplines</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Student</td>
<td>14</td>
<td>3.29</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>21</td>
<td>3.95</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>15</td>
<td>3.33</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>27</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
</tr>
</tbody>
</table>
Table 13: Sample of Concentration Year Field Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Objective Measured</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to address the problem of the client or client system at a variety of system levels (including individual, family, group organization or community)</td>
<td>1</td>
<td>18</td>
<td>3.39</td>
<td>3.00</td>
</tr>
<tr>
<td>Fall Student</td>
<td>18</td>
<td>3.90</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>27</td>
<td>4.07</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>18</td>
<td>3.67</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td>30</td>
<td>4.10</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding and awareness of one’s own background (race, ethnicity, socio economic class, gender, sexual orientation, religion, age and life experiences ) on perceptions of practice situations</td>
<td>2</td>
<td>18</td>
<td>4.06</td>
<td>4.00</td>
</tr>
<tr>
<td>Fall Student</td>
<td>25</td>
<td>4.20</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>18</td>
<td>4.06</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>30</td>
<td>4.37</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes effects of policies on clients and on service delivery</td>
<td>3</td>
<td>18</td>
<td>3.33</td>
<td>3.00</td>
</tr>
<tr>
<td>Fall Student</td>
<td>26</td>
<td>4.04</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>18</td>
<td>3.39</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>29</td>
<td>4.24</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies concepts and knowledge of social work practice theories in direct practice activities</td>
<td>4</td>
<td>18</td>
<td>3.94</td>
<td>4.00</td>
</tr>
<tr>
<td>Fall Student</td>
<td>26</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>18</td>
<td>3.61</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>29</td>
<td>4.21</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze and apply the results of policy research relevant to social service delivery</td>
<td>5</td>
<td>17</td>
<td>3.35</td>
<td>3.00</td>
</tr>
<tr>
<td>Fall Student</td>
<td>26</td>
<td>3.85</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>17</td>
<td>3.41</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>30</td>
<td>3.93</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses supervision to understand how own values, beliefs and persona ethics enhance or interfere with practice</td>
<td>6</td>
<td>17</td>
<td>3.88</td>
<td>4.00</td>
</tr>
<tr>
<td>Fall Student</td>
<td>26</td>
<td>4.15</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Student</td>
<td>18</td>
<td>4.06</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Fall Field Instructor</td>
<td>29</td>
<td>4.17</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Spring Field Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies research finding to practice and, under</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results and Use of Results to Affirm and Improve the Program

It is difficult to clearly assess the results from the Field Evaluation because of the difference in the sample size from fall to spring semester. However, there were some general patterns observed that have contributed to the faculty’s curricular conversations. In both the foundation and concentration years, there was consistent progress in evaluations completed by both students and Field Instructors from fall to spring semester. Similarly, there was consistent progress from the foundation year to the concentration year. On almost all questions, students achieved our benchmark score in both their self rating and the score given by Field Instructors during the foundation and concentration years.

In terms of specific content areas, students’ ability to conduct and apply research findings was rated the lowest by both students and Field Instructors. This concern was noted on a number of other measures as well. When these results from various measures were presented to faculty, a decision was made to have the Research Sequence Committee examine the research curriculum and recommend modifications. Several changes were recommended and have either been implemented or are in the process of implementation. An example of this are changes in assignments and the addition of a one-credit data analysis lab that was approved by the faculty and the University. Lower ratings by students and Field Instructors on several questions about macro practice and about application of theory and theoretical frameworks to practice also raised concern. These concerns surfaced on other measures as well and the School’s response is discussed below.

Self Efficacy Instrument

The Self Efficacy Instrument asks for students to rate the quality of their experience at CSU Chico and within the School of Social Work on a five point scale ranging from Excellent to Poor. Students also answer seven questions about the MSW faculty, rating them on the same five point scale.
The Self Efficacy Instrument was first given to students in the fall of 2006. It was designed to be administered twice a year, at the beginning of the fall semester and the end of the spring semester. The original plan was to compare students at the beginning and end of their foundation and concentration years. The instrument includes several questions at the beginning that would allow respondents to remain anonymous yet would allow the School to match responses. Unfortunately, some problems with the codes emerged and thus it has been difficult to match students as planned. The beginning of the survey is currently being redesigned to correct these problems. In spite of this challenge, the surveys have given the school a great deal of data assessing the MSW Program Objectives noted in the table above. Examples of how this data has been used will be given below. Students rated their satisfaction with various components of the program on a five-point Likert scale ranging from a Poor to Excellent. Sample results can be seen in Table 14 below.

**Table 14 Data on Satisfaction with Program Components and Overall Program**

<table>
<thead>
<tr>
<th>Question</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission and Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Fair</td>
<td>14</td>
<td>10.6</td>
</tr>
<tr>
<td>Good</td>
<td>39</td>
<td>29.5</td>
</tr>
<tr>
<td>Very Good</td>
<td>47</td>
<td>35.6</td>
</tr>
<tr>
<td>Excellent</td>
<td>30</td>
<td>22.7</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Library Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Fair</td>
<td>12</td>
<td>9.2</td>
</tr>
<tr>
<td>Good</td>
<td>41</td>
<td>31.3</td>
</tr>
<tr>
<td>Very Good</td>
<td>53</td>
<td>40.5</td>
</tr>
<tr>
<td>Excellent</td>
<td>22</td>
<td>16.8</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Academic Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>13</td>
<td>9.8</td>
</tr>
<tr>
<td>Good</td>
<td>33</td>
<td>24.8</td>
</tr>
<tr>
<td>Very Good</td>
<td>58</td>
<td>43.6</td>
</tr>
<tr>
<td>Excellent</td>
<td>29</td>
<td>21.8</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Overall Impression of Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Fair</td>
<td>9</td>
<td>6.8</td>
</tr>
<tr>
<td>Good</td>
<td>31</td>
<td>23.3</td>
</tr>
<tr>
<td>Very Good</td>
<td>59</td>
<td>44.4</td>
</tr>
<tr>
<td>Excellent</td>
<td>33</td>
<td>24.8</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Overall Impression of Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Fair</td>
<td>12</td>
<td>9.0</td>
</tr>
<tr>
<td>Good</td>
<td>20</td>
<td>15.0</td>
</tr>
<tr>
<td>Very Good</td>
<td>49</td>
<td>36.8</td>
</tr>
<tr>
<td>Excellent</td>
<td>49</td>
<td>36.8</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Results and Use of Results to Affirm and Improve the Program

The data suggests that the overwhelming majority of the students are satisfied with services and curriculum at CSU Chico and within the School of Social Work. This includes strong ratings for Admissions and Registration (88% good, very good or excellent), library services (88% good, very good or excellent), academic standards (90% good, very good or excellent). However, when the data is broken down by group, some interesting things emerge. Students in the two-year and three-year programs tend to be much more satisfied with various components of the program than students in the One-Year Program, examples of which can be seen in the tables below.

### Table 15: Impression of Admission and Registration by Program Type

<table>
<thead>
<tr>
<th></th>
<th>Program Type: 1yr./2yr./3 yr.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year Program</td>
<td>2 Year Program</td>
<td>3 Year Program</td>
</tr>
<tr>
<td>Count</td>
<td>Count</td>
<td>Count</td>
</tr>
<tr>
<td>Poor Admission</td>
<td>Count</td>
<td>2</td>
</tr>
<tr>
<td>% within Program</td>
<td>11.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Type: 1yr./2yr./3 yr.</td>
<td>% of Total</td>
<td>1.5%</td>
</tr>
<tr>
<td>Fair Admission</td>
<td>Count</td>
<td>6</td>
</tr>
<tr>
<td>% within Program</td>
<td>33.3%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Type: 1yr./2yr./3 yr.</td>
<td>% of Total</td>
<td>4.6%</td>
</tr>
<tr>
<td>Good Admission</td>
<td>Count</td>
<td>5</td>
</tr>
<tr>
<td>% within Program</td>
<td>27.8%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Type: 1yr./2yr./3 yr.</td>
<td>% of Total</td>
<td>3.8%</td>
</tr>
<tr>
<td>Very Good Admission</td>
<td>Count</td>
<td>4</td>
</tr>
<tr>
<td>% within Program</td>
<td>22.2%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Type: 1yr./2yr./3 yr.</td>
<td>% of Total</td>
<td>3.1%</td>
</tr>
<tr>
<td>Excellent Admission</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td>% within Program</td>
<td>5.6%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Type: 1yr./2yr./3 yr.</td>
<td>% of Total</td>
<td>.8%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>18</td>
</tr>
<tr>
<td>% within Program</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Type: 1yr./2yr./3 yr.</td>
<td>% of Total</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

271
Table 16 Overall Impression of the Social Work Program by Program Type

<table>
<thead>
<tr>
<th>Overall Impression</th>
<th>Fair</th>
<th>Count</th>
<th>1 Year Program</th>
<th>2 Year Program</th>
<th>3 Year Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% within Program Type:1yr./ 2yr./ 3 yr.</td>
<td>33.3%</td>
<td>6.7%</td>
<td>2.7%</td>
<td>9.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>4.6%</td>
<td>3.8%</td>
<td>.8%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td>Count</td>
<td>6</td>
<td>24</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Program Type:1yr./ 2yr./ 3 yr.</td>
<td>33.3%</td>
<td>32.0%</td>
<td>13.5%</td>
<td>26.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>4.6%</td>
<td>18.5%</td>
<td>3.8%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Very Good</td>
<td></td>
<td>Count</td>
<td>6</td>
<td>31</td>
<td>20</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Program Type:1yr./ 2yr./ 3 yr.</td>
<td>33.3%</td>
<td>41.3%</td>
<td>54.1%</td>
<td>43.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>4.6%</td>
<td>23.8%</td>
<td>15.4%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td>Count</td>
<td>0</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Program Type:1yr./ 2yr./ 3 yr.</td>
<td>.0%</td>
<td>20.0%</td>
<td>29.7%</td>
<td>20.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>.0%</td>
<td>11.5%</td>
<td>8.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>Count</td>
<td>18</td>
<td>75</td>
<td>37</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% within Program Type:1yr./ 2yr./ 3 yr.</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Total</td>
<td>13.8%</td>
<td>57.7%</td>
<td>28.5%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

After reviewing this data, the faculty discussed possible reasons for these discrepancies and a number of changes have been made in the program to address them. This includes changing the orientation for One-Year students to be more in depth and more closely mirror the orientation for other students. One area of concern for One-Year students was library services. This section of their orientation was substantially enhanced, and verbal feedback thus far has been positive. To gain further clarification about the differences in perceptions of the program by students from the three programs, this spring students will be divided by program for the end of the year focus groups, so more detailed information can be gathered.

**Data on Self Efficacy**

In addition to rating their satisfaction with the program, students are also asked to rate themselves on a scale of 0 (cannot do at all) to 100 (certain can do) assessing how confident they are that they can understand certain material or perform specific tasks related to the School of Social Work MSW Program Objectives. They are asked to use the same scale to rate their ability to practice effectively with a variety of populations. A sample of the results are provided in Table 17.
Table 17  Sample Self Efficacy Results

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply critical thinking skills within the context of social work practice</td>
<td>134</td>
<td>79.24</td>
<td>80.0</td>
</tr>
<tr>
<td>Understand value base of the profession and practice accordingly</td>
<td>134</td>
<td>84.4</td>
<td>90.0</td>
</tr>
<tr>
<td>Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy</td>
<td>134</td>
<td>75.52</td>
<td>80.0</td>
</tr>
<tr>
<td>Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes</td>
<td>133</td>
<td>71.95</td>
<td>80.0</td>
</tr>
<tr>
<td>Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities</td>
<td>133</td>
<td>69.02</td>
<td>70.0</td>
</tr>
<tr>
<td>Analyze social policies</td>
<td>134</td>
<td>65.15</td>
<td>70.0</td>
</tr>
<tr>
<td>Evaluate your own practice interventions</td>
<td>133</td>
<td>71.05</td>
<td>80.0</td>
</tr>
<tr>
<td>Use Supervision Appropriately</td>
<td>134</td>
<td>82.39</td>
<td>90.0</td>
</tr>
<tr>
<td>Effectively seek necessary organizational change within organizations and service delivery systems</td>
<td>133</td>
<td>70.45</td>
<td>70.0</td>
</tr>
</tbody>
</table>

Results and Use of Results to Affirm and Improve the Program

The Self-Efficacy data suggests that on all measures, the vast majority of students feel that they have achieved the MSW Program Objectives being measured. That said, there are areas where students do not feel as prepared as in other areas. One example of this is in the use of theoretical frameworks. Similar information was gathered about the application of theory and theoretical frameworks from other measures as well. The faculty used this information to make several program changes that are discussed under the Alumni Survey section below. Another example can be seen when students were asked to rate their ability to “Analyze social policies.” Challenges with policy practice were also found in other assessment measures. Additional macro faculty members have been added to the curriculum to address this, and are discussed in more detail below. Additionally, the Policy Sequence Committee has been examining the policy courses to determine how these courses could be strengthened to improve policy analysis and policy advocacy. Some changes have been made to the courses already, and additional changes are being discussed. The Policy Sequence Committee has examined how the policy courses fit together as a sequence, and has recently developed several recommendations for changes that will be presented to faculty later this spring.

Grades from Specific Course Assignments in Select Courses

During the 2006-2007 academic year, the faculty reviewed all of the course objectives in the MSW program and how they fit with the overall program objectives. They also examined how assignments in courses measured specific course objectives and program objectives. The faculty chose ten assignments all students will complete during the MSW Program to be reviewed to assess how well students were mastering the material and thus, how well the school was meeting various program objectives. These assignments measure MSW Program Objectives 1, 2, 5, 6, and 7. A chart showing the eight assignments, the objectives each meets, and when each is given and assessed can be found in Appendix II-48.
The lead person for a course is responsible for discussing the review process with each person teaching the course the semester that an assignment is to be reviewed. After an assignment is completed and graded, the faculty member teaching the course looks at the results of the assignment in relation to the course outcomes to assess how well students met the course objectives based on their performance on various parts of the assignment. This data is written up and submitted to the Assessment Coordinator who shares it with the Assessment Committee. This report is also submitted in the Faculty Reports each month at the Faculty meetings. When concerns arise, this information is brought to the faculty and sent to Curriculum Sequence Committees to address.

A detailed example of an assignment that is used to assess MSW Program Objectives and the rubrics used to grade them can be found in Appendix II-49.

Assignments from all major content areas (research, practice, HBSE, etc.) have been assessed. An example of data gathered from one assignment can be seen below.

**Table 18: Grades from Embedded Assignment from SW 610: General SWRK Theory and Practice (Community Organizing Spring 2007)**

<table>
<thead>
<tr>
<th>Oral Status Reports 5 pts. 2/19 04/02 4/23</th>
<th>Chapter Discussions 5 points possible</th>
<th>Issue Intervention Plan 03/05 25 points (owe 1 point for APA)</th>
<th>Final Report 41 points</th>
<th>Grade 100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>03/20 African Americans = 5</td>
<td>Human Relations Network 22/24</td>
<td>41/41 = 100%</td>
<td>98 = A</td>
</tr>
<tr>
<td>4</td>
<td>05/03 Homophobic = 5</td>
<td>Human Relations Network 22/24</td>
<td>41/41 = 100%</td>
<td>97 = A</td>
</tr>
<tr>
<td>4</td>
<td>02/26 Elderly Women = 5</td>
<td>C.A.R.E.S. 22/24</td>
<td>36/41 = 88%</td>
<td>91 = A-</td>
</tr>
<tr>
<td>4</td>
<td>03/20 African Americans = 5</td>
<td>C.A.R.E.S. 22/24</td>
<td>36/41 = 88%</td>
<td>89 = B+</td>
</tr>
<tr>
<td>4</td>
<td>04/09 Mexican Americans = 4</td>
<td>C.A.R.E.S. 22/24</td>
<td>36/41 = 88%</td>
<td>85 = B</td>
</tr>
<tr>
<td>4</td>
<td>04/30 Battered Women = 5</td>
<td>C.A.R.E.S. 22/24</td>
<td>36/41 = 88%</td>
<td>90 = B+</td>
</tr>
<tr>
<td>4</td>
<td>02/26 Elderly Women = 5</td>
<td>Human Relations Network 22/24</td>
<td>41/41 = 100%</td>
<td>94 = A</td>
</tr>
<tr>
<td>4</td>
<td>05/03 Homophobic = 5</td>
<td>Human Relations Network 22/24</td>
<td>41/41 = 100%</td>
<td>95 = A</td>
</tr>
<tr>
<td>4</td>
<td>04/09 Mexican Americans = 4</td>
<td>C.A.R.E.S. 22/24</td>
<td>36/41 = 88%</td>
<td>90 = B+</td>
</tr>
<tr>
<td>4</td>
<td>04/30 Battered Women = 5</td>
<td>Human Relations Network 22/24</td>
<td>41/41 = 100%</td>
<td>99 = A</td>
</tr>
</tbody>
</table>

**Key**
94 - 100 A Superior
90 - 93 A- Outstanding
87 - 89 B+ Very Good
84 - 86 B Good
80 - 83 B-
77 - 79 C+
74 - 76 C
70 - 73 C-
72 < F Fail
Results and Use of Results to Affirm and Improve the Program

From the assignments that have gone through this process, it is notable that almost all of the students are mastering the skills and gaining the knowledge that the targeted assignments were developed to measure. It was rare for a student to earn less than an “A” or “B” on an embedded assignment. While this suggests that students are successfully mastering the material, it also has raised the question for faculty about why students are doing so well on assignments that measure skills, attitudes and knowledge related to MSW Program Objectives, yet there are areas of concern arising from other assessment measures. Faculty have begun to address this question by once again examining course assignments to try to determine how well they actually measure both course and program objectives.

Final Product (Comprehensive Exam, Thesis or Project)

MSW students have a choice of three options for a Final Product, which they must successfully complete to graduate from the program. Whether students choose to take the comprehensive exam or to complete a thesis or project, the final result is a comprehensive, objective measure of student attainment of program goals and objectives.

Generally, between 90% and 95% of students choose to take the Comprehensive Exam each year. For example, in the 2007/2008 academic year, 25 of 27 students chose to complete the comprehensive exam. For the comprehensive exam, students spend the spring semester of their final year writing a paper in which they assess a case and address seven content areas (research, social policy, HBSE, practice, social work values and ethics, diversity and social justice and populations at risk). In writing the paper, they must demonstrate attainment of each of the MSW Program Objectives. Each comprehensive exam is read by two faculty members who are on the Comprehensive Exam Committee. The readers rate the exam using a grading matrix. Students can pass or fail any of the seven areas included in the exam. If there is disagreement between the two readers about a pass or fail of a section, the exam is read by a third person. Students are given an opportunity to rewrite any sections that they fail. A copy of the instructions for the exam and a grading rubric used by faculty to score the exam can be found in Appendix II-43.

Completing a thesis, students engage in original research while working with two faculty members. A final project requires students to complete a project in conjunction with an organization or agency, supervised by two faculty members. Faculty members help students structure their research or project and provide guidance about writing the thesis or project to demonstrate attainment of at least MSW Program Objectives 1, 2, 3, 4, and 7. Some projects and theses are structured in such a way as to require students to demonstrate mastery of other MSW Program Objectives as well. Students have an oral defense of their thesis or project after writing is complete.

Results and Use of Results to Affirm and Improve the Program

Table 19 provides data from academic years 2004/2005, 2005/2006 and 2006/2007 on the number of students who passed the entire exam and those who failed at least one section and had to rewrite one or more sections of the exam. A clear pass means both readers agreed that the student passed all sections, while a clear fail shows that both readers agreed that the students failed at least one section.
Table 19 Summary of Pass/Fail on Comprehensive Exam

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>++ Clear Pass</td>
<td>47</td>
<td>57.2</td>
<td>57.2</td>
</tr>
<tr>
<td>-- Clear Fail</td>
<td>9</td>
<td>11.0</td>
<td>68.3</td>
</tr>
<tr>
<td>+-+ 3rd Read Pass</td>
<td>20</td>
<td>24.4</td>
<td>92.7</td>
</tr>
<tr>
<td>+-- 3rd Read Fail</td>
<td>6</td>
<td>7.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The School has a five member Comprehensive Exam Committee that oversees the exam. After all of the exams have been scored, committee members discuss the results, determining if there are areas where there seem to be patterns of problems. If problems are noted, the issue is sent to the appropriate Curriculum Sequence Committee to discuss and suggest what can be done to make improvements. Several areas of concern became apparent from reviewing the exams. The sections of the exam that students most frequently failed were the policy, macro practice and research sections. This confirms findings from other measures. Changes to address concerns in the policy and macro practice curriculum have been discussed elsewhere. Data from various measures, including the comprehensive exam, encouraged the faculty to reassess the research courses. A decision was made to expand the research course from 3 to 4 credits and to add a lab component to the class. The lab will give students hands-on experience with both quantitative and qualitative data analysis.

Exit Focus Groups
The School began to conduct focus groups at the end of the 2005/2006 academic year. Two sets of groups have been conducted and analyzed thus far. Focus groups take place near the end of the spring semester with MSW students who are about to graduate. The focus groups are facilitated by the Director of the School of Social Work and two staff members take notes. The focus groups are held in a classes so that all of the cohort that is about to graduate are included. Using the program objectives as a focus for the discussion, students are asked to provide feedback in four general areas: School of Social Work Curriculum, Strengths of the Program, Areas of Growth in the Program and Other Feedback. A content analysis is preformed on the data and a summary of comments is generated.

Results and Use of Results to Affirm and Improve the Program
A great deal of information has been gathered about what is working well in the program and where changes could be made. Areas where there has generally been a consensus about the School’s strengths include:

- Strong support of students by the faculty
- Access to faculty, even prior to entering the program
- Good admissions process that brought in a strong group of students
- The program objectives seem to be met by most students
- General quality of the instructors

276
Areas where challenges were noted include:
• Strengthen the research component by adding a lab where actual analysis skills can be learned
• More choice in instructors
• Inclusion of more material on documentation and recording
• Redundancy in the advanced year macro practice courses
• Inconsistency in grading and course content between sections

The data collected in the focus groups encouraged a number of changes in the program. One example has to do with redundancy in macro classes in the advanced-year curriculum. Lead faculty members for each of the courses met after the data was presented to review the syllabi and look for areas of redundancy. Changes were made in three courses to clarify what was taught in each. It was also decided that some material would be covered in more depth in one of the courses and removed from the other courses. Additionally, concerns raised by students about inconsistencies between sections prompted the faculty to institute several changes. First, the faculty adopted a policy of using the same syllabus across all sections and to strengthen the role of the lead instructor. The faculty adopted a formal policy that lead instructors meet with all people teaching a section of their course to discuss content, assignments and grading and to better ensure that all instructors of a given section are focusing on the same material.

Additionally, the faculty decided to implement a mentoring program for part-time faculty and new full-time faculty. An ad-hoc Mentoring Committee was established and is comprised of full and part-time faculty members. The Committee has developed a plan where all part-time and new full-time faculty will have access to a mentor to assist them with course-related concerns. The Committee is in the process of compiling a resource list where faculty members can go for help with specific concerns, such as use of technology, community resources, and other areas related to effective teaching.

Exit Survey
An exit survey to be given to all MSW students prior to graduation has been developed. It will be implemented for the first time spring 2008. The survey asks students to evaluate their ability to practice successfully as articulated in the nine MSW 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 one-year 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 MSW 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

While entering and analyzing the data, we found that in several places, the survey instrument was worded in such a way as to potentially give inaccurate information. For example, alumni were asked how long they looked for their first job. This ignores students who already had employment while in the MSW program. The survey instrument is being changed to reflect the challenges we found. A sample of the results from the survey can be seen below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Frequency</th>
<th>Valid %</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Able to analyze social policies relevant to work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree a little</td>
<td>1</td>
<td>2%</td>
<td>5.92</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>3</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Agree a little</td>
<td>6</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td><strong>Have advanced skills to intervene w/task groups</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>1</td>
<td>2%</td>
<td>5.86</td>
</tr>
<tr>
<td>Agree a little</td>
<td>11</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>32</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td><strong>Able to provide advanced practice w/multiple systems in mental health field</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
<td>5.36</td>
</tr>
<tr>
<td>Disagree a little</td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>9</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Agree a little</td>
<td>11</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td><strong>Able to apply theories specifically relevant for practice at multiple system levels</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>4</td>
<td>8%</td>
<td>5.72</td>
</tr>
<tr>
<td>Agree a little</td>
<td>12</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Ability</td>
<td>Agree a little</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>Able to work effectively in broad range of social services and functions in rural environments</td>
<td>3</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Can work effectively in broad ranges of social services &amp; functions in urban environments</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Able to identify vulnerable populations &amp; factors placing them at risk</td>
<td>1</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Advanced skills to intervene with individuals</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Provide leadership in policy practice to advocate for policies consistent w/social work values</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Have advanced knowledge to intervene with organizations</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Have advanced skills to intervene with communities</td>
<td>3</td>
<td>6%</td>
<td>5.58</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Disagree a little</td>
<td>13</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>27</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Agree a little</td>
<td>2</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>56%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I maintain professional growth through continuing education</th>
<th>1</th>
<th>3%</th>
<th>6.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neither agree or disagree</td>
<td>2</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Agree a little</td>
<td>12</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>38</td>
<td>76%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committed to maintaining professional growth through lifelong learning</th>
<th>1</th>
<th>2%</th>
<th>6.74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree a little</td>
<td>11</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage in program evaluation to improve social policies</th>
<th>1</th>
<th>2%</th>
<th>5.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Disagree a little</td>
<td>15</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>6</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Agree a little</td>
<td>21</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage in program evaluation to improve my own practice</th>
<th>1</th>
<th>2%</th>
<th>5.54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree a little</td>
<td>4</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>18</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Agree a little</td>
<td>21</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Able to provide culturally competent social work practice at multiple system levels</th>
<th>2</th>
<th>4%</th>
<th>6.02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree a little</td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Agree a little</td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>34</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>
Results and Use of Results to Affirm and Improve the Program

Results of the alumni survey suggest areas where the School is doing well, and areas for improvement. The results show that within three months, 60% of graduates had employment as a professional social worker and 74% were employed in social work within six months of graduation. Areas where the program seems to be doing particularly well include:

- Instilling a commitment to personal growth through continuing education (91% agreed or strongly agreed) and lifelong learning (98% agreed or strongly agreed)
- Teaching cultural competence skills to be used at multiple levels (90% agreed or strongly agreed), an understanding of people from diverse backgrounds (92% agreed or strongly agreed) and the ability to identify vulnerable populations and factors placing them at risk (98% agreed or strongly agreed).

The School noted that the majority of students stated confidence in their knowledge, skills, and values across practice levels. More than 60% consistently agreed or strongly agreed with statements about knowledge, skills and values for working with individuals, families, groups, organizations and communities. However, belief in their ability to work with individuals and families was strongest (80% - 92% agreed or strongly agreed), while their ability to work with groups (74% - 78%) and with communities and organizations (60% - 78%) was less strong. This data was shared with the faculty, who agreed to take several steps to strengthen the macro component of the program. First, a decision was made to hire a new faculty member with a macro focus. The position would be for an assistant or associate professor with the hope of bringing in someone with additional experience in macro curriculum development and implantation. With two faculty members who primarily focus on the macro practice courses, the macro curriculum has been changed and more emphasis is being placed on macro tasks in the field contracts.

Another area where alumni reported not doing as well as we would have liked was in applying theories at multiple systems levels. Sixty-eight percent of students expressed agreement or strong agreement in their ability effectively apply theories. To address this, faculty added a component to the case presentations given in the field seminars where students must specify a theoretical perspective that is guiding their work and the class spends time discussing the application of theories. Additionally, more content on theories and theoretical perspectives was added to the foundation research course and students must now discuss a theoretical perspective in the major assignment for the course. Faculty continue to discuss ways that we can strengthen the theory components of our program.

It was interesting to note that 94% of respondents agreed or strongly agreed that they were able to work effectively in a broad range of social services and functions in rural environments. Only 59% agreed or strongly agreed about their ability to work effectively in urban environments. Balancing the two is important, as our students come from both rural and urban areas. Some of this discrepancy might be attributed to differing perceptions of what constitutes an urban environment. Chico is officially categorized as urban, but many people do not think of it that way, particularly when compared with much larger cities. Thus, students may consider themselves well prepared to practice in Chico, which was our aim, but not in much larger cities. However, it may also be that the School is not balancing as well as we could between a rural and
an urban focus. There had been a concern raised during the initial accreditation visit that the program did not have a strong enough focus on rural social work. Readings, discussions, exercises and assignments were added to the curriculum to strengthen the rural practice component. The School may have overcompensated in this area and are currently examining the curriculum to determine how to achieve a better balance.

**Employer Surveys**

A survey of employers who have hired graduates from our MSW program was first sent out in September 2007. It will be repeated every other year in the future. The survey asked employers to rate MSW graduate of our program on skills, knowledge and values in a variety or areas and was designed to measure all of the MSW 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.

**Table 21 Sample Results from Employer Surveys**

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify vulnerable populations and factors placing them at risk</td>
<td>12</td>
<td>5.92</td>
</tr>
<tr>
<td>Have advanced knowledge to intervene with organizations</td>
<td>12</td>
<td>4.92</td>
</tr>
<tr>
<td>Have advanced skills to intervene with communities</td>
<td>12</td>
<td>4.08</td>
</tr>
<tr>
<td>Is knowledgeable about social services relevant to practice</td>
<td>12</td>
<td>5.83</td>
</tr>
<tr>
<td>Able to implement strategies at multiple levels that work to promote social and economic justice</td>
<td>12</td>
<td>4.36</td>
</tr>
<tr>
<td>Committed to maintain professional growth through continuing education</td>
<td>12</td>
<td>6.40</td>
</tr>
<tr>
<td>Have advanced knowledge to intervene with individuals</td>
<td>12</td>
<td>6.00</td>
</tr>
<tr>
<td>Engage in quantitative research for effective practice</td>
<td>12</td>
<td>4.00</td>
</tr>
<tr>
<td>Have advanced knowledge to intervene with families</td>
<td>12</td>
<td>5.92</td>
</tr>
</tbody>
</table>
**Results and Use of Results to Affirm and Improve the Program**

Given the small numbers of respondents, the data collected in the employer survey was reviewed with caution. However, the data from this survey confirmed much of what we had found on other surveys. The mean scores raged from 6.40 to 4.0. Areas where students seem to be performing the best include practice with individuals and families and knowledge about and practice with diverse populations. The areas that again raised concerns were practice with organizations and communities, practice to reduce injustice and research, with a particular focus on quantitative and qualitative data analysis. As stated above, the faculty has addressed these concerns in various ways, including adding a one-credit analysis lab to the foundation research course and hiring new faculty and making various curricular changes to address the macro practice concerns.

Additionally, the same survey was sent to alumni to evaluate their own practice and employers to evaluate the practice of our graduates. The alumni consistently rated themselves higher than the employers rated them. It is difficult to interpret this difference given the very small employer sample size. However, a possible explanation is that this difference is attributable to the low response rate by employers. It is possible that employers who were less satisfied with their employees were those that completed and returned the survey. We hope to have a better understanding of this in the future as we change how we administer the employer survey to improve the response rate. Rather than sending the survey to alumni to distribute to employers, we plan to add a question to the alumni survey asking for their current or most recent supervisor. We will then send the employer survey directly to the employers and will add a follow-up component to increase the response rate.

**Meetings with the School of Social Work Community 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 MSW 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 (see Appendix II-47).
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.

Beginning fall 2007, the School decided to designate funds to hire a data entry person each semester to help with the assessment process. In addition, faculty decided that there should be a centralized location for storage and management of the assessment data. Due to the challenges with 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.

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.