Alumni Orozco, MSW, ASCW, is a bilingual/bicultural professional social worker providing behavioral health services in the rural community of Big Valley in northeastern California. As a generalist practitioner for Lassen County, she provides micro-mezzo-level services as a clinician while conducting Research in Practice to reduce disparities in accessing mental health services for minorities living in the rural frontier. Findings are used to implement system changes to improve services and cultural competency of staff. To keep balanced, Analuisa practices daily self-care routines while enjoying her practice and appreciates relating to her community through wonder, listening, and responding with care. Collaboration and ethical practice is key. Analuisa uses various tools learned throughout her academic career including those used for clinical practice, writing APA, and various qualitative research tools. When not working, Analuisa enjoys time with family/friends, hiking/bird watching, gardening, photography, and pottery. Analuisa is married and has two grown children and a grandson. You can contact her at Analuisa@frontiernet.net.
This section will focus on providing opportunities and resources for personal and professional development.

Resources:
www.facebook.com/ChicoSWRK
www.facebook.com/pages/Social-Work-Supervision-Network-SWSN
www.socialworker.com

Trauma Stewardship

The School of Social Work has been exploring how secondary trauma impacts social workers in the field for some time. Last spring, Patty Hunter, director of field education and Andrea Rioux, BSW field coordinator, provided a training on trauma-informed supervision. The training focused on the importance of acknowledging the impact secondary trauma has on social workers. Supervisors were provided tools to help supervisees make meaning out of their practice experiences.

This semester, the school is formally integrating the concept of Trauma Stewardship into the Foundation practice classes and discussing it in all Field Seminar courses. The department has looked to author Laura van Dernoot Lipsky for insight. Her book explores trauma exposure on a micro-, mezzo-, and macro- scale. The reader is provided with tangible assessment tools and techniques to address secondary trauma. Reviews of the book credit Lipsky with offering simple and profound practices that provide meaning to our work and our world. The program’s goal is to encourage our students to use self-reflection and build their sense of resiliency.

Faculty

NASW Press is anticipating the October release of a new book authored by Kathy Cox, PhD. LCSW, and Sue Steiner, PhD, MSW: Self-Care in Social Work: A Guide for Practitioners, Supervisors and Administrators.

This guide incorporates a micro- and macro- perspective as it relates to self-care in the helping professions and includes a historical review of the concept of self-care. It includes an overview of lifestyle and workplace adaptations that further self-care. There is an intensive focus on three S’s “self-awareness, self-regulation, and self-efficacy” as they enhance self-care. Supervisory and administrative strategies that support the management of workplace stress are also included. The book includes stories submitted by social work students and employees concerning significant stressors encountered and strategies for coping as well as exercises that promote the practice of self-care.

The book will also be tied to a new website designed to create a supportive online community for social workers: Selfcareinsocialwork.com. Stay tuned for further details and excerpts from the book!

Fall Training: Conflict Management

The fall field instructor training will address conflict that occurs in the field and consider various tools and approaches to help supervisors address conflict. Learning to manage conflict can increase a social worker’s ability to work more effectively with clients, staff, and other personnel. Typically, there are a number of issues that complicate an individual’s ability to address conflict; how conflict was addressed in their family of origin, current life stressors, and lack of education and training on conflict management skills are a few issues typically associated with avoiding conflict. This workshop will focus on de-fining conflict, phases of conflict, how to de-escalate conflict, power dynamics associated with conflicts, how to diffuse anger, and building mediation and negotiation skills. Please mark your calendars for Tuesday, Oct. 23 from 2-5 p.m. in Colusa Conference Hall, room 110.

The fall training will address conflict that occurs in the field and consider various tools and approaches to help supervisors address conflict. Learning to manage conflict can increase a social worker’s ability to work more effectively with clients, staff, and other personnel. Typically, there are a number of issues that complicate an individual’s ability to address conflict; how conflict was addressed in their family of origin, current life stressors, and lack of education and training on conflict management skills are a few issues typically associated with avoiding conflict. This workshop will focus on de-fining conflict, phases of conflict, how to de-escalate conflict, power dynamics associated with conflicts, how to diffuse anger, and building mediation and negotiation skills. Please mark your calendars for Tuesday, Oct. 23 from 2-5 p.m. in Colusa Conference Hall, room 110.
Agency Field Instructor: Words of Wisdom

Featuring Dawn Rollins, LCSW

1. How do you best utilize supervision time? What is covered in supervision with student interns is individually determined based on their needs. Training, processing, problem solving, and planning, may all be involved. What is important is that we meet weekly and are able to have the time to connect and identify what is needed.

2. How do you help students acclimate to the agency and put them at ease? At our center, we all agree to take interns. Though I may meet with them once a week, at least, they get most of their experience initially from spending time with all the other staff members. We all have an open-door policy and welcome the students to sit in, co-lead, observe while they are learning and preparing for their own cases. They get an opportunity to experience each program that we have and experience individual staff members style, teaching, philosophy, and skills. Many staff also provide unstructured supervision.

3. What do you do to orient students to your agency as a whole? Our orientation is to the department, the community, the center, and the programs. In the beginning of the year, I set them up with different parts of the department. It’s important to understand we are part of a bigger system and how the programs work together to provide an integrated continuum of services. They spend time with each counselor/clinician/office person as part of orientating to the center, providing exposure to agency history, and goals. This is done by spending a few hours a week at the beginning of the year, because once they get their own clients and responsibilities, it’s difficult to be gone from the center.

4. How do you approach development of the learning contract in supervision or utilize this tool together? We explore what specific things they want to learn; I support them in identifying activities that will help them achieve this. I also encourage learning things they might not have considered and may need to learn.

5. How many interns have you supervised? I have supervised around 50 students/licensing interns. Prior to Chico State having the MSW program, we all supervised students from Sac State, SF State, Butte drug/alcohol program, etc.

6. What have you learned from your experience supervising social work students? I learn a lot from students every year. I am always impressed with how much they know and how fast they learn. Chico does a good job preparing them for internships. Our goal for MSW interns is to learn and be prepared to walk into a clinical job and be able to perform all duties that are expected for a beginning-level clinician, and that they have begun to develop their professional identity as a beginning clinical social worker. We also want them to be prepared to continue their education in the workplace.

7. Who did you receive supervision from? I was very fortunate to have Denny Bruce, LCSW, in my first year of graduate school as a supervisor; he was an off-site supervisor. Through my contact with Denny, I met Patty Hunter, LCSW, and Kate McCracken, LCSW. After I completed grad school, I was employed by Youth Services/HERE program and my clinical hours were initially supervised by Kate and then the program contracted Patty, to provide my clinical supervision. I feel very fortunate that Youth Services supported my licensing process and chose Patty. She influenced not only my clinical practice but also influenced my supervision interactions, teachings, priorities, and generally, my supervision style.

Recent Highlights...

Thank you to all the Agency Field Instructors for taking the time to attend field orientation. Your support is essential to our program and our students!

In January 2010, a group of MSW students and faculty volunteered abroad in Thailand. A research article was recently published on their experience in the International Journal of Humanities and Social Science, Vol. 2, No.17; September 2012.
Stay Plugged In...

BSW CLUB

The Student Association of Social Workers would like to take this opportunity to welcome back all the social work students. SASW is excited for the opportunities that the 2012/2013 school year has to offer. The club would also like to invite social work students to attend the club meetings and become active participants in club activities. Meetings will be held every 2nd Tuesday of the month at 3:30 p.m. and every 3rd Thursday of the month at 3:30 p.m. in Tehama room 111. Please show your support and help make this school year exceptional. For more information, contact:

Dustin Dodge dodge@mail.csuchico.edu
Seema Sehrawat, Faculty Advisor ssehrawat@csuchico.edu

MSW Student Association

The MSWSA strives to provide social work students with informational speakers, fund raise to support community programs, encourage student involvement in Legislative Lobby Days, and discuss shared interests regarding social work as a profession. This year’s club hopes to focus on increasing student participation in community events, hosting social activities to facilitate connection between the cohorts, arrange an educational field trip, and improve student to faculty communication. MSWSA meets at 5:30 p.m. on alternating Thursdays at Woodstock’s pizza. Our next meeting is Sept. 27. Please feel free to contact the MSW Student Association officers with any questions or to make a donation to the club. For more information, contact:

Emma Worldpeace, Co-president eworldpeace@mail.csuchico.edu
Vincent Ornelas, Faculty Advisor vornelas@csuchico.edu

Distributed Learning

Fall 2012 brought the beginning of our new Distributed Learning (DL) program for bachelor’s and master’s degrees in social work. Thirty-nine master’s (MSW) and 16 bachelor’s (BSW) students began their studies this fall. While the School of Social Work has offered the MSW program in an alternative three-year format for six years, we have used it as a guide to build a comprehensive DL program serving those in our region who are interested in achieving degrees at the BSW or MSW levels. Both the BSW and MSW degrees are three-year programs, involving year-round attendance. Students take courses during fall, spring, and summer semesters. These courses are offered mostly online, with students visiting the CSU, Chico campus twice each semester for weekend intensives.

The DL program was created for individuals who are interested in pursuing a degree in social work and reside in rural and remote regions or have full-time employment and family obligations that prevent them from participating in traditional campus-based programs.

In addition to the development of the DL programs, we have received funding from the Superior Region Mental Health Workforce Education and Training Collaborative to provide a mentoring program to assist DL students with their educational process. We have been able to hire six mentors throughout northern California who live and work in the same geographic areas as the students. The mentors are available to connect students with academic resources, help with problem solving, assist with acclimation to the academic environment, and provide general support to students, many of whom are from geographically isolated areas or are first-generation college students.

The MSW program is based on a cohort model, meaning we will begin a new group of students every three years. Our next MSW DL program will begin fall of 2015. The BSW program is admitting students every fall. We are currently planning outreach sessions to let individuals in our region know about the programs. Please see the DL website for more information about the program and see the schedule of outreach sessions, http://www.csuchico.edu/swrk/programs/distributedlearning/index.shtml. Be sure to check back as there are frequent additions to this calendar in the fall semester. If you would like more information on the DL program, please contact Donna Jensen, Distributed Learning Coordinator, at djensen@csuchico.edu or (530) 898-6668.
Faculty Feature: Susan Roll, PhD

The newest addition to the School of Social Work is Assistant Professor Susan Roll, PhD. Susan has lived on both coasts but most recently has been living in Maryland and came to us from the University of Maryland. While there she taught courses on diversity, policy, and community organizing. This semester you may see her as a field liaison and she is also teaching a Distributed Learning course to BSW students.

Susan said she is overwhelmed with how welcoming everyone has been and people’s genuine enthusiasm for Chico. She said she is impressed with the local stores and access to amazing produce. “I love Bidwell Park. I’m there every morning” (Susan and her dalmatian, Elsie!).

Prior to academia, some of Susan’s work in the field included administrative domestic violence work in Santa Barbara, the Breast Cancer Coalition in Boston, and grant writing in Denver. Susan identifies as a macro-practice person. “I just thought, I can’t continue to work with families if we are not changing the systems keeping people in poverty.” She has done research on urban poverty and would like to expand her understanding of rural poverty.

Susan has been published in several journals, including the Journal of Evidence-Based Social Work and Understanding & Dismantling Privilege Journal. Her most recent chapter was “Social Policy and Social Justice” in the book Women & Social Policy. She also contributed to the 2011 publication of Our Bodies, Ourselves: Reproductive Health and Sexuality. Her contribution focused on community organizing.

Susan wanted to move back to the West Coast and feels Chico State is a good fit. She said she was drawn to the community and a teaching focused program. Susan is excited to be teaching students at the undergraduate and graduate level here. “I am eager to get to know students and the Chico community better.”

Susan was also involved in development of the Campaign for Safe Cosmetics. For more information go to: safecosmetics.org