



NARRATIVE BSW SELF STUDY SPRING 2016

Council on Social Work Education
Commission on Accreditation

School of Social Work
California State University, Chico
Chico, CA 95929-0550 530-898-6204

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California State University, Chico (CSU, Chico)
School of Social Work
Bachelors of Social Work (BSW) Program
Reaffirmation Self-Study

It is with great pleasure that California State University, Chico (CSU, Chico) School of Social Work Faculty presents the 2016 Bachelors of Social Work (BSW) 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.

Writing of the Self-Study was coordinated by the Reaffirmation Committee comprised of Dr. David Bassett (Director, School of Social Work), Dr. Jean Schuldberg (BSW Program Director), Dr. Vincent Ornelas (BSW Program Director), Dr. Sue Steiner (Committee Chair Person), Angela Corral (School of Social Work Administrative Support Coordinator), Dr. Susan Roll, and Dr. Seema Sehrawat (Distributed Learning Coordinator). School of Social Work Curriculum Committees worked with the Reaffirmation Committee to provide information and work on many sections of the document. The Director of Field Education, Patty Hunter, assisted a great deal in writing and providing additional information about sections related to Field Education. The School of Social Work staff, particularly Angela Corral, Jenny Funk, and Nicole Davis provided essential assistance to the Committee. Information and feedback were also gathered from Community Advisory Boards.

Introduction

Social Work education began at California State University, Chico in 1956. Due to a growing need for trained social workers throughout northern California, the Northeastern County Welfare Directors enlisted the support of the California State Legislature and lobbied CSU, Chico to establish a program to deliver undergraduate and graduate degrees in social welfare. The first coordinator, and sole full-time faculty member, was hired in 1958. In 1959, the undergraduate program in social welfare was established.

In 1971, the social work program became the Department of Social Welfare and Corrections under the Division of Special Academic Programs, and subsequently, the School of Health and Human Services. The undergraduate Social Work Program has held “constituent membership” and “approved status” with the Council on Social Work Education (CSWE) from 1960 until 1974. It has been fully and continuously accredited since 1974. The high quality of the undergraduate program and its collaborative relationship with agencies throughout the region during this time provided a solid foundation for expansion of the School and its programs. When the School of Health and

Human Services was disbanded in 1979, the Department of Social Welfare and Corrections joined the College of Behavioral and Social Sciences. The departments of Social Work and Sociology merged in 1984, during a time of fiscal challenges in California, and became the Department of Sociology and Social Work. Although this arrangement proved to be highly collegial for the faculty and students, the process of separating the two programs began in 1999 to allow for development of the Master in Social Work (BSW) program.

Planning for the BSW program was initiated at the request of the directors of social service agencies throughout the 12 northern California counties. CSU, Chico's faculty and students conducted a feasibility study in 1998. The CSU, Chico Academic Senate approved the Master of Social Work Degree Program and the creation of a new administrative unit, "The School of Social Work" within the College of Behavioral and Social Sciences. Once eight additional faculty members and support staff were hired and the curriculum developed, The CSU, Chico School of Social Work BSW program was granted candidacy in 2001, and graduated our first BSW class in May 2003. The BSW program was awarded full accreditation in February 2005 by the Council on Social Work Education (CSWE).

This document has been prepared for our second reaffirmation process. The BSW program is grounded within the unique location of Northern California and the community perspectives of the geographical area we serve.

Regional Context

Northeastern California (12 Northern California Counties)

The service area of the Bachelor of Arts in Social Work Program at CSU, Chico covers 12 Northeastern California counties. 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 86,187 inhabitants, and 60 miles north of Chico, Redding with 89,861 residents (California Department of Finance, 2014). 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 geographic vastness of the Northern California region, it is difficult to easily categorize its people and their diversity. According to the US Census Bureau (2014), the population of the 12 Northern California counties was 799,531. The most urban county, Butte, (population 222,090) consists of 81% urban designated area, while the other 19% reside primarily on non-farm rural land. Trinity County (population 13,022) is considered 100% rural. 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, 2014).

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).

While different in many ways, the 12 counties served by CSU, Chico share a number of economic challenges. According to the Census Bureau, California's poverty rate is 16%. Ten of the 12 counties in the CSU, Chico service area have poverty rates that exceed the state average, with a high of 21.6% in Yuba County. The statewide unemployment rate in California dropped under 7% in early 2015. All of the 12 counties in our service area had unemployment rates well above the state average, ranging from 7.5% in Butte County to 20.8% in Colusa County.

University Context

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.)

California State University, Chico is one of 23 campuses that comprise the California State University (CSU) system. CSU, Chico was founded in 1887, making it the second oldest campus in the system. More than 17,000 students attend CSU, Chico, including about 1,200 graduate students. Ninety-five percent of the student body comes from within California, including roughly 30% from the 12 county service area. Chico State has been rated a top ten regional public university by U.S. News and World Report continuously since 1998.

The California State University system serves almost 450,000 students, making it the largest university system in the country. The CSU system and CSU, Chico have grown in the past decade, and student demand continues to increase. Funding for the University system has declined during this time of growth, prompting many challenges within the system. Funding was cut for the CSU system during the recession that began in 2007, and is still below pre-recession levels. State appropriations for the CSU system for 2013/14 was about one-third of what it was at its peak in 2007/08 (California State University, 2015). The lack of state support for higher education in California has had a number of challenging results. Many students are being denied admission to CSU system schools. In fall 2012, more than 20,000 eligible California undergraduate applicants were denied admission. State budget cuts have also had an impact on tuition. Tuition and fees for CSU students have increased more than 300% in the past 20 years (Pickoff-White, 2014). Increased tuition has not fully covered state funding reductions. This has resulted in pressure to increase class sizes and limit enrollment, as well as increased faculty workloads, and has meant stagnation in faculty salaries. Faculty received no salary increase from 2007 through 2014. The California Faculty Association (CFA) negotiated small increases for 2015. Low salaries and a higher workloads make it challenging to recruit new faculty. This can have an impact on the School of Social Work's ability to recruit a diverse pool of applicants for open faculty positions, and also makes faculty retention more challenging.

A Shortage of Social Workers in California

A severe statewide shortage of graduates in all areas of social work practice has been documented for more than 15 years. This shortage is of major concern 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 (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). There is an even greater shortage of social workers in Northern California where there are higher levels of poverty, as noted above.

There is a particular shortage of all types of social workers, including BSWs in the child welfare field in Northern California. A study by the California Social Work Education Center conducted in 2011 found that there were 36 vacancies in child welfare agencies in the northern California counties (Clark, 2012). The report also noted that although BSW social workers play a crucial role in provision of child welfare services around the state, their percentage of all workers holding a BSW degree was virtually unchanged between 2008 and 2011. The Chico State School of Social Work received Title IV-E funding to address the need for BSW level social workers in all of the counties in our service area.

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Accreditation Standard 1.0—Mission and Goals *The social work program's mission and goals reflect the profession's purpose and values and the program's context.*
1.0 *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

Mission of the BSW Program and School of Social Work

The mission of the School of Social Work is to provide accessible, high quality education for generalist practice at the baccalaureate level and advanced generalist practice and leadership at the graduate level. We educate students to be ethical, knowledgeable, and versatile practitioners and leaders who value collaboration, social and economic justice, and lifelong learning.

Mission of California State University, Chico (CSU, Chico)

California State University, Chico is a comprehensive university principally serving Northern California, our state and nation through excellence in instruction, research, creative activity, and public service. The University is committed to assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society.

The University Mission continues with the discussion of the University's 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. (California State University, Chico, 2014).

Consistency of the Mission of CSU, Chico with the Mission of the BSW Program

The missions of CSU, Chico and the BSW program are both associated with a strong commitment to public service. Social justice is also prominent in both mission statements noted directly as such in the School's mission statement, and inferred in University's mission statement that discusses "responsibility in a democratic community." Both statements also note the importance of student access to quality education, noting the broad geographic area the University serves, and the importance of excellence in instruction and high quality education. 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 collaboration. Thus, there is strong consistency between the mission of the University and the BSW Program.

Consistency of BSW Program Mission with Program Context and Professional Mission and Values

Our intent is to educate social work practitioners who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state. The program's focus on generalist practice is important given the range of roles social workers must fill in the large catchment area we serve. Students will be working in both rural and urban settings, often in locations where there are few other social workers. This necessitates a broad range of knowledge and skills.

As noted above, high levels of unemployment and poverty require a primary focus on social and economic justice, and collaboration is essential to address the many concerns experienced in our region. 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 and humble practitioners who work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.

The School of Social Work's mission and the goals of the BSW Program are consistent with EP 1.1 and appropriate to professional social work education. The BSW program provides content about generalist social work practice with client systems of all sizes and types, including client systems within the northern California region. Students are prepared to work as entry level professionals and leaders that promote social and economic justice, which is congruent with the profession's focus on issues of justice. The focus of the Program's mission on providing high quality education for generalist practice addresses the professional mission of enhancing well-being and meeting basic human needs, as well as the aims of service and competence. Collaboration, as noted in the School's mission statement, supports the importance of human relationships.

The size of our service area and the isolated nature of many communities in the service area resulted in the word "accessible" in the BSW Program's Mission Statement. As noted in the Introduction, there is a tremendous need for BSW level social workers in many counties in our service area. Many potential BSW students are not able to attend on-campus classes on a regular basis. This reality resulted in the development of a Distributed Learning Program that makes the BSW Program accessible to people throughout the North State. Students take classes in online and hybrid formats, and attend classes on weekends. Providing education to students in remote areas has necessitated the development and utilization of new approaches to teaching, including creative uses of technology, differing in-person class schedules, and travel throughout the service area to recruit, support, advise, and teach students. The School's faculty stay abreast of new technology that is utilized to support learning in the Distributed Learning and On-Campus Programs. Practice-related technologies, such as Geographic Information Systems (GIS), are also incorporated into the curriculum to ensure that students have a

range of effective and current tools to use in their practice. This focus on accessibility relates directly to the profession's mission of social justice, service, and the dignity and worth of all people. Without our Distributed Learning Program, many in the region would not be able to earn a BSW degree, and people in many isolated communities would not receive services.

The School of Social Work's ability to provide "high quality social work education" is achieved in part 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, ACOSA, SSWR, SWAA, and CSWE, attendance at conferences related to social work practice and teaching, and collaboration with agency professionals. Faculty contribute to developing knowledge as part of their requirements for tenure and promotion. Additionally, the BSW program recognizes that it is only through collaborative and reciprocal relationships with the community and social work professionals that the program can maintain and promote professional development.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

Goals of the BSW Program and Fit with Mission

There are six BSW goals derived from the School's mission. Although the BSW Program's mission is to prepare BSW graduates for the state of California, the foremost purpose at this time is to meet the need for BSW graduates in the region. Given the characteristics of the region outlined in the introduction, BSW graduates must be prepared as culturally competent and culturally humble professionals who can practice as 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, versatility, practice competence, lifelong learning, social and economic justice, and cultural competence.

To fulfill its mission, the BSW Program will:

1. Prepare social workers with the knowledge, values and skills necessary for entry-level generalist professional practice with multi-level systems;
2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region;
3. Prepare social workers for advocacy and social or political action to promote social and economic justice;
4. Prepare social workers to engage in continuing professional education and life-long learning to enhance their social work knowledge and skills;

5. Participate in the University's General Education program through course offerings;
6. Partner with community service agencies to produce competent social workers.

These six goals are directly derived from the BSW Program's mission. The goal of preparing social workers with knowledge, values and skills for generalist practice and preparing social workers for culturally competent practice are essential elements in the mission's focus on providing high quality education for generalist practice. They are also directly related to the mission's aim of helping students become ethical, knowledgeable, and versatile practitioners. The third goal, preparing social workers for advocacy and social or political action directly relates to our mission to promote social and economic justice. Goal number four expands on the mission's focus on lifelong learning. The last goal notes the importance of connections with the professional and social service communities, which is derived from the emphasis on collaboration in the Program's mission.

Achievement of these six goals will help students be prepared to engage in work to alleviate poverty, promote social and economic justice, and address the region's problems, particularly for the vulnerable populations outlined in the introduction. The focus in the mission and goals on generalist practice is particularly important in our large, primarily rural region. Additionally, the School believes that one of the key elements in becoming a change agent is to provide professional education in leadership. It is through leadership in agencies, communities, organizations, and the profession that BSW graduates will be in positions to influence policy that affect the services and agencies in our region. The BSW graduates will use the generalist social work practice skills, knowledge and values to invite a strengths-based approach and model collaboration with systems that directly impact the clients, communities, and the well-being of agencies in Northern California.

The BSW Program mission and goals aim to prepare students for the challenging work that is needed across our region, state, and country. The School of Social Work BSW Program has grown out of the profession of social work's mission and central values, and these are consistently reflected in the Program's Mission, Goals, and curriculum, as can be seen in AS 2 below.

References

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Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional Curriculum.

Introduction

The Bachelor’s in Social Work Program is designed to meet the needs of our region, which as discussed in the introduction to this document, is large, sparsely populated, has a high rate of poverty, and a dearth of social work practitioners at all levels. The program is offered in a traditional face-to-face format at the main campus and in a distributed learning format that includes a majority of hybrid classes and a minority of fully online classes. Hybrid classes include fifteen hours of face-to-face instruction that occurs at the main campus during two weekends each semester. The students are drawn from both the students who are admitted as freshmen to the university and from the regional community colleges. The program does extensive outreach to the community colleges and maintains articulation agreements for many of the prerequisite transfer courses, which eases transfer and reduces costs to the students, as tuition at the community colleges is far lower. In addition, the program does extensive outreach to the agencies in the region.

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

The mission and goals of the BSW program at Chico State are consistent with generalist practice as defined in EP B2.2. As stated in AS 1.0.1 and 1.0.2 the mission and goals of the BSW program are as follows:

Mission of the BSW Program

The mission of the School of Social Work is to provide accessible, high quality education for generalist practice at the baccalaureate level and advanced generalist practice at the graduate level. We educate students to be ethical, knowledgeable, and versatile practitioners and leaders who value collaboration, social and economic justice, and lifelong learning.

Goals of the BSW Program

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

1. Prepare social workers with the knowledge, values and skills necessary for entry-level generalist professional practice with multi-level systems;

2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region;
3. Prepare social workers for advocacy and social or political action to promote social and economic justice;
4. Prepare social workers to engage in continuing professional education and life-long learning to enhance their social work knowledge and skills;
5. Participate in the University's General Education program through course offerings;
6. Partner with community service agencies to produce competent social workers.

We believe that effective generalist practice must be approached from a broad base of knowledge, which is derived from immersion in the liberal arts. Thus, to achieve the mission and goals, the BSW program is firmly grounded in the liberal arts, as is described in AS 2.0.4 below. The focus on the person and environment construct can be seen in the Program's goal of preparing students for practice with multi-level systems. This includes a focus on the individual, family, organization, and community. The essential nature of working with diverse individuals and populations is noted in goal two, which includes culturally competent practice in diverse settings, and advocacy for justice and human rights is noted in the mission statement.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

The program competencies for the CSU, Chico School of Social Work BSW curriculum are consistent with the 2008 EPAS Standards. The BSW curriculum as a whole helps students master all ten competencies and all of the related practice behaviors. The ten core competencies are listed below.

The ten core competencies that we expect students to demonstrate mastery are as follows:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

B2.0.3 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

For the BSW curriculum, the School of Social Work adopted the practice behaviors identified in the 2008 EPAS to operationally define the ten core competencies. The BSW practice behaviors can be found below in Table 2.1

Table 2.1

BSW Competencies and Practice Behaviors
<p>Competency 1: Identify as a professional social worker and conduct oneself accordingly. <i>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</i></p>
<p>BSW Practice Behaviors</p> <p>Social workers: advocate for client access to the services of social work;</p> <ul style="list-style-type: none"> a. practice self-reflection and self-correction to assure continual professional development; b. attend to professional roles and boundaries; c. demonstrate professional demeanor in behavior, appearance, and communication; d. engage in career-long learning; e. use supervision and consultation
<p>Competency 2: Apply social work ethical principles to guide professional practice. <i>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</i></p>
<p>Social workers:</p> <ul style="list-style-type: none"> a. recognize and manage personal values in a way that allows professional values to guide practice; b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; c. tolerate ambiguity in resolving ethical conflicts; d. apply strategies of ethical reasoning to arrive at principled decisions.
<p>Competency 3: - Apply critical thinking to inform and communicate professional judgments. <i>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and</i></p>

curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

- a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b. analyze models of assessment, prevention, intervention, and evaluation;
- c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency 4: - Engage diversity and difference in practice. *Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.*

Social workers:

- a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. recognize and communicate their understanding of the importance of difference in shaping life experiences;
- d. view themselves as learners and engage those with whom they work as informants.

Competency 5: Advance human rights and social and economic justice. *Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.*

Social workers:

- a. understand the forms and mechanisms of oppression and discrimination;
- b. advocate for human rights and social and economic justice;
- c. engage in practices that advance social and economic justice.

Competency 6: - Engage in research-informed practice and practice-informed research. *Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.*

<p>Social workers:</p> <ul style="list-style-type: none"> a. use practice experience to inform scientific inquiry; b. use research evidence to inform practice.
<p>Competency 7: Apply knowledge of human behavior and the social environment. <i>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</i></p>
<p>Social workers:</p> <ul style="list-style-type: none"> a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; b. critique and apply knowledge to understand person and environment.
<p>Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. <i>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</i></p>
<p>Social workers:</p> <ul style="list-style-type: none"> a. analyze, formulate, and advocate for policies that advance social wellbeing; b. collaborate with colleagues and clients for effective policy action.
<p>Competency 9: Respond to contexts that shape practice. <i>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</i></p>
<p>Social workers:</p> <ul style="list-style-type: none"> a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
<p>Competency 10: -Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. <i>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice</i></p>

effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

A. Engagement

Social workers:

1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
2. use empathy and other interpersonal skills;
3. develop a mutually agreed-on focus of work and desired outcomes.

B. Assessment

Social workers:

1. collect, organize, and interpret client data;
2. assess client strengths and limitations;
3. develop mutually agreed-on intervention goals and objectives;
4. select appropriate intervention strategies.

C. Intervention

Social workers:

1. initiate actions to achieve organizational goals;
2. implement prevention interventions that enhance client capacities;
3. help clients resolve problems;
4. negotiate, mediate, and advocate for clients;
5. facilitate transitions and endings.

D. Evaluation

Social workers:

1. critically analyze, monitor, and evaluate interventions.

***B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

Given the nature of the region we serve with its social and economic challenges, CSU, Chico's BSW graduates are required to fulfill a wide variety of roles. Agencies need BSW graduates who are prepared with practice skills to provide services to individuals

and families. While providing these services, the underlying structural or systemic problems must be addressed, thereby requiring skills for community and organizational practice. BSW-level practitioners must be able to analyze and influence policies at multiple levels, particularly as they relate to social and economic justice issues throughout the region. With the shortage of BSW practitioners at all levels throughout the region, graduate must be prepared to step into a range of roles with a variety of population groups. The California State University, Chico, School of Social Work BSW Program emphasizes multilevel practice that promotes economic and social justice, using a strengths-based generalist model. The program is built on ecological systems, problem-solving, and social justice perspectives.

The CSUC BSW Program's formal curriculum provides a coherent and integrated curriculum for both classroom and field beginning with the liberal arts base through the Professional Sequence. The BSW program prepares students for entry-level generalist social work practice through a curriculum that builds on a liberal arts base. The BA in Social Work is the entry level professional degree. To attain this entry-level degree, students must complete three complementary educational components including: a) a liberal arts base; b) the Social Work Core; and c) the Professional Sequence. The liberal arts base is typically completed at either at California State University, Chico or a community college. The Social Work Core is composed of eight courses which extend the liberal arts base and introduce students to basic social work knowledge and values.

One hundred and twenty units are required for completion of a bachelor's degree at CSUC, including 40 upper-division units. The Social Work major consists of 60 units. Students can complete the BSW program either in an on-campus or distributed learning format. The latter has course offerings in both online and hybrid formats. Hybrid courses require students to attend an on-campus orientation as well as on campus class sessions held on two weekends each semester. The curriculum is the same in both formats, and students must complete classes in sequence..

The Distributed Learning option was added to the BSW Program in 2012. It was preceded by two separate attempts to make BSW education more accessible. The first was a part-time BSW program that was started in 2004 and graduated only three students. The second attempt was the Pathways program that started in 2005. This program was initiated with support from the California Social Work Education Center and included a regional needs assessment, extensive outreach to the regional agencies and Native American communities. Its purpose was to identify, mentor and financially support potential social work students with local ties in preparing for transfer to the BSW program. The emphasis on candidates with local ties was based on the challenges regional agencies experienced in both recruiting and retaining social workers whose ties were outside the region. The students were offered advising and financial supports for their education and, as they acquired the necessary prerequisites for transfer to the BSW Program, the Distributed Learning Program was initiated to provide an accessible BSW education. The Distributed Learning Program has been partially supported by the region's

consortium of mental health directors as part of its Workforce Education and Training (WET) initiative which, in turn, is funded through the California Mental Health Services Act. The Pathways program, unfortunately, is no longer funded.

Competency-Based Approach

The entire curriculum is built upon the 10 Core Competencies developed by the Council on Social Work Education and adopted by the School of Social Work BSW Program. The competencies form the basis of the structure for curriculum design, and guide all of the aspects of that design for classes and field education. Specific course competencies are derived with the core competencies in mind, readings, presentations, and activities are linked to the class and core competencies, and assignments are developed with an eye toward measurement of the course and core competencies. Each course syllabus contains specific information about the competencies that are covered and measured in the class.

Liberal Arts Foundation and General Education Requirements

The liberal arts courses required for the BSW program are consistent with courses students must complete for their CSU, Chico General Education (GE) requirements. General education requirements help provide students with general skills and interrelated knowledge which form the foundation of all majors. Skills which are provided to students through the liberal arts base include skills in locating and gathering information, critical thinking and writing, and skills related to students' responsible participation in both social and physical environments. Interrelated knowledge includes an appreciation for different cultures, American political foundations, and a basis for understanding mathematics and science and the logic associated with these academic endeavors.

The General Education program at Chico State familiarizes students with core concepts and ways of thinking from a variety of academic disciplines, offering students "as broad an understanding as possible of their scientific, cultural, social, intellectual, and artistic heritage" (CSU, Chico Catalog, 2015). The GE program requires completion of 48 units, including 9 upper-division units. The upper-division units are grouped into themes, each an important concern to be considered.

The General Education requirements for all students at CSU, Chico include:

- 18 units from the Foundation:
 - 3 units each from Oral and Written Communication, Critical Thinking, and Quantitative Reasoning and
 - 3 units each from Physical and Life Sciences
 - 6 units of American Institutions coursework and
 - 24 units from the remaining Disciplinary Areas;
- 15 lower division units
 - 3 units each from Arts and Humanities, Individual & Society and Societal Institutions, and Learning for Life, and
- 9 upper-division units within a single Pathway from the three major disciplinary areas of the Natural Sciences, Arts and Humanities, and Social Sciences.

Additionally, the General Education program requires that students complete four Writing Intensive courses and at least one Capstone course. Capstone courses bring together themes from the various interdisciplinary courses taken in a Pathway. These courses help students reflect on commonalities and differences, and integrate diverse perspectives. The current Pathways available in the GE program are:

- Diversity Studies Pathway
- Ethics, Justice and Policy Studies Pathway
- Food Studies Pathway
- Gender and Sexuality Studies Pathway
- Global Development Studies Pathway
- Great Books and Ideas Pathway
- Health and Wellness Studies Pathway
- International Studies Pathway
- Science, Technology and Values Pathway
- Sustainability Studies Pathway

Social Work Core

Any student admitted to CSU, Chico may specify Social Work as their major. The Social Work Core consists of 25 units which are completed before taking any courses from the Social Work Professional Sequence. The Social Work Core is composed of eight courses; five to eight of these core courses may be taken at community colleges prior to transferring to CSU, Chico. These core courses include Human Anatomy or Human Biology or Human Physiology, Introduction to Economics or Micro Economics or Macro Economics, Statistics, Introduction to Psychology Introduction to Sociology, Introduction to Social Welfare or Introduction to Human Services, Diversity and Social Justice or Cross Cultural Perspectives in Human Services, and Human Behavior and the Social Environment or Human Development: A Lifespan courses. The eight Social Work Core courses are prerequisite courses to be completed by the student before entering the Professional Sequence.

The Social Work Core extends and complements the liberal arts base, providing basic knowledge for Professional Sequence Courses. The core courses include five general education courses, which introduce Social Work majors to general concepts and models which are necessary to understand the problem solving perspective and utilize the generalist practice framework employed by Social Work practitioners. Social Work core courses specifically introduce students to terms, history, core values and the current context of the profession. Social Work core courses also familiarize students with diverse populations served by the multiple fields of practice and levels of practice associated with the profession. The Core Courses are required for social work majors and must be completed before any courses are taken in the Professional Sequence. The core requirements are as follows:

Social Work Core Courses (24-25 units)	Units
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BIOL 103/104 human anatomy/physiology	3-4 units
ECON 101 or 102 or 103 Micro or Macro Economics	3 units
MATH 105 Statistics	3 units
PSY 101 Principles of Psychology	3 units
SOCI 101 Introduction to Sociology	3 units
SWRK 170 Social Welfare Institutions	3 units
SWRK 200 Diversity and Social Justice	3 units
SWRK 302 Human Behavior in the Social Environment	3 units

Social Work Professional Sequence

Students generally complete their Core Courses before or during the fall semester of their junior year. During the fall semester they complete the application for the Professional Sequence. The Social Work Professional Sequence consists of 40 units and begins spring semester of the junior year. The three semesters must be completed in sequential fashion and are designated as Professional Sequence I, II, and III respectively. A 3-unit elective course must be completed at some point in the Professional Sequence. There are four elective courses for students to choose from, depending on their respective interests: Social Work 320: Child Welfare, Social Work 474: Policy and Programs for Older Adults, Social Work 478 Mental Health Wellness and Recovery, and Social Work 481: Law and Disadvantaged Persons. Alternatively a student may choose an upper division course offered at CSUC as an elective with approval of the BSW Program Director.

The first semester of the campus-based Professional Sequence consists of a macro-focused human behavior course, SWRK 303: Human Behavior and the Social Environment; a beginning practice skills course, SWRK 325: Basic Skills in Social Work Practice; and a research course, SWRK 330: Social Work Research Methods.

In the second semester of the campus-based Professional Sequence students take a practice course focused on skills needed for practice with individuals, SWRK 435: Social Work Methods I; a social welfare policy course, SWRK 485: Social Welfare Policies, Programs, and Services; field practicum, SWRK 489A Social Work Practicum I; and a seminar course to support work in the field, SWRK 490A: Seminar for Practicum I.

The final semester of the campus-based Professional sequence offers a practice course focused on families and small groups, SWRK 445: Social Work Methods II; a community practice course, SWRK 305: Community and Organizational Change; and the second semester of the practicum and supporting seminar, SWRK 489B: Social Work Practicum II; and SWRK 490B: Seminar for Practicum II. Descriptions for all of the courses can be found below.

The Distributed Learning program requires the same courses as those taken in the on-campus program. The course sequencing is slightly different, and students take courses in the summer in addition to fall and spring. The changes in course sequencing were made for several reasons. As noted earlier, our region is geographically isolated and to serve

the region and increase the number of professional social workers in the area, we designed a distributed learning BSW Program that is economically viable and courses are spaced out over three years. This has included summer courses that are taught in a condensed format. The faculty decided that certain classes would work better within that format, which resulted in small changes to course sequencing. Additionally, because we have concurrent field placements, we must keep the practice courses and field seminar/field practicum courses in the same semesters. This has required moving SWRK 485 and SWRK 305 earlier in the sequence. Given that the vast majority of DL-BSW students are already working in the field and are embedded in their community, we felt that offering SWRK 305, the Community Practice course, earlier in the professional sequence, would work well for this group of students. Similarly, DL-BSW students' experience in their agencies has provided many with a basic understanding of the ways in which policy impacts practice. Therefore, it does not seem problematic to offer SWRK 485, Social Welfare Policy and Services, earlier in the sequence. The sequencing of both the campus-based and distributed learning programs can be seen below.

Campus-Based Course Sequence

Spring Professional Sequence I (10 units)

Course	Units
SWRK 303 Human Behavior and the Social Environment	3
SWRK 325 Basic Skills in Social Work Practice	3
SWRK 330 Social Work Research Methods	3

Fall Professional Sequence II (12 Units)

Course	Units
SWRK 435 Social Work Methods I	3
SWRK 485 Social Welfare Policies, Programs and Services	3
SWRK 489A Social Work Practicum I	5
SWRK 490A Seminar for Practicum I	1

Spring Professional Sequence III (12 Units)

Course	Units
SWRK 305 Community and Organizational Change	3

SWRK 445 Social Work Methods II	3
SWRK 489A Social Work Practicum II	5
SWRK 490A Seminar for Practicum II	1

Distributed-Learning Course Sequence

Year One Fall (9 Units)

Course	Format	Units
SWRK 170 Social Welfare Institutions	Online	3
SWRK 200 Diversity and Social Justice	Hybrid	3
SWRK 302 Human Behavior in the Social Environment	Online	3

Spring (6 Units)

Course	Format	Units
SWRK 303 Human Behavior and the Social Environment	Online	3
Upper division or GE Pathway course	Online	3

Summer (3 or 6 Units)

Course	Format	Units
SWRK 305 Community and Organizational Change	Online	3
Social Work Elective (Can be taken the following summer)	Online or Hybrid	3

Year Two Fall (6 Units)

Course	Format	Units
SWRK 485 Social Welfare Policies, Programs and Services	Online	3
Upper division or GE Pathway course	Online	3

Spring (7 Units)

Course	Format	Units
SWRK 330 Social Work Research Methods	Hybrid	4
Upper division or GE Pathway course	Online	3

Summer (3 or 6 Units)

Course	Format	Units
SWRK 325 Basic Skills in Social Work	Hybrid	3
Social Work Elective (Can be taken the previous summer)	Online or Hybrid	3

Year Three Fall (9 Units)

Course	Format	Units
SWRK 435 Social Work Methods I	Hybrid	3
SWRK 489 A: Social Work Practicum I	Field Placement	5
SWRK 490A: Seminar for Practicum I	Hybrid	1

Spring (9 Units)

Course	Format	Units
SWRK 445 Social Work Methods II	Hybrid	3
SWRK 489 B: Social Work Practicum II	Field Placement	5
SWRK 490B: Seminar for Practicum II	Hybrid	1

Course Descriptions for all BSW courses are below:

SWRK 170 Social Welfare Institutions 3.0

This course identifies groups within American society that have a high risk of disenfranchisement. Societal responses established to reduce the impact of inequitable distribution of goods, services, and opportunities based on economic, medical, educational, generational, gender, and legal scarcity are studied. Issues are examined from historical and contemporary perspectives. 3 hours lecture. This is an approved General Education course.

SWRK 200 Diversity and Social Justice 3.0

This course presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion/spirituality, generation, and national origin. Historical and cultural experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people. 3 hours lecture. This is an approved US Diversity course.

SWRK 302 Human Behavior Across the Lifespan 3.0

Using a systems framework and selected human behavior theories across the lifespan, the biological, social, psychological, and cultural influences on individuals, families, and groups are investigated. Particular emphasis is given to ethnic and cultural diversity and promoting student self-reflection across generations and cultural competence. 3 hours lecture.

SWRK 303 Human Behavior and the Social Environment 3.0

Prerequisite: Social Work majors only.

Second of two human behavior and social environment theory courses relevant to social work practice. While SWRK 302 focuses on individuals and families across the lifespan from diverse backgrounds, SWRK 303 studies groups, organizations, institutions, and communities as social systems. Examines the reciprocal interactions between these larger social systems and diverse individuals and families. 3 hours lecture.

SWRK 305 Community and Organizational Change 3.0

Prerequisite: Social Work majors only.

This course provides students with a foundation in community-based change strategies. Students explore how individuals affect communities, how communities affect individuals, and how social workers can become involved to create social change in conjunction with community members. 3 hours lecture.

SWRK 310 Writing for SWRK Profession 1.0

Prerequisites: Acceptance into the BSW professional sequence.

This course engages students in 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 and develop writing, editing, and revision skills for the academic and professional genres. Students are exposed to the citation and writing style of the Publication Manual of the American Psychological Association. 1 hour lecture. You may take this course more than once for a maximum of 9.0 units. Credit/no credit grading.

SWRK 320 Child Welfare 3.0

Acquaints students with the relevant history and concepts of child welfare. Examines abuse, neglect, molestation, prostitution, pornography, day care, teen pregnancies, foster care, intergenerational issues, and adoptions. Focuses on the application of generalist social work knowledge, values, and skills, and the problem-solving process to child welfare practices. Required for Title IV-E students. 3 hours lecture.

SWRK 325 Basic Skills in Social Work Practice 3.0

Prerequisite: Social Work majors only.

Introduces students to the application of social work ethics and skills for social work practice. Includes the ecological systems framework, strengths perspective, and differential application of practice knowledge related to the needs of various groups characterized by gender, race, ethnicity, culture, generation, sexual orientation, class, and ability. Students learn basic interviewing and communication skills. 3 hours clinical.

SWRK 330 Social Work Research Methods 4.0

Prerequisite: Social Work majors only.

An introduction to the logic and styles of social work research. Particular attention is given to the nature of the scientific method, the methods of formulating research questions, the design of social research and the nature of scientific evidence. A laboratory provides application of research practice introduced in class. 3 hours discussion, 2 hours activity.

SWRK 370 International Experience for Human Services 4.0

This course is designed to provide students with a four week international learning opportunity aimed at stimulating and expanding students' perspectives in cross-cultural and cross-national human services systems. It encourages students to experience, first hand, new international and cross-cultural learning in a variety of human services settings. The focus is on the application of knowledge, values, and skills, and the problem-solving process to human services policy, programs/services, and practices. The course content views the impact of gender, culture, ethnicity, economic status, sexual orientation, religion/spirituality, age, generation, and ability across the lifespan on human services issues. 12 hours seminar.

SWRK 435 Social Work Methods I 3.0

Prerequisites: ENGL 130 or JOUR 130 (or equivalent) with a grade of C- or higher, Satisfactory completion of Professional Sequence I. Majors only.

Corequisites: SWRK 330, SWRK 489A, SWRK 490A.

Explores the dimensions of social work practice from a systems perspective: engagement, data collection, assessment, and planning. Students develop skills in building partnerships with clients, group leadership, culturally competent relationship building, problem/need prioritizing and prioritizing, goal setting, and collaborative planning. Values, ethics, and ethical decision making are emphasized. Students apply knowledge of social systems, human development across the lifespan, and diversity in assessing and planning with individuals, families, groups, organizations, and communities. 3 hours clinical. This is an approved Writing Proficiency course; a grade of C- or better certifies writing proficiency for majors.

SWRK 445 Social Work Methods II 3.0

Prerequisites: ENGL 130 or JOUR 130 (or equivalent) with a grade of C- or higher, Satisfactory completion of Professional Sequence II. Majors only.

Corequisites: SWRK 485, SWRK 489B, SWRK 490B.

Builds on Methods I in the areas of intervention, evaluation, and closure. Students enhance their skills in maintaining partnerships with clients, group facilitation, culturally competent change strategies, collaboration, evaluation of practice, and closure. Values, ethics, and ethical decision making are applied to intervention and evaluation. Students apply knowledge of social systems, human development across the lifespan, and diversity in intervention and evaluation with individuals, families, groups, organizations, and communities. 3 hours clinical. This is an approved Writing Proficiency course; a grade of C- or better certifies writing proficiency for majors.

SWRK 474 Policy and Programs for Older Adults 3.0

Examines major social policies, legislation, programs, models of service delivery, and funding related to the needs and concerns of older adults living in the US. Barriers to service availability and delivery to older populations-at-risk, and types of advocacy efforts to promote policy change are addressed. 3 hours lecture.

SWRK 478 Mental Health Wellness and Recovery 3.0

This undergraduate course examines the concepts and practices of wellness, recovery, and resilience for individuals, families, and society. The course addresses mental health services including psychosocial rehabilitation, peer recovery, and other approaches to treatment. Underlying values and components of the recovery movement and recovery based programs are addressed in conjunction with a historical overview of mental health treatment in the United States. 3 hours lecture.

SWRK 481 Law and Disadvantaged Persons 3.0

This course is also offered as POLS 481 .

Explores legal issues facing the poor, older adults, disabled, and minorities, and how to advance the legal rights of the disadvantaged. Family law, consumerism, small claims court, Social Security, welfare law, and landlord/tenant rights are addressed from theoretical and practical perspectives, with an emphasis on advocating those rights. 3 hours lecture.

SWRK 485 Social Welfare Policy, Programs, and Services 3.0

Prerequisite: Social Work majors only.

This course examines economic, historical, generational, political, intellectual, sociocultural, leadership, values, ideologies and other such factors that shape social welfare policy, programs, and services. The course addresses various frameworks for studying social welfare policy and examines the roles of policy makers, processes of social change, and the roles of social workers as facilitators of positive social change. 3 hours lecture.

SWRK 489A Social Work Practicum I 5.0

Prerequisites: Satisfactory completion of Professional Sequence I. Majors only.

Corequisites: SWRK 330, SWRK 435, SWRK 490A.

Students are placed in an approved social service agency and, under the supervision of a qualified field instructor, engage in generalist social work practice with multi-level client systems. The approved agency may be public, non-profit, or proprietary. The Director of Field Education facilitates student placement. 240 hours in the practicum are required. 15 hours supervision. Credit/no credit grading.

SWRK 489B Social Work Practicum II 5.0

Prerequisites: Satisfactory completion of Professional Sequence II. Majors only.

Corequisites: SWRK 445, SWRK 485, SWRK 490B.

This course is a continuation of SWRK 489A. Interns remain in the same agency with the same field instructor to further develop their ethical foundation, skills, knowledge, and understanding of self in the delivery of social services with multi-level client systems. 240 hours in the practicum are required. 15 hours supervision. Credit/no credit grading.

SWRK 489C Supervised Field Experience 5.0

15 hours supervision. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading.

SWRK 490A Seminar for Practicum I 1.0

Prerequisites: Satisfactory completion of Professional Sequence I. Majors only.

Corequisites: SWRK 330, SWRK 435, SWRK 489A.

Discussion and learning processes designed to facilitate integration of previous and ongoing learning with the realities of practice and consolidation of personal growth as a social worker.

SWRK 490B Seminar for Practicum II 1.0

Prerequisites: Satisfactory completion of Professional Sequence II. Majors only.

Corequisites: SWRK 445, SWRK 485, SWRK 489B.

Discussion and learning processes designed to facilitate integration of previous and ongoing learning with the realities of practice and consolidation of personal growth as a social worker.

SWRK 498 Special Topics 1.0 -3.0

Prerequisites: Department permission.

This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered. 3 hours supervision.

Sequencing of Courses

Students are required to adhere to the set sequencing of courses for the BSW degree. The BSW courses are sequenced to begin by offering basic concepts needed for effective social work practice, and then focus on more advanced and specific knowledge, skills, and attitudes that students need to become effective social work practitioners. As noted above, students must complete all prerequisites of the Social Work Core before entering the Professional Sequence. Students must take the Professional Sequence courses in the order listed, and practice courses listed for each semester are co-requisites for Field Practicum and Seminar for Practicum. BSW Program Policy notes that all social work courses prior to those taught the final two semesters, and all other prerequisites must be completed before students enter the field practicum.

Integration and Coherence of Classroom Learning and Field Experience

The field curriculum is designed to allow students the opportunity to gain hands-on practice experience in a supported field setting. The field practicum encourages students to apply the social work knowledge, values, and skills that they are exploring in the classroom, to a field setting under the supervision of a social work practitioner. A major focus of the field curriculum is on the development of a professional identity as a social worker. Students learn foundation knowledge, skills, and values for client-centered problem solving in generalist social work practice.

The Field Practicum sequence consists of two courses, a five-credit course where students complete a minimum of 480 hours in a field site, and a one-credit Field Seminar course. Students take Field Practicum during their last two semesters in the BSW program. The Field Practicum and the Field Seminar must be taken concurrently with senior-level practice courses. The concurrent course requirement ensures that students are learning the knowledge and skills necessary for practice while they are in a field setting where they have the opportunity to begin applying what they learn. It is also important because students' presence in practice classes and field seminar provides students with the opportunity to ask questions, engage in discussions, and receive needed support around issues that come up in the field.

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

As noted above, the BSW curriculum has been developed around the 10 Core Competencies. All of the operational definitions/practice behaviors of the Core Competencies are integrated into the field and classroom curricula in a variety of ways. In terms of the field, all of the competencies and practice behaviors are integrated into the field practicum. At the beginning of the practicum, students develop a learning contract with their AFI. The learning contract requires that students list activities that will address the learning behaviors for the core competencies. Students are expected to build knowledge, skills, and values into their learning contracts and learning opportunities they have in the field practicum. Integration of the practice behaviors is reinforced in the Field Seminar where students address the competencies and practice behaviors in their field journals.

Table 2.2 provides an overview of where various practice behaviors and competencies are included in the classroom curriculum. As can be seen in the Table, each practice behavior is covered in more than one class. A specific example of a course competency and method that competency is measured in the class from one of the classes where the practice behavior is covered, is also included in the Table.

Table 2.2

EPAS Competencies	BSW Program Course Coverage	Sample Course Competencies	Measure
1. Identify as a professional social worker and conduct oneself accordingly.			
A. advocate for client access to the services of social work;	170, 305, 485, 489	SWRK 485: Describe the integration of the social work value orientation in the formulation of social policies and the concomitant delivery of social services in order to maximize the health and well-being of all members of American society	Exams Policy Analysis Paper
B. practice personal reflection and self-correction to assure continual professional development;	305, 325, 435, 489	SWRK 435: Develop a sense of professional awareness through continuous self-reflection, demonstrate awareness of one's biases and values	In Class Exercises Video Interview and Reflection Paper
C. attend to professional roles and boundaries;	305, 435, 445, 489	SWRK 489: A commitment to social work practice in a professional social work	Weekly Journal

		environment by working within a social service agency in a professionally responsible manner	
D. demonstrate professional demeanor in behavior, appearance, and communication;	170, 200 , 302, 445, 489	SWRK 489: A commitment to social work practice in a professional social work environment by working within a social service agency in a professionally responsible manner	Weekly Journal Case Presentation
E. engage in career-long learning;	435, 445	SWRK 435: Develop a sense of professional awareness through continuous self-reflection, demonstrate awareness of one's biases and values	In Class Exercises Video Interview and Reflection Paper
F. use supervision and consultation.	325, 435, 445, 490A/490B	SWRK 489: Use of self purposefully as a professional helper, and use of available resources (e.g. supervision and other agency learning opportunities) to support professional development	Weekly Journal Student Self- Assessment
2. Apply social work ethical principles to guide professional practice.			
A. recognize and manage personal values in a way that allows professional values to guide practice;	200, 302 , 303, 325 , 435, 490A/490B	SWRK 200: Critical reflection in developing self-awareness of personal values, and the ability to clarify conflicting values, particularly those relating to social work professional values and ethics.	In-Class Exercises Ally Project Reflection Paper
B. make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;	200, 302, 305, 325, 330, 490A/490B	SWRK 489: commitment to the values and ethics of the profession through appropriate attitudes and behavior including demonstrating professional self-awareness and the development of professional boundaries	Weekly Journal Case Presentation

C. tolerate ambiguity in resolving ethical conflicts;	200, 305, 325	SWRK 200: Critical reflection in developing self-awareness of personal values, and the ability to clarify conflicting values, particularly those relating to social work professional values and ethics.	In-Class Exercises Ally Project Reflection Paper
D. apply strategies of ethical reasoning to arrive at principled decisions.	170, 200, 305, 330, 325	SWRK 200: Critical reflection in developing self-awareness of personal values, and the ability to clarify conflicting values, particularly those relating to social work professional values and ethics.	In-Class Exercises Ally Project Reflection Paper
3. Apply critical thinking to inform and communicate professional judgments.			
A. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	200, 302, 303, 325, 330, 435, 445	SWRK 302: Utilize critical thinking skills to examine theories of human behavior	Quizzes Appropriate Use of Theories in Papers
B. analyze models of assessment, prevention, intervention, and evaluation;	200, 303, 330, 435, 445	SWRK 435: Demonstrate knowledge of generalist social work practice within an ecological framework.	In-Class Exercises, Models of Practice Paper/Presentation
C. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	302, 305, 325 435, 445, 490A/490B	SWRK 305: Demonstrate effective oral and written communication skills needed to promote social change.	Social Change Paper and Presentation
4. Engage diversity and difference in practice.			
A. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	170, 200, 302 305, 330, 435 445, 490A/490B	SWRK 200: Knowledge of how the historical and cultural experiences of diverse groups help to shape their current circumstances.	Ally Project Cultural Inventory In-Class Activities
B. gain sufficient self-awareness to eliminate	200 303	SWRK 200: Critical reflection in developing self-awareness of	Ally Project Reflection Paper

the influence of personal biases and values in working with diverse groups;	435 490A/490B	personal values, and the ability to clarify conflicting values, particularly those relating to social work professional values and ethics.	In-Class Activities
C. recognize and communicate their understanding of the importance of difference in shaping life experiences;	200 302 303	SWRK 200: An understanding of the patterns, dynamics, and consequences of oppression, discrimination, and economic deprivation; including the forms and mechanisms of oppression and discrimination as they effect diverse populations, within the context of the social and economic justice values of the social work profession.	Ally Project Cultural Inventory In-Class Activities
D. view themselves as learners and engage those with whom they work as informants.	170, 200, 305	SWRK 200: Comprehension of similarities and differences in the experiences, needs, and beliefs of people through the use of research data, various forms of literature and Internet resources.	Ally Project Cultural Inventory In-Class Activities
5. Advance human rights and social and economic justice. A. understand the forms and mechanisms of oppression and discrimination;	200, 302, 303 305, 325, 330 435, 445, 485, 490A/490B	SWRK 200: An understanding of the patterns, dynamics, and consequences of oppression, discrimination, and economic deprivation; including the forms and mechanisms of oppression and discrimination as they effect diverse populations, within the context of the social and economic justice values of the social work profession.	Ally Project Cultural Inventory In-Class Activities
B. advocate for human rights and social and economic justice;	200, 302, 303, 305, 485, 490A/490B	SWRK 305: Demonstrate competence in a range of skills, necessary for encouraging collective action. These include recruitment, assets and needs assessment, planning, strategic thinking, tactical campaigns and evaluation of community and organizational change efforts.	Social Change Project and Presentation
C. engage in practices that advance social and economic justice.	200, 303, 305 325, 485	SWRK 305: Define social and economic justice and demonstrate how your involvement in a change project advances justice.	Social Change Project and Presentation

<p>6. Engage in research-informed practice and practice-informed research.</p> <p>A. use practice experience to inform scientific inquiry</p>	<p>305, 330</p>	<p>SWRK 305: Recognize on a basic level the importance of research in evaluation and program development.</p>	<p>Photo Voice Project Social Change Paper</p>
<p>B. use research evidence to inform practice.</p>	<p>200, 302, 305 325, 330, 435, 490A/490B</p>	<p>SWRK 330: Demonstrate the ability, with supervision, to formulate a research problem, create and implement a research proposal, analyze data and report findings that reflect the perception that our knowledge of the social environment relies and is dependent on scientific social research.</p>	<p>Research Article Critique Research Project</p>
<p>7. Apply knowledge of human behavior and the social environment.</p> <p>A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;</p>	<p>302, 303, 325, 330, 435</p>	<p>SWRK 303: Apply the ecological systems framework in conjunction with selected theories to understand and assess groups, organizations, institutions, and communities.</p>	<p>Organizational Analysis Community Paper Discussions</p>
<p>B. critique and apply knowledge to understand person and environment.</p>	<p>170, 302, 303, 325</p>	<p>SWRK 302: Apply selected theories and research regarding human behavior and the social environment.</p>	<p>Human Development Analysis Reflective Discussions</p>
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>A. analyze, formulate, and advocate for policies that advance social well-being;</p>	<p>200, 305, 445, 485</p>	<p>SWRK 485: Analyze specific social policies and formulate alternatives on the basis of a rational framework taking into consideration principles of social & economic justice and apply policy practice methods in influencing, developing, and changing social and economic policy at the state and local levels.</p>	<p>Policy Analysis and Advocacy Project</p>
<p>B. collaborate with colleagues and clients for effective policy action.</p>	<p>485, 305</p>	<p>SWRK 305: Demonstrate competence in a range of skills, necessary for encouraging collective action. These include recruitment, assets and needs assessment, planning, strategic thinking, tactical campaigns and</p>	<p>Social Change Project Community Change Paper</p>

		evaluation of community and organizational change efforts	
9. Respond to contexts that shape practice.			
A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;	170, 305, 445, 485, 490A/490B	SWRK 305: Demonstrate knowledge of and the ability to analyze an agencies formal and informal organizational structure, policies, funding, and allocation of resources.	Social Change Project
B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	303, 305, 485	SWRK 303: Analyze the ways in which systems promote or deter people in maintaining or achieving optimal health and well being across the lifespan	Exams/Quizzes Organizational Analysis
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			
A. Engagement Social workers			
1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	325, 305, 489/490	SWRK 325: Demonstrate strengths-based interviewing skills with all sizes of client systems.	In-Class Role Plays Taped Interview Paper
2. use empathy and other interpersonal skills;	325, 435, 445, 489/490	SWRK 325: Demonstrate strengths-based interviewing skills with all sizes of client systems.	In-Class Role Plays Taped Interview Paper
3. develop a mutually agreed-on focus of work and desired outcomes	325, 305, 435, 489/490	SWRK 435: Assess the dynamics and develop plans in collaboration with families, groups, organizations, and communities.	In-Class Exercises
B. Assessment Social workers			
1. collect, organize, and interpret client data;	303, 302, 305, 325, 445, 490A/490B	SWRK 305: Describe and analyze strengths, problems and needs at the community and organizational levels	Photo Voice Project

2. assess client strengths and limitations;	303, 302, 305, 435	SWRK 435: Assess the dynamics and develop plans in collaboration with families, groups, organizations, and communities.	In-Class Exercises
3. develop mutually agreed-on intervention goals and objectives;	303, 305, 330, 445	SWRK 445: Assess the dynamics and develop plans in collaboration with families, groups, organizations, and communities.	Bio-Psycho-Social-Spiritual Assessment Group Plan/Facilitation Final Paper
4. select appropriate intervention strategies.	305, 330, 445	SWRK 445: Assess the dynamics and develop plans in collaboration with families, groups, organizations, and communities.	Bio-Psycho-Social-Spiritual Assessment Group Plan/Facilitation Final Paper
C. Intervention Social workers			
1. initiate actions to achieve organizational goals;	305, 490A/490B	SWRK 305: Demonstrate competence in a range of skills, necessary for encouraging collective action. These include recruitment, assets and needs assessment, planning, strategic thinking, tactical campaigns and evaluation of community and organizational change efforts	Social Change Project Community Change Paper
2. implement prevention interventions that enhance client capacities;	305, 485, 435, 445, 490A/490B	SWRK 445: Identify vulnerable populations, the factors that put them at risk, and change strategies at multiple systems levels.	Bio-Psycho-Social-Spiritual Assessment
3. help clients resolve problems;	305, 445, 490A/490B	SWRK 445: Identify vulnerable populations, the factors that put them at risk, and change strategies at multiple systems levels.	Bio-Psycho-Social-Spiritual Assessment
4. negotiate, mediate, and advocate for clients;	305, 445, 490A/490B	SWRK 445: Demonstrate an empowerment approach in developing professional relationships, making assessments, and developing plans.	Bio-Psycho-Social-Spiritual Assessment Group Plan

5. facilitate transitions and endings.	305, 445, 490A/490B	SWRK 445: Demonstrate an empowerment approach in developing professional relationships, making assessments, and developing plans.	Bio-Pscho-Social-Spiritual Assessment Group Plan
D. Evaluation Social workers 1. critically analyze, monitor, and evaluate interventions.	305, 330, 490A/490B	SWRK 305: Demonstrate competence in a range of skills, necessary for encouraging collective action. These include recruitment, assets and needs assessment, planning, strategic thinking, tactical campaigns and evaluation of community and organizational change efforts	Social Change Project Community Change Paper

As is apparent in Table 2.2, each of the practice behaviors for the core competencies is included in a number of courses and in the field practicum. Competency-related skills are generally covered in practice, research, and field practicum courses, while theoretical perspectives are addressed in practice, research, human behavior and the social environment, and field seminar classes.

Accreditation Standard 2.1—Field Education

Educational Policy 2.1—Signature Pedagogy: *Field Education* Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

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

utilize results of evaluation and research to improve their practice effectiveness and the overall effectiveness of the agency in which they are placed.

The BSW program mission and goals as well as program competencies 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 consider their role in influencing future policy development. The uniqueness of each practicum setting reinforces the students' appreciation for lifelong learning and the need for engaging in

A.S. 2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

continuing professional education.

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 their experiences in the field.

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

AS B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

The field education program places students in a variety of social service agencies located in the University's 12-county service region. BSW students are placed in settings where they have the opportunity to engage in a broad range of activities that allow them to gain generalist social work skills and knowledge.

Students attend a weekly Field Seminar with their peers to facilitate the integration of classroom curriculum with their field experiences. Faculty Field Liaisons facilitate the Seminar meetings and act as liaisons between the program and field sites. BSW students are encouraged to develop a professional identity and gain a working knowledge of the ethics, values, and roles of social workers.

All BSW students work with their Agency Field Instructor and Faculty Field Liaison to develop a learning contract for the field practicum. Student learning contracts are developed at the beginning of each practicum to establish goals and learning objectives for the year. The learning contracts address the ten core student competency areas. Students spend time in the Field Seminar working with the instructor and their peers to consider various approaches to the application of the skills and knowledge learned in their courses, to the work they are doing in the field. They discuss what type of specific activities will facilitate their mastering and eventually measuring their mastery of the core competencies. Course assignments across the curriculum incorporate aspects of the field to help promote professional competence and foster the integration of research with practice. The integration of field with curriculum assignments is derived to build generalist knowledge and skills. This often provides leadership opportunities for students to share their knowledge with agency colleagues. A copy of the learning contract can be found in (**Appendix 1**).

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.

AS 2.1.3 *Provides for a minimum of 400 hours of field education for baccalaureate program.*

The field education program requires students to complete 480 hours (two days per week for 15 weeks each semester) over the course of the senior year in the BSW Program. The program uses a concurrent placement model.

AS 2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

Only those students who are candidates for the Bachelor of Social Work program are admitted to the field practicum. Students are concurrently enrolled in a full complement of courses in addition to their field practicum and must complete all pre requisite courses prior to enrolling in the field practicum course.

AS 2.1.5 *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 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.. 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 three-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;
- 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;
- Respected standing by the professional community;
- Commitment to the philosophy and mission of the School of Social Work and the BSW 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 BSW program. They must hold a BSW degree from an accredited program, have two years post BSW experience in social services, demonstrate commitment to availability for the term of the practicum, and have knowledge and practice experience related to generalist social work practice. Along with agency information, each Field Instructor also provides information regarding their professional education and experiences either by submitting a Field Instructor application or a personal resume.

A field orientation is provided by the Director of Field Education at the onset of each academic year. Field Instructors who are unable to attend the field orientation complete on- line field orientation modules and Faculty Field Liaisons review any areas of concern during their initial meeting at the field placement agency. The purpose of the orientation is to familiarize the Field Instructor with the BSW 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 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 two visits to the agency over the course of the placement (or more when necessary) and regular phone and /or email contact with the agency Field Instructor. Faculty Liaisons submit a liaison contact log at the end of each semester to the Director of Field Education, recording when the visits and phone contacts were made.

Maintaining Field Liaison Contacts with Agencies

The Faculty Liaison serves as a link between the field practicum agency, the Field Instructor, student, and University assuring integration of field and classroom learning.

The Liaison provides ongoing consultation and support for the agency Field Instructor in order to enhance the practicum experience, integration of classroom learning, and ensure that satisfactory progress is being made by the student. The Liaison consults on the development of the learning contract and reviews it on a regular basis to evaluate the student's progress towards meeting their educational goals. The Liaison visits the student and Field Instructor in the agency setting once 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. The most recent modification to the field orientation has been the incorporation of small discussion groups to address the following areas: supervision, development of the learning contract, use of performance contracts to address areas of concern for student performance, providing comprehensive agency orientations and how to provide effective feedback and evaluations. Faculty Liaisons facilitate the small groups, increasing their opportunity to interact with agency field instructors, enhancing field instructor skill development and address challenges experienced in the field with students. The format increases opportunities to build collaborative relationships with our community partners. 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 two evaluations over the course of the practicum. Each semester there is an evaluation that is completed by the Field Instructor in consultation with the student. The student evaluation form includes the ten core competency areas with identified practice behaviors. The evaluation has been modified to reflect the goals of the BSW program as well and includes an opportunity for the student to rate him or herself. The intention of the field evaluation is to provide an accurate assessment of the student's progress towards meeting the core competencies and 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 educational goals.

Students meet weekly with their Faculty Liaison in a seminar format, providing further opportunity to discuss their experiences and receive feedback regarding their progress.

Students keep a field journal and turn those entries into the Faculty Liaison for feedback. During the spring semester, students complete a self-assessment in which they are asked to address their progress towards meeting their educational goals, barriers and challenges they have faced, 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 credit 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 2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

Field Instructors

Field instructors for bachelor's degree students are required to hold a BSW 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 BSW or MSW Field Instructor for a student placed in an agency with no BSW or MSW on staff. The off-site supervisor must possess either a BSW or MSW from a CSWE-accredited program, have two years post-degree practice experience, one year of which is in an agency or service setting similar to the placement site. A member of the School of Social Work faculty may also assume responsibility for off- site supervision of a BSW student. Off- site BSW supervision 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

BSW Field Instructor during the placement period to assess student progress, identify potential difficulties or areas of concern, discuss changes in agency which may impact the student, and coordinate learning experiences. The Task Supervisor is also available for spontaneous consultation and/ or supervision as needed. The designated off- site 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 BSWs or MSWs as Field Instructors has enabled the BSW program to meet the needs of agencies in some of our more rural communities that lack professional social workers. This model of supervision has also provided opportunities for greater integration of course and field experience, and has strengthened the relationships between the BSW program and community agencies. It is a supervision model that requires vigilant collaboration, but allows our students access to experiencing the skills and commitment often required of collaborative efforts.

AS 2.1.7 *Provides orientation, Field Instructor training and continuing dialogue with agencies and Field Instructors.*

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

Faculty Liaisons meet with each Agency Field Instructor two times over the course of the placement, providing consultation and constructive feedback to enhance the practicum experience. Each agency and Field Instructor is provided with a copy of the *Field Education Handbook (Appendix 2)* 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 School of Social Work 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: *Working with Veterans, Trauma Informed Supervision, Strengths Based Supervision, The Multigenerational Workforce, Collaborative Conflict Management and Macro Practice: Alive and Well in our Agencies*. Every effort is made to video tape our trainings so that Agency Field Instructors who are not able to attend trainings can access the video recording of the training on our program's field website.

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 2.1.8. *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's 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 BSW program. The option of using the student's employment as the practicum site is considered on an individual basis by the Director of Field Education.

The following guidelines must be met in order for the placement to be considered: the student's agency Field Instructor may not be the administrative supervisor for the student in their job; the field practicum assignments must be clearly delineated and separate from employment responsibilities and educationally focused to meet both the individual learning objectives of the student and the overall BSW program objectives; and assigned hours for the practicum must be specifically designated and completed in another program or unit of the agency. Expectations for the student's performance are guided by the *Field Education Handbook (Appendix 2)* 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 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

Accreditation Standard 3.1 - Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

another practicum site (**Appendix 3**).

The School of Social Work has made a concerted commitment to issues of diversity in all aspects of our program – student and faculty recruitment, curriculum development, and through our service to the campus and community. This commitment is driven by our

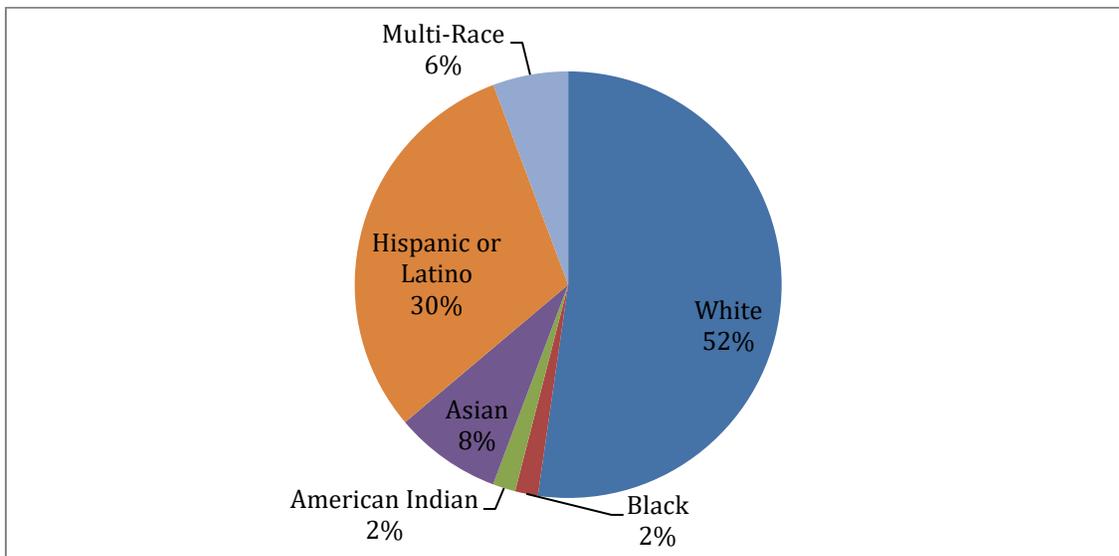
values to work for social justice and also the leadership of the campus Diversity Action Plan. As national events continue to demonstrate the dire need for more and better work around inclusive communities, the School of Social Work takes seriously our commitment and responsibility to educate future social workers and for ourselves to model how to be culturally humble allies, organizers and social work practitioners. Our work around diversity is informed by the demographics of our region, the directives of the California State University system, the programs and goals of the CSU, Chico campus, and our School's commitment to social work values and social justice.

Region

California State University, Chico claims a 12-county service region including the counties of: Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Sutter, Tehama, Trinity, and Yuba. Generally, people of color are underrepresented in this region compared to California as a whole. For example, while 38.5% of Californians identify as Hispanic, they make up only 18.4% of the 12-county region. Asian Americans make up 13.5% of the state's population, yet only 4.6% of the region. Native Americans make up 1.6% of the regional population, yet only .3% of the state.

However, according to the California Department of Finance, the number of diverse Californians will grow dramatically over the next 35 years. It is expected that people of color will represent 48% of the population in our 12-county region by 2050 (California Department of Finance 2015).

Estimated Population of the 12-County Service Region in Northern California by 2050*



*California Department of Finance
[\(http://www.dof.ca.gov/research/demographic/reports/projections/P-1/\)](http://www.dof.ca.gov/research/demographic/reports/projections/P-1/)

California State University System

The California State University system is the largest producer of graduate and undergraduate students in the world with 23 campuses serving almost a half a million (460,000) students. Counting 160,000 Hispanic/Latinos, 76,000 Asians, and 20,000 African Americans, 60% of the students enrolled in the CSU system are students of color. Fully one third of these students are among the first generation in their family to attend college.

Amazingly, the CSU system awards 62% of all bachelor's degrees to California's Hispanic students, 47% of California's African American students, 43% of California's American Indian/Alaska Native students, and 38% of the Asian students population. The CSU has also acted as a leader in transitioning veterans to the civilian workforce.

CSU system initiatives on issues of diversity are guided by the Presidents' Council on Underserved Communities made up of CSU presidents who provide direction and advice to the CSU system. Their central focus is to develop community-specific initiatives designed to improve access and success for Latino, African American, Native American, Asian American and Pacific Islander, Veteran and former foster youth. Most recently, the Presidents' Council on Underserved Communities has been working to develop transitional programs to foster success among first-time freshmen and other typically underserved populations to foster student engagement and lead to greater student success.

Specific CSU system-wide policies are available on the following topics:

- Nondiscrimination and Affirmative Action: <http://www.calstate.edu/hr/eeo/aa>; <http://www.calstate.edu/hr/eeo>
- Discrimination, Harassment and Retaliation: <https://www.calstate.edu/eo/EO-1096.html>; <https://www.calstate.edu/eo/EO-1097.html>

University

According to the California State University, Chico: Center for Economic Development (2014), the percentage of Hispanic students at the University has more than doubled since 2004 making up 25% of the 16,251 students in 2014. The percentage of students of Asian descent, who make up a total of 5.6% has also grown. African American student numbers have remained largely the same at 2% of the student body, while Native Hawaiians, American Indians, and White have all decreased over the last ten years. Less than 50% of the student body identified as white in 2014. These trends largely reflect the demographics of the region.

Students at Chico State are overwhelmingly from California at 95%. Over 50% come from the Northern California region; 24% come from Central California; 20% come from Southern California and just over 5% are from out of state and international students.

In 2010, California State University, Chico convened a group of campus leaders to develop the 2011 – 2016 Diversity Action Plan which is “aimed at building greater institutional capacity in diversity planning, implementation, and reporting” (CSU, Chico

2011 – 2016 Diversity Action Plan). The plan outlines eight priorities, which together form the foundation for our work to support a vibrant, diverse and inclusive campus community.

Priority 1: Increase university access for underrepresented student groups; especially from our service region

Priority 2: Improve the success of students from underrepresented populations

Priority 3: Ensure that all curricular and co - curricular programs foster diversity competencies and engagement

Priority 4: Engage and support faculty, staff and student scholarship, creativity and research on diversity

Priority 5: Develop a shared understanding of ‘inclusive community’

Priority 6: Develop, implement and assess policies, programs and activities that create and sustain a more inclusive campus climate

Priority 7: Increase diversity in faculty, staff and administration at all levels of the University

Priority 8: Design and implement a system of accountability and recognition for increasing campus diversity and forming a more inclusive learning environment

To support these priorities a number of campus programs and initiatives focus on student, staff and faculty development and support. Many of these come within the purview of the campus Office of Diversity and Inclusion

(<http://www.csuchico.edu/diversity/index.shtml>). Annual Reports can be found at: <http://www.csuchico.edu/diversity/wasc/index.shtml>. Faculty in the School actively participates in many of the campus diversity initiatives and utilizes them as resources for teaching, community outreach and special projects.

Most exciting for the University and community is that CSU Chico is a Hispanic Serving Institution. This federal designation is afforded to colleges and universities with at least 25% of their undergraduate students identifying as Hispanic. Federal dollars for this designation assist institutions with providing support for all first generation, low income students. This is an effort heralded by the University president and is a focus of the Diversity Action Plan.

School of Social Work

Guided by both the Council on Social Work Education, EPAS and the NASW Code of Ethics (2008), the School maintains a strong commitment to diversity and social justice in every aspect of our programs. To that end, in 2003, the School developed a Special Policy Statement on the Unqualified Respect for Human Diversity. This Policy was

endorsed by the faculty, staff and students of the School and was re-affirmed in 2007. It reads as follows:

As stated in the National Association of Social Workers Code of Ethics, specified within the Educational Policy and Accreditation Statement of the Council on Social Work Education, and consistent with the California State University, Chico's Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work:

- Advocate eliminating all forms of discrimination based on age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and other physical, psychological or social characteristics.
- Commit to teach, encourage, and promote an appreciation, respect, and understanding of human diversity in the School of Social Work, California State University, Chico, our professions, and our communities.
- Affirm the value of respecting human diversity, and soliciting and incorporating it into all aspects of our educational experiences, our profession, and our personal lives as ways to enrich our total life experience individually and collectively as members of a diverse world community.

Guided by these principles, 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 (<http://www.csuchico.edu/faaf/fppp>). In addition, the school maintains standards within its BSW curriculum concerning compliance of course content with CSWE standards regarding human and cultural diversity and with the subject of non-discrimination in social welfare services. Every effort is made for the School of Social Work to follow the guidelines regarding affirmative action, non-discrimination and inclusion. This can be seen in our faculty and student composition, our curriculum, our special programs and our work in the community.

Faculty

The thirteen full-time faculty of the School of Social Work are:

- | | |
|------------------------------|-----------------------------|
| Bassett, J. David, PhD, LCSW | Ornelas, Vincent PhD |
| Cornell, Chelsea, MSW | Schuldberg, Jean, EdD, LCSW |
| Cox, Kathleen, PhD | Song, Kui-Hee, Ph.D. |
| Hunter, Patty, MSW, LCSW | Sehrawat, Seema, PhD |
| Johansen, Pam, EdD, LCSW | Steiner, Susan, Ph.D. |
| Jones, Celeste A., PhD | Roll, Susan, PhD |
| Klungtvat-Morano, Meka, MSW | |

The School faculty is predominantly white, which is true for the University (80% fall 2013) and matches the demographics of the region. The faculty is 85% female and two of our 13 faculty members identify as GLBTQ+.

<i>School of Social Work Full-time Faculty - 2015</i>				
<i>Ethnic, Gender & Sexual Orientation Diversity</i>				
	Women	Men	GLBTQ+	Ethnicity Total %
White	9		1	76%
Asian/Pacific Islander	2			15%
Latino/Hispanic		2	1	8%
Total Percent	85%	15%		100%

While these numbers do not appear on face value to demonstrate significant diversity, they are higher than the percentages for the campus as a whole. Chico State’s female faculty is currently less than 50%. GLBTQ+ numbers for campus are not collected.

<i>School of Social Work Adjunct Faculty – 2015/16</i>				
<i>Ethnic and Gender Diversity</i>				
	Women	Men	GLBTQ+	Ethnicity Total %
White	7	5	2	80%
African-American				

Asian/Pacific Islander	1			7%
Latina/Hispanic	2		2	13%
Native American				
Total Percent	66%	33%		100%

Faculty Recruitment

Faculty recruitment since our last accreditation visit has 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 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.

This issue of hiring more diverse staff and faculty has been a topic of discussion both on our campus and across the CSU system. Several solutions have been proposed and we are beginning to see the implementation of new initiatives to help better our recruitment and retention efforts, including a new requirement that all chairs of faculty search committees must first attend an Unconscious Bias training. The School is committed to keeping updated and engaged as we work as a university system to improve the diversity of our community.

Curriculum

In an effort to stay current in terms of pedagogy and changing world events, the School has made changes to the curriculum, in particular the curriculum around diversity and special populations. Central to this change has been a move away from the compartmentalized methods designed by the dominant culture to study broad generalizations about oppressed populations. More recently, the field has moved to supporting students to understand power and privilege and how these serve to demote and create structural barriers to the success of marginalized communities. Through critical self-reflection, students are then able to develop an understanding of ally relationships that can be used as a framework within which to work across differences with clients and communities.

These changes fall in line with the EPAS standard 2.1.4, in particular, social workers:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Diversity & Social Justice

The School has recently made significant changes to the foundation diversity course, SWRK 200, formerly Multicultural Awareness for Human Services now called Diversity & Social Justice. The following revised course objectives demonstrate a responsiveness to the field and current events.

Upon completion of this course, students will:

- Deepen their understanding of their personal, social and cultural identities and recognize the extent to which structures and values may oppress, marginalize, alienate, or create and enhance power and privilege.
- Consciously recognize and attempt to reconcile dilemmas arising from potential conflicts between social work professional ethics and particular cultural values, beliefs, and practices.
- Understand and articulate concepts of culture, identity, privilege, ally behaviors, oppression, social justice, and “differentness” and integrate these concepts into their practice framework (micro, mezzo and macro). Understand how these concepts operate in a global context and relate to civil and human rights.
- Using critical thinking, apply knowledge of culturally-based value systems and ideologies that influence behavior when planning and implementing policy, service delivery systems, programs, or intervention strategies.
- Through critical self-reflection, develop an understanding of ally relationships that can be used as a framework within which one can work across difference with clients and communities.
- Utilize skills to advocate for social justice, which is necessary for competent practice in diverse communities, including self - reflection, self - assessment, and consultation, and use these skills to understand and build ally relationships.
- Understand the importance of cultural humility and to view themselves as learners and engage those with whom they work as informants.

This course requires that students conduct a cultural inventory assignment, share weekly current events relevant to issue of diversity, a group ally project and a final reflection paper – all through the lens of power and privilege. The course has received positive reviews in the Students Evaluations of Teaching and we will continue to work to improve it based on student feedback, pedagogical advances and current events.

International Experience for Human Services in Seoul, South Korea

An additional recent curriculum change was the development of an international course: SWRK 498/698 entitled International Experience for Human Services in Seoul, South Korea. Led by faculty member Kui-Hee Song, the first class with 11 students in the summer of 2015 participated in a month long cultural experience that involved learning about South Korea's human services organizations, weekend cultural immersion activities, and interactive discussions.

This course was designed to provide both undergraduate and graduate students with a four week international learning opportunity aimed at stimulating and expanding students' perspectives in cross-cultural and cross-national human services systems. The course encourages students to experience, first hand, new international and cross-cultural learning in a variety of human service settings such as a community based mental health center, a day center for individuals with developmental delays, and government offices who manage national health and mental health policies and programs.

Title IV-E Special Topics

Our students who are a part of the Title-IV-E program have special opportunities for learning around issues of diversity and social justice. The Title IV-E program incorporates diversity into their workshops, seminars, practice labs, child welfare courses, and other trainings. Content includes disproportionality, cultural humility, historical trauma, and special issues for lesbian, gay, bisexual, transgender, queer youth in care. Additionally, students learn about social welfare policies affecting child welfare involved families including the Multi-Ethnic Placement Act (MEPA), Interethnic Placement Act (IEP), the Indian Child Welfare Act (ICWA), and Customary Tribal Adoptions. Finally, child welfare practice models that address diversity issues such as California Partners for Permanency (CAPP), Safety Organized Practice (SOP) and the Core Practice Model are covered extensively in courses attended by Title IV-E students.

Integration into all Course Curriculum

Overall, the faculty makes a concerted effort to be sure that issues of diversity and social justice are covered in the entire BSW curriculum. For example, in practice classes, students work through case scenarios of individuals and families from diverse background and are asked to demonstrate competency in working with and understanding diversity. Students are also challenged to consider the systems within which these families and individuals must survive and how these systems create barriers to family and individual success. In community and policy courses, students gain an understanding of how to both critically understand systems and then work to change them when they create barriers to social justice.

While we measure the competencies around diversity and social justice in SWRK 200 Diversity and Social Justice and in SWRK489/490 Field Practicum, virtually every course in the BSW curriculum contains both content and course assignments that ask

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

students to consider and subsequently demonstrate competency in the EPAS standards with regard to diversity and social justice.

All of the faculty at the School takes part in campus and community work that matches their areas of expertise and research interests. Many of these special projects involve students and encompass work with diverse and marginalized populations that then inform teaching, curriculum and student experiences. A highlight of some of the most recent special projects demonstrates the School's commitment to diversity and social justice.

Older Adults

The School of Social Work has long been a leader on campus in researching, teaching about and working with the rapidly growing older adult population. The School offers both a minor and certificate in Gerontology. This is a multidisciplinary program coordinated by faculty member Dr. Kathy Cox who advises students, teaches courses and serves as a liaison with the University. Our work on issues of aging and older adults is broad and multifaceted.

The School also houses the Interdisciplinary Center on Aging (ICOA). A community service provider made the first mention of the need for the Interdisciplinary Center on Aging in 2007 at a HPPAE site visit with representatives from the New York Academy of Medicine. Considering this need, the School made it a priority to establish an institute in its five-year plan. After conducting a needs assessment, the Interdisciplinary Center on Aging was established in 2009 and to fulfill the ever-growing needs of older adults and those who support them in Northern California. ICOA works to develop best practices for meeting the challenges and maximizing the opportunities of an aging society. ICOA is active across campus and in the community.

As a service to our community and students, monthly lectures, workshops, film series and an annual career fair have been instituted on the Chico State campus with more than 1000 students, faculty and community members benefitting from these efforts thus far. All the lectures, workshops and film series focus on aging and attend to the needs of older adults in our region. These lectures are provided in collaboration with other local agencies including Passages, Adult Services Coordinating Council and Butte County Behavioral Health. Some of the topics covered include:

- Boomers, Gen-X'ers, Millenials: Why Can't We All Just Get Along?,
- Each Mind Matters; Careers in Aging — Opportunities for Students in Various Disciplines,

- Adapted Dance Workshop,
- We Honor Veterans: Overview and Partner Commitment,
- Communities Against Senior Exploitations: Preventing Fraud, Scams and Identity Theft,
- Health at Every Size & Mindful Eating at Any Age,
- Traditions, Rituals, and Beliefs through the Lens of Aging,
- Deadly Triangle: Older adults and suicide prevention,
- LGBTQ+ issues,
- AGEWISE: What's new about ageism in America?,
- Working with Maintaining professional boundaries,
- The seasons of losses: How to help others grieve.

Faculty member Dr. Celeste A. Jones serves as the Director of ICOA and Dr. Jean Schuldberg and many of the School's adjunct faculty serve on the Board of Directors.

Two faculty members, Dr. Celeste A. Jones and Dr. Seema Sehrawat have focused their research agendas on Intergenerational Digital Story Telling. In 2011, they attended a weeklong training on digital storytelling and created their own digital stories. After also attending a facilitators training workshop, they began an intergenerational storytelling research project. The Intergenerational Storytelling Project (ISP) provided four college students the opportunity to be paired with an older adult. After a semester of planning and fundraising, they began with a whole day of helping students create their digital stories. Then, the students were paired with four older adult volunteers from the community to help them create their digital stories. The Digital Storytelling (DS) process was a mechanism for intergenerational collaboration. This project included the students not only as research assistants but also participants in the research. Dr. Jones and Dr. Sehrawat plan to continue the Intergenerational Storytelling Project and facilitate this transformational and intergenerational experience for many more students and older adults in our community.

Building on their success, Dr. Jones and Dr. Sehrawat have conducted specialized workshops for various groups who are interested in using the digital storytelling framework to capture unique stories such as the Osher Lifelong Learning institute (for those 50 and older) at CSU, Chico. Dr. Jones and Dr. Sehrawat have already presented their work on campus and internationally. They along with 3 students (one graduate and two undergraduate) involved in this project presented at the International Association of Gerontology and Geriatrics European Regional Congress 2015 in Dublin, Ireland.

In 2013, faculty member Dr. Jean Schuldberg was governor-appointed to the California Commission on Aging (CCoA). Dr. Schuldberg is co-director for the CSU, Chico Hartford Partnership Program for Aging Education and is a coordinator for the California Social Work Education Center Mental Health Stipend Program.

Finally, the School met the *Hartford Partnership Program for Aging Education (HPPAE)* goal of sustaining the program post Hartford funding in 2009. Through the work of the Co-Directors Dr. Jean Schulberg and Professor Patty Hunter, collaboration with community agencies such as the VA, Passages and Adult Resource Center, and Soroptimists International of Chico, small stipends were developed to support the student's learning. Students in the HPPAE participate in the annual California Senior Legislative Days in Sacramento, CA. and attend monthly meetings that focus on areas relating to older adults and their families in areas of cultural perspectives on death and dying, adult abuse and intervention, and ethical dilemmas in regard to safety and self-determination.

Poverty & Income Inequality

In the fall of 2012, faculty member Dr. Susan Roll initiated an interdisciplinary partnership with Dr. Laurie Browne in Recreation to create the Chico State Poverty Project. Their work began with the purchase and development of a poverty simulation in which more than 1,000 social work and other students have participated. Part of this work was to recruit a participatory action research team of graduate social work students to study how students learn about poverty. Since then, Drs. Roll and Browne have been invited to participate in the American Association of State College and University's Economic Inequality Initiative. They have presented their work at several conferences including the International Association for Research on Service Learning and Community Engagement, Academy of Leisure Sciences Teaching Institute, and the Chico State Sustainability Conference with a presentation called, *Poverty as an Issue of Sustainability*.

Outside of her partnership with Dr. Browne, Dr. Roll has facilitated workshops on poverty and income inequality on campus in both the Diversity Certificate Program and the monthly Conversations on Diversity. She participated in an interdisciplinary working group to develop religious diversity curriculum and initiate a Certificate in Interreligious Studies. She is currently working on the Butte County Low-Income Child Care study with two social work graduate research assistants and several community partners.

In the fall of 2015 faculty members Dr. Sue Steiner and Dr. Susan Roll participated in a Faculty Learning Community to develop teaching modules on poverty and income inequality. These modules will be shared and used both in Social Work and across the campus. Drs. Steiner and Roll recently had a book chapter published in the Handbook on Poverty (In Haymes, de Haymes & Miller, Eds) entitled *Returning to the Collective: New Approaches to Alleviating Poverty*. This work is based in large part on a project initiated by Dr. Steiner in 2012 to create a community time bank. The time bank is a system of barter and exchange that uses hours instead of money. The project has involved taking on several social work interns who have gained skills in organizational development and community organizing.

Also working on local issues, faculty member Dr. Vincent Ornelas has been the vice-chair of the Love Chapmantown Community Coalition that focuses its efforts on the Chapmantown neighborhood, the most culturally diverse community in Chico. This low-income neighborhood has provided opportunities for students to engage in research and community organizing supported by Dr. Ornelas. Dr. Ornelas is the Chair of the Chicano Latino Council on campus and was recently awarded the 2014 Conversations on Diversity Pulling us Together Award, by the campus Diversity Council.

Mental Health

In 2014, our School was awarded a three-year (2014-2017), federal grant to fund a newly developed program entitled, *Behavioral Health Services for Transitional Age Youth (BHS-TAY): A MSW Workforce Training Program*. This award will be utilized to support education for students, faculty, professionals, paraprofessionals, and peer advocates, with attention to the unique challenges of our rural and remote regions.

This federal *Behavioral Health Workforce Education and Training for Professionals (BHWET)* grant is supported by funds from the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA). The grant's purpose is to increase the number of trained professional social workers (MSW) in the behavioral health (BH) workforce who are versed in integrated health care to address the needs of Transitional Age Youth (TAY) at risk for developing or have developed a recognized a behavioral health disorder.

The goals of the CSU, Chico School of Social Work's BHS-TAY MSW workforce training program are:

- 1) Educate 22 concentration year MSW students dedicated to serving at-risk children, adolescents, and TAY between 2014-17.
- 2) Expand by 8 the number of field placements settings that provide integrated health care for at-risk children, adolescents, and TAY.
- 3) Provide experiential and didactic training for participating students through specialized field supervision, inter-professional trainings, and participation in "community of practice," and field experience.
- 4) Connect the public systems of health and BH in our region through of "communities of practice" (Wenger, 1998). The "communities" will impact 26 professionals, paraprofessionals, and peers advocates from multiple disciplines/setting, and include inter-professional trainings and opportunities for development of relationships/collaboration.
- 5) Infuse the MSW curriculum with content on BH, integrated health, and TAY related to prevention, intervention, and treatment models. Annual specialized trainings will assist with maintaining currency for updating course content.
- 6) Provide campus trainings twice a year to BSW/MSW students, agency field instructors (AFI), and faculty on topics related to integrated health and TAY.
- 7) Conduct evaluation and develop means to sustain the grant's goals post funding.

The first training and step towards communities of practice was on April 8, 2015 on the Chico State campus. It was facilitated by the Sacramento Gender Health Center. This is an innovative Integrated Health Care Center with a focus on the transgender population. Providers include social workers, counselors, student interns in social work and counseling, behavioral health professionals, doctors and interns from the U.C. Davis School Medicine (a highly requested rotation for the hormone clinics), and legal, and primary health care providers. This has been added to the MD curriculum as a rotation.

This first training was attended by 40 members from the community, and included faculty and students. The workshop *Innovative Techniques to Develop Integrated Healthcare to Serve our Communities in Need* included an introduction on the GHC and volunteer/intern model; information on collaborations, formal partnerships, and innovative approaches; a detailed case study that includes trans health background, policy update, medical-legal partnerships, hormone prescription clinic, health advocacy, MD resource packet, and internships/traineeships with universities; presentation on creating integrated healthcare in communities with an opportunity for participants' brainstorming as to how, when, where and who; and facilitation of a community member panel and networking session with Legal Services, Stonewall Alliance, and Women's Health Specialists.

Raising Educational Achievement in Collaborative Hubs (REACH)

REACH is a new program at Chico State created under the Chico Student Success Center in an effort to increase academic achievement amongst first-year students. Small groups of students are paired with peer mentors and faculty who support them through weekly study jams, recreational activities monthly and on-going special programs. Many of the School's full and part time faculty has participated as REACH mentors.

In addition to special projects, faculty regularly attends campus, regional and national workshops and conferences on diversity, oppression and cultural humility. These have included specific workshops at NASW, CSWE and BPD, conferences on economic justice in San Francisco and the White Privilege Conference. Additionally, our partner organizations such as Butte County Behavioral Health, California Center for Social Work Education (CalSWEC), the Mental Health Services Act consortium, and the Hartford Foundation also sponsor regular trainings and workshops on diversity and social justice which faculty, students and alumni attend. 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 diverse faculty and students.

BSW Student Composition

Each year we keep careful track of the race/ethnicity and gender of our incoming, current and graduating students. These statistics help us to monitor our success in recruiting and retaining a diverse class of students which bring breadth to our program and the profession. This section describes the most recent BSW students enrolled by

race/ethnicity and gender compared to the Chico State campus between 2012 and 2015. Trends and comparisons are included in the discussion.

Student Recruitment

Particularly with the development of our Distributed Learning (DL) program supported by the Superior Region Workforce Education & Training Partnership (located in Butte, Colusa, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, and Trinity counties) and in cooperation with our Title IV-E program, we have made a concerted effort to offer social work education in the rural communities around Chico and all the way up to the Oregon border. Many of our students who enter the program from these rural communities are first generation college students.

Our DL program was created out of a need for accessible social work degrees for those who could not participate in traditional social work degree programs. Many of our students live in rural and remote regions of Northern California, work full-time, or have family obligations which create a need for education delivered in an alternative, more accessible format. As a central part of this program students are offered mentorship and coaching, weekly check-ins using video conferencing technology, and special programs to ensure their continued engagement and success in the program.

Another way that we recruit diverse students is through the Title-IV-E Pathway Program. Pathway provides financial and other supports for current child welfare workers that live in rural and remote areas of the North State. Pathway provides a bridge between individuals and higher education and, in particular, distributed learning education.

Ethnic Category						
	2015/16 BSWs	2015/16 CSU Chico	2014/15 BSWs	2014/15 CSU Chico	2013/14 BSWs	2013/14 CSU Chico
African American	3%	2%	4%	2%	4%	2%
American Indian/ Alaska Native	3%	1%	2%	1%	4%	1%
Asian American	8%	7%	7%	7%	8%	6%
Native Hawaiian & Pacific Islanders	1%	0%	0%	0%	0%	0%
Hispanic-Latino	20%	29%	22%	26%	27%	22%
Two or More Ethnic	4%	5%	4%	5%	4%	5%
White, Non-Latino	45%	46%	53%	49%	49%	53%

Unknown	16%	10%	7%	11%	5%	11%
Gender						
Male	19%	47%	16%	47%	12%	47%
Female	81%	53%	84%	53%	88%	53%

With regard to race and ethnicity, our BSW students closely mirror those of the University as a whole with the exception of Latino students over the past two years where our numbers fall below campus trends. In terms of gender, social work attracts a much higher percentage of female students compared to the University and other majors. However, it is important to note that the number of male students choosing social work as a major is steadily increasing. We see this in our master’s program as well. The recruitment of both Latino and male students is a top priority for our School. Trends for male students are heading in the right direction and with the anticipation of our designation as a Hispanic Serving Institution, we expect our percentage of Latino students to rise as well.

We believe that our student and faculty recruitment, curriculum efforts, and service to the campus and community demonstrate well our commitment to diversity and social justice. We recognize that this is an on-going journey as evident in national and international events that challenge our notions of fairness and equity. We are committed as a School to continue to challenge ourselves and those around us as we work to build a more equitable society.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

As a School, we are pleased with our growth and how we have embraced issues of diversity and social justice in our curriculum, student and faculty recruitment, outreach and special projects. As we look to the future we will build and expand on our current trajectory in many ways.

Admissions

While our current BSW cohort is one of the most diverse classes we have enrolled since the inception of our bachelor’s program, we recognize that we need to continue to actively recruit and retain students from diverse backgrounds. Some of this will happen naturally, as the ratio of students of color in California grows significantly over the next several decades. As we scrutinize our Professional Sequence applicants, we are continuing to work on ways that we can ensure that we are valuing not just the traditional measures of success like GPA, but also giving extra weight to those students who come from diverse backgrounds and/or have worked in or volunteered in diverse communities.

We recognize their value in our classrooms and in the field and will continue to strengthen this aspect of our Program.

Curriculum

Our revised SWRK200: Diversity & Social Justice course was implemented for the first time in the fall of 2014. While the course evaluations were positive, we will continue to build and improve this critically important course using student feedback, assessment data, evidence from the literature, and informed by current events.

Social Work's role at the University

As the University becomes a Hispanic Serving Institution, we will evaluate what role our School plays in both recruiting and retaining Hispanic and Latino students. Our own faculty member Dr. Vincent Ornelas serves as the Chair of the Chicano Latino Council and will be a natural conduit for connecting the School with campus efforts.

Several of our recent graduates work in important student support capacities across campus and will aid in our network of social workers at Chico State who embody social work in the academy. Marina Fox (MSW, 2015) is the Director of the PATH Scholars Program. PATH is an acronym for **Promoting Achievement Through Hope** and is a comprehensive network and outreach program to support the educational goals of current and former foster youth students. Dawn Frank (MSW, 2015) works as an advisor with the Educational Opportunity Program which was designed to improve the access and retention of low-income and first-generation college students at CSU, Chico. Finally, Alex Brown (MSW, 2015) is the Director of Safe Place, through the campus Counseling Center which offers support to victims of sexual assault, domestic violence, stalking, harassment and hate crimes through crisis intervention, crisis counseling, resources and referrals. Each of these diverse graduates (two women of color and one who identifies as LGBTQ+) raise the visibility of social work and the role of social workers in many aspects of University life.

Recruitment and Support of Rural and First Generation College students

Mainly by way of our Title IV-E Pathways and Distributed Learning programs, we will continue to outreach to and recruit students in rural areas of Northern California. Faculty member Dr. Seema Sehrawat took over the administration of our Distributed Learning program in the summer of 2015 and has already worked to shore up our infrastructure, increase outreach to rural communities, and build new partnerships with community colleges across the North state. We anticipate that this program will grow and serve more and more of the underserved communities in our service region, bringing in largely first generation students who will become professional social workers in underserved areas.

Behavioral Health Services for Transitional Age Youth: A MSW Workforce Training Program

Now in our second year of this three year federally funded program, we have begun to look at both evaluation and sustainability of the Program. Recognizing the increasing need for both social workers and social support systems that are specially trained to work with transition-age youth, sustaining this program will be critical for our service region. Led by faculty member Dr. Jean Schuldberg, we have begun to identify long-term funding options so that the Program can continue to support our students and the larger community with particular attention to the unique challenges of our rural and remote regions.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation.

B3.2.1 The program identifies the criteria it uses for admission.

Admissions

The program lists its admissions criteria in the *Student Handbook for the BSW Program*, p. 10, and the University Catalog, both of which can be found in **Appendix 4 & 5**. The criteria are as follows:

1. Achieved junior class standing, including upper division transfer students with 60 or more transferable semester college units (90 or more quarter units).
2. Completed or have in progress 39 of the 48 required General Education (GE) units (See University Catalog). It is also recommended you have completed or have in progress the United States History, Constitution, and American Ideals requirement.
3. Completed the following courses at CSU, Chico or their articulated equivalents:
BIOL 104 (BIOL 103 or a human biology course)
ECON 101, ECON 102, or ECON 103
MATH 105
PSYC 101
SOC 100
SWRK 170
SWRK 200
SWRK 302
4. A minimum overall GPA of 2.0.

5. Effective fall 2016 the minimum grade for all Core courses must be C (overall GPA must be 2.0 or higher).
6. Documented completion of 60 hours of volunteer work in one or more social service agencies.
7. Submitted paperwork for “Professional Sequence” in September of your junior year, including professional sequence application, documented volunteer hours (a form will be attached to the application), and your responses to the questions.
8. Applicants will submit their Professional Sequence Application online through the School of Social Work website, and email all transcripts to bswadmissions@csuchico.edu

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

Admissions to the University Undergraduate Program

The undergraduate admissions policies for CSUC are delineated in the *University Catalog*, available at <http://catalog.csuchico.edu/viewer/15/UGADMISSIONS.html>.

Admissions to CSUC BSW Program

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

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

Admissions policies for the BSW program are administered by the BSW Director. The CSUC School of Social Work Professional Sequence Application must be completed and evaluated by the BSW Director and one other faculty member of the School. This instrument consists of several demographic items, a check list of prerequisite courses and grades, as well closed and open-ended items. Faculty reviewing this completed instrument are provided with a screening form with which to determine whether or not the individual applicant has met all criteria as noted in the admissions policies. Faculty reviewers are asked to provide a recommendation regarding the appropriateness of the applicant to enter the Professional Sequence. Please refer to the *Professional Sequence Application* and the *BSW Screening Form* in **Appendix 6**. Those applicants who have been identified as having potential values/ethical concerns, or academic challenges, will be directed to attend a mandatory meeting with the BSW Director to discuss their application.

If the applicant does not meet the criteria to proceed into the Professional Sequence, the BSW Director will review the Standards of Professional Conduct and Termination from the BSW

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

Program in the *Student Handbook for BSW Program* with the applicant and discuss alternatives. The fact that persons have been convicted of a misdemeanor or felony will not preclude their acceptance or entry into the BSW program offered by the School. However, admission to the School's BSW program does not guarantee graduation or acceptance by an agency for field practicum.

Transfer of Credits to University

The undergraduate transfer policies for CSUC are delineated in the *University Catalog*, and can be found at <http://catalog.csuchico.edu/viewer/15/UGADMISSIONS.html>. Courses are reviewed by academic evaluators in University Advising. Generally credit for work completed at regionally accredited institutions will be transferred and applied where appropriate towards degree requirements.

Transfer of Social Work courses

Course requirements for the Social Work major are delineated in the *Student Handbook for BSW Program* **Appendix 4**. The BSW Director reviews all transfer students courses for the Social Work core; this consists of 24-25 units to ensure all courses are completed before taking any courses from the *Professional Sequence*. The California State University system is also an organizational partner in ASSIST, an online student-transfer information system, that shows how course credits earned at one public California college or university can be applied when transferred to another which can be found at <http://www.assist.org/web-assist/welcome.html>

Students may initiate an upper division transfer from a CSWE-accredited social work program if they have a grade point average of 2.0 in all transferable units attempted, they are in good standing at the last college or university attended and they have completed at least 30 semester units of college course work with a grade of C or better. Social Work transfer courses must reflect current knowledge, skills, and values of equivalent courses offered by the School.

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience. This is clearly noted in the *Student Handbook for BSW Program* which states, “In keeping with CSWE (Council on Social Work Education) policies and our own program philosophy, the School of Social Work does not grant social work course credit for previous experience, employment, or volunteer experience” (p. 11). It is also in The University Catalog (<http://catalog.csuchico.edu/viewer/15/SWRK/SWRKNONEBA.html>), which states “credit for life experience or prior work experience in lieu of course work or the social work practicum is not permitted”. **Appendix 4 & 5.**

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both. Advising is mandatory for all undergraduate social work majors. The BSW Director serves as the advisor to all new students, transfer students, and potential students. Students are assigned to individual advisors in the Fall semester of their junior year after completion of “Professional Sequence” application. Students are expected to meet with their advisors at least once each semester to develop an educational plan (**Appendix 7**), select appropriate courses, discuss career and academic goals, and to problem-solve concerns and difficulties. Advising policies and procedures are provided in the online *Student Handbook for BSW Program* as well as *California State University, Chico School of Social Work Faculty Manual Undergraduate Program Advising Section* (**Appendix 8 pg. 28**),

Advising by Faculty

All incoming students meet with the BSW Director to discuss program expectations, course sequencing, and professional goals. At the initial meeting, students are directed to the School of Social Work website <http://www.csuchico.edu/swrk/> and advised to become familiar with the *Student Handbook for BSW Program* (**Appendix 4**). The BSW Director evaluates the compatibility of student career expectations with the social work program, including values and ethics.

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

When students are admitted into the BSW Program they are assigned an advisor who is a full-time, tenure-track faculty member. Each year, the BSW Director provides advisor training for all faculty members acting as advisors. The *Undergraduate Program Advising* section of the *School’s Faculty Manual* (**Appendix 8**) is updated and provided to all advisors each year. Faculty advisors are expected to meet with their advisees during the spring semester of the junior year to review prerequisite courses, progress in the major, course sequencing, and to provide advocacy as

needed. The advisors work with other committees including the Field Committee and Student Affairs Committee to help resolve difficulties. Throughout the undergraduate program, faculty advisors track student progress and make notes in online advising files. Faculty advisors inform students that their role is limited to degree requirements for the Social Work program. Students are encouraged to meet with CSUC Evaluations and Records, as well as to check their online “portal” accounts for any questions regarding General Education or university undergraduate requirements.

Advising Assistance by Staff

School of Social Work staff support the advising process by providing general information on program requirements, prerequisites, and sources of information to students. Staff can provide students with website information <http://www.csuchico.edu/swrk/>, handouts, and schedule appointments with faculty advisors/program directors.

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

Students are informed of criteria for evaluation of academic and professional performance in the *Student Handbook for BSW Program, BSW Field Education Handbook* <http://www.csuchico.edu/swrk/field/handbooks.shtml>, University Catalog (<http://catalog.csuchico.edu/viewer/15/ACAREGS.html#GradingSystem>), and in the syllabus for each course.

University Grading Requirements

CSUC requires all undergraduates to maintain a minimum 2.0 cumulative grade point average, including transfer units. CSUC grading policies are listed in the *University Catalog* (<http://catalog.csuchico.edu/viewer/15/ACAREGS.html#GradingSystem>). Courses required for a major must be taken for a letter grade. The *University Catalog* includes policies for assignment of incomplete grades, withdrawal from courses, and repeating courses for forgiveness.

School of Social Work BSW Grading Standards

Grading standards have been standardized throughout the curriculum, with the following standards included in each undergraduate course syllabus.

- A- Superior work: A level of achievement so outstanding that it is normally attained by relatively few students
- B- Very good work: A high level of achievement clearly better than adequate competence in the subject matter / skill but not so good as the unusual, superior achievement of students earning an A.
- C- Adequate work: A level of achievement indicating adequate competence in the subject matter / skill. This level will usually be met by a majority of students in the class.

D- Minimally acceptable work: A level of achievement which meets the minimum requirements of the course. **Note this is not passing in the BSW program.*

F – Unacceptable work: A level of achievement that fails to meet the minimum requirements of the course. Not passing.

Grades

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67 – 69	F = ≤ 63
A- = 90-93	B = 84-86	C = 74-76	D = 64 – 66	
	B- = 80-83	C- = 70-73		

School of Social Work Review of Academic Performance

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

Grading for Field Practicum

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

The student, the Agency Field Instructor, and Faculty Liaison all have active roles in this evaluation process. The student and the agency field liaison are responsible for evaluating the student’s performance. This is accomplished through the use of the Learning Contract that specifies both learning activities and performance expectations. The final written evaluation submitted to the Liaison should include narrative comments that identify both student strengths and areas for improvement.

Grievance Procedures

The grievance procedures are spelled out in the *Student Handbook for the BSW Program* and the *BSW Field Manual*. Both sets of procedures are described below.

Grade Appeal 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 BSW 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 BSW Program Director did not satisfactorily resolve the issue, the student may request a meeting with the instructor and the School of Social Work Director within 10 days of receiving the report from the BSW 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.

University Grade Grievance 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. This process is spelled out in the University Catalog and can be found at

<http://catalog.csuchico.edu/viewer/15/ACAREGS.html#GradesGrievance>.

POLICIES AND PROCEDURES FOR ADDRESSING STUDENTS' ACADEMIC CONCERNS

The policies and procedures for addressing student concerns and grievances can be found in the School of Social Work *Student Handbook for the BSW Program*. The policies and procedures for addressing student academic performance concerns, including termination of a student's enrollment in social work program involve use of one or more of the following mechanisms: 1) Informal Review; 2) Student Review Committee; 3) University policy for Addressing Students' Academic Performance Problems; and 4) 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, Advisor, or Field Instructor expresses concern regarding a student's academic performance.

PROCESS	NOTES
Initial meeting	
<p>The initiating party meets with the student and communicates verbally the specific nature of the concern. Whenever possible, documentation regarding the concern should be provided.</p> <p>The student is informed that she/he may contact Student Judicial Affairs at any time during this process.</p>	<p><i>If the concern is resolved to the satisfaction of all parties involved, no further action is necessary.</i></p> <p>A note documenting the meeting contents and resolution is signed by the initiating party and student and is placed in the student's SWRK file within five (5) working days of the meeting.</p> <p>If the concern is not resolved, the student is referred to the Faculty Advisor (see 2 a & b).</p>
Meeting with Faculty Advisor	
<p>If the issue does not involve field and remains unresolved, the Faculty Member refers the matter to the student's Advisor who, <u>by ten (10) instructional days</u>, meets with the student to attempt a resolution.</p>	<p>It is the Advisor'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.</p> <p>The Advisor 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. An Action Plan is developed in coordination with the student.</p>
Action Plan	
<p>After meeting with the student, the Advisor meets with the student and the referring faculty member to develop an Action Plan to resolve the concern.</p> <p>The action plan is presented to the student in writing and is placed in the</p>	<p><i>If the concern is resolved at this level no further action is necessary.</i></p> <p>If the issue of concern for the student's academic performance remains unresolved, the Advisor contacts the BSW Program</p>

student's file in the School Office within five working days from the meeting with the student, referring faculty member and Advisor.	Director to determine if the matter should be referred to the Student Review Committee.
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Formal Review of Academic Performance

<u>Step 1 - Student Review Committee²</u>

² The Student Review 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 does not resolve the problem, the Student Review Committee is the primary mechanism for resolution of the matter.

Some examples of concerns warranting possible referral of a student to the Student Review 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.

<p>If this is determined to be the case, a faculty member, BSW Program Director, or Director of the School of Social Work may refer the matter to the Student Review Committee <u>by five (5) instructional days</u> and at the same time, communicates this action to the student and other parties involved.</p>	<p><i>A faculty member, BSW Program Director, or Director of the School of Social Work makes a written request to the Chair of the Student Review Committee, specifying the student's performance that initiated the need for review and the corrective action taken to date.</i></p> <p>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.</p>
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- 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.
 - g. Termination from Field practicum.
 - h. Student is placed on academic probation.
 - i. Termination from Field Practicum

<p><u>Step 1a Student Review Committee Initial Notification</u></p>	<p><i>The Chair of the Student Review 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.</i></p> <p><i>If the committee determines the request is legitimate, the student must be given written notification five instructional days before the review date.</i></p> <p><i>The student, student’s Advisor, BSW Program Director, Director of the School, and representative from CSU, Chico Student Judicial Affairs 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.</i></p> <p><i>Note: The CSU, Chico email is the official form of communication and notification.</i></p>
<p><u>Step 1b – Attendees and Participants at Student Review Committee</u></p>	<p>At the discretion of the committee, the person requesting the review may be present during the Student Review Committee review.</p> <p>The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the Student Review Committee on her/his behalf. The advocate may be a student or any other advocate save a licensed attorney.</p>
<p><u>Step 1c – Questioning Process</u></p>	<p>The student has the right to question anyone participating in the proceedings.</p>

<p><u>Step 1d – Student Review Committee Procedure</u></p>	<p>Call to order.</p> <p>Designation of a committee member to record the minutes of the meeting.</p> <p>Recording of attendees and their role in the proceeding (committee member, student, other faculty, and student's invitees).</p> <p>Identification of the matter for discussion.</p> <p>Description of the known facts regarding the issue by a designated committee member.</p> <p>Student's comments, explanations, challenges, evidence (if applicable).</p> <p>Comments of other attendees.</p> <p>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.</p> <p>Informing student of the recommendation to be made to the Director of BSW Program. Recommendation may be further deliberations or a decision.</p> <p>Notification to student of date and location for securing a copy of the minutes as well as a written explanation that amendments to the minutes must be made within six weeks.</p>
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	<p>Adjournment.</p> <p>Note: The designated Student Review Committee member records the proceedings and arranges for faculty attendees to receive copies.</p> <p>It is the student's responsibility to obtain a copy, if desired, per above instructions.</p> <p>In addition, the secretary provides a copy of the committee's recommendation to the BSW Program Director.</p> <p>A copy of the report is kept in the student's file within the School of Social Work.</p>
<p><u>Step 1e - Determination of Action</u></p>	<p>The BSW 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 BSW Program Director and, possibly, other interested parties in accordance with the terms of the decision.</p> <p>If the student agrees with this determination of action, the BSW Program Director's recommendation is followed.</p> <p>If the student would like to appeal this decision, a rebuttal is sent to the Director of the School of Social Work within 5 instructional days.</p> <p>The Director of the School of Social Work will review all the documents and will make a determination of action, and notify the</p>

	student by registered mail within five (5) instructional days.
<p>Student Judicial Affairs</p> <p>If the issue remains unresolved, the student may request advice and guidance from Student Judicial Affairs.</p> <p>Note: Unresolved field practicum issues are referred to the Director of Field Education for further investigation and/or action.</p>	<p>Students wanting assistance in responding to a negative evaluation of their performance, dismissal, being placed on academic probation, or believe the School of Social Work faculty, staff, or administration have violated their rights, may enlist assistance from the Office of Student Judicial Affairs at any point in the process.</p> <p>The <u>formal grievance process</u> with Judicial Affairs may be initiated <u>only after all informal attempts</u> to resolve the problem have been made and found unsatisfactory in reaching a solution (see CSU, Chico Student Judicial Affairs)</p> <p>The student must file a request for a formal hearing with the Coordinator of Judicial Affairs within 30 instructional days after the problem has come to the student's attention. See EM 94-22, <i>The Student Grievance Procedures</i>.</p> <p>Note: Students who violate EM 96-38, the Code of Student Rights and Responsibilities, or the NASW Code of Ethics, may be referred to Student Judicial Affairs</p>

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

The program has written policies and procedures for terminating student enrollment in the social work program for reasons of academic and professional performance. Written policies and procedures for termination of student enrollment in the social work program are included in *Student Handbook for BSW Program (Appendix 4)* and the *University Catalog*. Expectations for students' performances and conduct are included in the following

documents: *The National Association of Social Workers (NASW) Code of Ethics*; *the BSW Field Education Handbook*; *Student Handbook for BSW Program*; *the University Catalog*; and the CSU, and Chico *Code of Student Rights and Responsibilities (Executive Memorandum 96-38, July 8, 1996)*.

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

CSUC Policies Regarding Academic Probation and Disqualification

University policies regarding academic probation and disqualification are delineated in the *University Catalog* and found at <http://catalog.csuchico.edu/viewer/15/ACAREGS.html#Probation>.

Academic Probation

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

- As freshman (fewer than 30 semester hours of college work completed), they fall below a grade point average of 1.50 in all units attempted or in all units attempted at CSUC.
- As sophomores (30 through 59 semester hours of college work completed), they fall below a grade point average of 1.70 in all units attempted or in all units attempted at CSUC.
- As juniors (60 through 89 semester hours of college work completed), they fall below a grade point average of 1.85 in all units attempted or in all units attempted at CSUC.
- As seniors (90 or more semester hours of college work completed), they fall below a grade point average of 1.95 in all units attempted or in all units attempted at CSUC.

Academic Disqualification, Not on Academic Probation

Undergraduate students may be disqualified when the following circumstances exist:

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

Administrative-Academic Probation

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

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

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

Administrative-Academic Disqualification

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

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

Procedures for Reinstatement

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

School of Social Work Student Affairs Committee (SAC)

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

1. A Co-Chair of the SAC forwards the request to the faculty at the next regularly scheduled weekly meeting to inform them of the pending review and to solicit membership for the committee and inform the student's advisor of the pending request. Faculty volunteer to serve on the committee who do not have the student in a course at the time of the request to avoid a conflict of interest. In addition, the Director of the School of Social Work does not serve on this committee. Supporting materials to the committee members, informing them that the committee will meet within one week to review the request. If the committee determines the request is legitimate, they set a date for the review to be held within one week of the student receiving written notification. The student, student's advisor, and the Director of the School are notified in writing of the date, time, and place of the review, and the alleged nature of the deficiencies in performance or conduct under review.
2. At the discretion of the committee, the person requesting the review may be present during the SAC review.
3. The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the SAC on her/his behalf.
4. The student has the right to question anyone participating in the proceedings.
5. The person initiating the request may make a written request to the Committee Chair to cancel or discontinue the review process. If such a request is received, the Chair polls the members in a timely manner as to the appropriateness of the request.
6. The procedures for SAC meeting include the following:
 - Call to order.
 - Record the attendees and their role in the proceeding (committee member, student, other faculty, and student's invitees).
 - Identification of the matter for discussion.
 - Description of the known facts regarding the issue by a designated committee member.
 - The student's comments, explanations, challenges, evidence (if applicable).
 - Comments of other attendees
 - Discussion with the goal of reaching concurrence on the nature of the difficulty and possible solutions including, possibly, dismissal from the School of Social Work.
 - Inform the student of the recommendation to be made to the Director.
 - Notification to student of date and location a copy of the minutes may be obtained along with an explanation that amendments must be made within six weeks.
 - Adjournment.
7. The secretary records the proceedings and arranges for faculty attendees to receive copies. It is the student's responsibility to obtain a copy, if desired, per earlier instructions. In addition, the secretary prepares a written recommendation of the committee's recommendation, to the BSW Director. A copy of this report is kept in the student's file in the department office.
8. The BSW Director makes a determination of the action to be taken, if any, and notifies the student by registered letter. Any action will be carried out by the BSW Director and, possibly, other interested parties in accordance with the terms of the decision.

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

Policies for Addressing Concerns in Field Practicum

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

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

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

Situational Issues

If there is an issue that arises during the practicum in which the student is having difficulty fulfilling their responsibilities due to transportation, illness, personal crisis, unreliable childcare, etc. a resolution must be settled upon by joint agreement between the student and field instructor. Strategies should be identified to resolve the issue in writing by the student and a copy of a remediation plan provided to the field instructor, Liaison, and Director of Field Education. The Liaison will monitor the situation to ensure that progress is being made and the student is fulfilling their responsibilities.

In the event that the situational issue is not ameliorated and the student is unable to fulfill their responsibilities to the practicum, the placement may be terminated by either the student or the Agency Field Instructor. Termination of a placement requires that the Liaison and Director of Field Education be notified immediately and a plan for adequate termination/closure with clients and agency personnel submitted to the Liaison and Agency Field Instructor. The plan for termination should reflect the date the student will leave the placement, timing, and method for terminating contacts with individuals and groups, and how and when the student will fulfill other termination responsibilities; i.e. transfer or closing of cases, completion of necessary paperwork, returning keys or identification cards etc.

Environmental Issues

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

- 1) The student will address their concerns with the Agency Field Instructor first, clarifying the problem area or issue and identifying possible strategies for improving the situation. Either the student or the Agency Field Instructor may request the Liaison to be present

- for this discussion. At the very least, the Liaison should be informed of the concerns and made aware of the plan to resolve these concerns and the time frame in which the concerns will be addressed. The student will provide the Liaison with a written remediation plan, signed by both the student and Agency Field Instructor.
- 2) If the concerns are resolved in the designated time frame the student will remain in the placement. If the concerns are not resolved the student will request a meeting with the Agency Field Instructor and Liaison to determine whether or not a change in placement needs to occur. The program highly discourages changes in placements and every effort should be made to resolve the issue. The Liaison will make a recommendation to the Director of Field Education in writing at the conclusion of this meeting as to whether or not the student should be moved or remain in the placement, and the reasons they are making this recommendation. If the recommendation is to keep the student in the placement a revised remediation plan will be submitted with the recommendation and strategies identified to resolve the issue. The Liaison will notify the student and the Agency Field Instructor of their recommendation and the plan. If either the student or the Agency Field Instructor disagrees with the liaison's recommendation they may submit a written appeal to the Director of Field Education who will make the final decision.
 - 3) If either the student or the Agency Field Instructor chooses to appeal a decision made by the Director of Field they may request a meeting with the Field Review Committee to review the decision. The field committee will make a recommendation to support the decision of the Director of Field Education or submit a new remediation plan.
 - 4) If the student or Agency Field Instructor rejects the plan submitted by the field committee they can appeal the decision to the Director of the School of Social Work.
 - 5) If the student or Agency Field Instructor rejects the decision of the Director of the School of Social Work they can appeal the decision to the Dean of Behavioral and Social Sciences. At any point in the process a student may contact Student Judicial Affairs for assistance. It is required that above steps be taken to resolve any placement issue in addition to any steps taken by Student Judicial Affairs.

Academic/Professional Behavior Issues

Evaluation of the student's academic and professional behavior in the placement is viewed as a process jointly undertaken by the student, the Agency Field Instructor, and the Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives and adhered to the agency's personnel practices, policies and procedures, as well as the profession's code of ethics. If a student breaches the professional code of ethics the Field Review Committee can make an immediate referral to the Student Affairs Committee and recommend immediate dismissal from the BSW program. If a student is not meeting the minimum expectations for professional behavior, a contract should be developed to help the student improve their performance. The following steps should be taken to resolve an academic/professional problem in the field placement:

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

weeks. The student will provide the Liaison with a written remediation plan, signed by both the student and Agency Field Instructor.

- 2) If the concerns are resolved in the designated time frame the student will remain in the placement. If the concerns are not resolved the Agency Field Instructor will request a meeting with the student and Liaison to develop a formal Performance Contract (**Appendix 9**). The Performance Contract will include a clear statement of the problem area(s), remediation steps, and expectations for change, a clearly defined evaluation process, and a time frame for remediation. The Performance Contract will be signed by all three parties and a copy provided to the student, Agency Field Instructor, Liaison, and the Director of Field Education. The Liaison will closely monitor the student's progress.
- 3) If the time frame for the Performance Contract expires but the student has followed through with the remediation plan and is making satisfactory progress, the Agency Field Instructor in conjunction with the student and faculty liaison can agree to extend the time frame of the contract. An extension of the contract may also warrant the student completing additional hours in fieldwork to fulfill the terms of the contract. If the extension of the contract requires the student to complete field hours beyond the grading period the student will receive a grade of "Incomplete" until the contract is complete. Any and all extensions should be noted in writing on the Performance Contract and initialed by all three parties. The Director of Field Education will also be notified about any extensions.
- 4) If a student does not show satisfactory remediation progress under the contract or does not follow the contract time frame, the student will be terminated from the placement and a grade of "No Credit (NC)" will be assigned for fieldwork. A grade of NC in fieldwork means the student may potentially be terminated from the BSW program. The Director of Field Education will be notified when a student fails their field placement and a Field Review Committee will be convened. This committee will be comprised of the Liaison, the Agency Field Instructor, the Director of Field Education, the student's practice faculty, the student's academic advisor, the student and an advocate for the student (should he/she wish to have one present). The Director of Field Education will act as chair and recorder for the meeting. The committee will meet within two weeks of the termination date to present the differing perspectives. Within one week of the meeting the Director of Field Education, the Liaison, and the student's academic advisor will make a written recommendation to the BSW Program Director (with copies to all members of the review committee) as to whether or not the student should be terminated from the BSW program or be reassigned to another agency. If reassignment occurs the move will be made by the Director of Field Education and the new Agency Field Instructor will be informed of the circumstances necessitating the move and the performance issues. The Performance Contract will remain in force and the student will be expected to complete additional hours of fieldwork in order to accommodate the necessary orientation and integration to the new agency setting, and provide a base for evaluating the student's performance. A reassignment may be delayed until the following semester if it is deemed more appropriate by the Director Field Education. If the decision is made to recommend termination from the BSW program, the Director of Field Education will refer the student to the SAC. (Please refer to the SAC process in the Student Handbook for the BSW Program, **Appendix 4**.)
- 5) If the student or Agency Field Instructor rejects the decision of the Field Review Committee to reassign the student they can appeal to the Director of the School of Social Work.
- 6) If the student or Agency Field Instructor rejects the decision of the Director they can appeal the decision to the Dean of Behavioral and Social Sciences. At any point in the process a student may contact Student Judicial Affairs for assistance. It is required that above steps be taken to resolve any placement issue in addition to any steps taken by Student Judicial Affairs.

A student may be removed from a practicum placement for the following reasons:

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

Closure

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

CSUC Office of Student Judicial Affairs

The CSUC Office of Student Judicial Affairs Executive Memorandum 05-010 serves to enforce student rights and responsibilities. Faculty may refer students to Office of Judicial Affairs for disciplinary action that could be as extreme as suspension from the University and/or denial of a degree for behaviors including cheating, forgery, misrepresentation, physical abuse, theft, misuse of campus property, theft of campus property, and possession of drugs and/or firearms. Students may request services from Office of Judicial Affairs to file grievances in the event they feel they have been treated unfairly or unjustly. Detailed policies on student rights and responsibilities (**Appendix 10**) are available online at <http://www.csuchico.edu/prs/EMs/2008/08-040.shtml>.

AS 3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.*

Specific CSU, Chico institutional and BSW Program policies relate to students' rights and responsibilities while enrolled in the BSW Program. The CSU, Chico catalog (<http://www.csuchico.edu/catalog/cat05/8EndMaterials/02UniversityPolicies.html>), and

BSW Student Handbook (Appendix 4) provide clear information on policies and procedures that support and impact student involvement in organizing on campus and involvement in policy formation and modification.

Students have the opportunity to participate in formulating and modifying policies related to academic and student affairs in several ways. Students are invited to attend and participate in various standing School committees. These include Curriculum, Recruitment, Field Education Advisory Board, School Advisory Board, and Assessment Committees. Students are also encouraged to attend monthly Faculty meetings. The meeting schedules are sent to all students at the beginning of the academic year with an invitation for students to attend and participate.

The School of Social Work also encourages BSW students to attend meetings held at least once per semester to discuss issues related to academic and student affairs. Curriculum Committee members bring issues that are currently being discussed to these sessions for student input. Additionally, students are encouraged to participate in the School's BSW online community to express concerns and provide feedback. Finally, students provide feedback on their courses by completing midterm and final Student Evaluations of Teaching each semester, and on the program as a whole in end of year focus groups.

AS 3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests*

The CSUC Associated Students and BSW Student Association

The purpose of the Associated Students (AS) 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. 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 a business enterprise (Food Service), student union operations, and student government.

AS supports all student organizations at CSU, Chico. The Clubs are student-operated. Each organization selects a faculty or staff adviser, but students plan and execute their own programs, take all financial responsibility, and determine the goals and direction of their group. AS Clubs offer students the opportunity for involvement in the formulation and modification of policies affecting academic and student affairs. This is true for the Student Association of Social Work (SASW).

The SASW is an official campus organization for undergraduate social work students. Participation in the Association provides opportunities for those interested in volunteer activities on campus and in the community to develop and strengthen the skills for professional practice. The Association provides opportunities for an organized forum for

shared interests regarding social work as a profession and input into policies and programs in the School. The Association provides social work students with informational speakers, fund raising to support community programs, facilitation of student involvement in the National Association of Social Work (NASW) Legislative Advocacy Days in Sacramento, and opportunities for students to experience group work including leadership activities. It also provides students an opportunity to advocate for their interests within the School of Social Work, the College of Behavioral and Social Sciences, and the broader University.

All BSW students are members of the SASW. The officers are elected each year by a simple majority vote. The students select a faculty advisor member each year. The Association collaborates with the School of Social Work MSW Club for fundraising, School activities such as the all School Picnic, and NASW Legislative Advocacy Days. Students are encouraged to participate in this organization and participate in Association 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 SASW 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 SASW 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 School website that maintains dates of School events including those pertaining to the Association. The Association has a mailbox and binder containing the bylaws, agendas, minutes, announcements, and publicity that are housed in Butte 504.

Accreditation Standard 3.3.1—Faculty

The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

We have identified full-time faculty members in Table 1 and part-time faculty members in Table 2. The faculty is comprised of two broad categories, tenured and adjunct faculty. Adjunct faculty in the School of Social Work fall into one of two groups, part-time adjunct faculty and full-time adjunct faculty. Table 1 contains rank of full-time faculty members and FTE in either the BSW or MSW program. Tables 1 and 2 contain the full and part-time faculty members' years with the program, gender, and ethnicity. As shown in these tables, the BSW Program has a total of 5.70 full-time teaching positions – 4.5 of which are held by tenured faculty (Pamela Johansen, Vince Ornelas, Seema Sehwat, and Kui-Hee Song), and 1.2 positions are held by non-tenure track faculty (Chelsea Cornell and Laurie Cavanaugh) The MSW Program has a total of 7.20 full-time positions – 7 of which are held by tenured faculty (Kathy Cox, David Bassett, Patty Hunter, Celeste Jones, Susan Roll, Jean Schuldberg, and Sue Steiner), and 0.2 of which is held by adjunct faculty (Meka Klungtvvet-Morano). Although faculty have a primary assignment in either the BSW or MSW program, many teach in both programs. In addition, Patrick Mace, a half-time associate professor is available through the Faculty Early Retirement Program (FERP) to teach extensively in the BSW program.

Table 1: Full-Time Faculty by Rank, Tenure Status, Years with Program, Gender, and Ethnicity

Name	Rank, Tenure Track/ Tenured	Full Time (FT)/Part Time (PT)	MSW and 2 Yr Post-MSW Practice Experience	BSW Program FTE	MSW Program FTE	Years with Program	Gender	Ethnicity
David Bassett	Tenured/Full-professor	FT	YES		1.0	14	M	CAUCASIAN HISPANIC
Lorie Cavanaugh	Not on Tenure Track/ Full-time Lecturer	FT	YES	1.00		15	F	CAUCASIAN
Chelsea Cornell	Title IV-E Coordinator/ Part-Time Lecturer	FT	YES	.2		5	F	CAUCASIAN
Kathy Cox	Tenured/ Associate-professor	FT	YES		1.0	8	F	CAUCASIAN
Patty Hunter	Tenured/Full-professor	FT	YES		1.0	15	F	CAUCASIAN
Pamela Johansen	Tenured/Full-professor	FT	YES	1.0		15	F	CAUCASIAN
Celeste A. Jones	Tenured/Full-professor	FT	YES		1.0	17	F	CAUCASIAN

Meka Klungtvet-Morano	Title IV-E Coordinator/ Part-Time Lecturer	FT	YES		.2	9	F	CAUCASIAN
Vincent Ornelas	Tenured/ Associate-professor	FT	YES	1.0		11	M	LATINO
Susan Roll	Tenured/ Associate-professor	FT	YES		1.0	4	F	CAUCASIAN
Jean Schuldberg	Tenured/Full-professor	FT	YES		1.0	14	F	CAUCASIAN
Seema Sehrawat	Tenured/ Associate-professor	FT	YES	1.0		7	F	SOUTH EAST ASIAN (INDIAN)
Sue Steiner	Tenured/Full-professor	FT	YES		1.0	9	F	CAUCASIAN
Kui-Hee Song	Tenured/ Associate-professor	FT	YES	1.0		15	F	KOREAN
Patrick Mace	FERP	FT	YES	.50		17	M	CAUCASIAN
		Total		5.70	7.20			

As this table underscores, full-time faculty years in the program range from 4 to 17. Also, most full-time faculty have academic experience that predates their employment with the School of Social Work at CSU, Chico.

Table 2 identifies part-time faculty who provide instruction in our BSW and MSW Programs. We are currently utilizing more part-time faculty than we would like. This is due to the number of faculty fulfilling administrative duties that take them out of the classroom, reduced hiring during the recession, and a national and University trend of hiring fewer full-time faculty. We recognize that more full-time faculty allows for greater consistency across sections and a more cohesive curriculum. Nevertheless, most of our part-time faculty members have been teaching for the BSW and MSW program for several years, bringing both practice and teaching experiences that benefit our students.

Table 2: Part-Time Faculty by Year hired, MSW and 2-Year Post Practice Experience, Gender, and Ethnicity

Name	Year Hired	MSW or CSWE Exemption	2-year Post MSW Practice Experience	Gender	Ethnicity
Gary Bess	1993	MSW	Yes	M	Caucasian
Patrick Borel	2006	MSW	Yes	M	Caucasian
Ken Crandall	2011	MSW	Yes	M	Caucasian
Molly Heck	2007	MSW	Yes	F	Caucasian
Maia Illa	2014	MSW	Yes	F	Hispanic/Latino
Tony Kildare	2011	MSW	Yes	M	Caucasian
Dilia Loe	2007	CSWE Exemption	Ms. Loe has been engaged in social work-related professional activities for 25 years.	F	Hispanic/Latino
Gina Muse	2007	MSW	Yes	F	Caucasian
Laura Nielsen	2015	MSW	Yes	F	Caucasian
Melody Proebstel	2013	MSW	Yes	F	Caucasian
Andrea Rioux	2003	MSW	Yes	F	Caucasian
Richard Saletta	2014	MSW	Yes	M	
Judy Vang	2001	MSW	Yes	F	Asian
Heather Werner	2015	MSW	Yes	F	Caucasian

As can be seen in Tables 1 and 2, all full and part-time faculty members who teach in the School of Social Work except one, have MSW degrees from CSWE-accredited programs and a minimum of two-years of post-degree practice experience. This includes faculty who teach social work practice courses. One adjunct faculty member, Ms. Loe, has an M.A. in Theological Studies along with a CSWE exemption to teach social work practice classes (**Appendix 11**).

Table 3 lists all faculty who teach in the School of Social Work, their degrees and license status, and their areas of professional expertise and competence.

Table 3: Faculty Degrees an License status and Areas of Expertise/Competency		
Faculty Name	Degrees/License	Areas of Expertise/Competency
David Bassett	MSW, LCSW, PhD	Public and private mental health, substance abuse services, HIV/AIDS programming, at-risk youth, leadership and administration
Gary Bess	MSW, PhD	Program evaluation, administration, grant writing, public health, program development
Patrick Borel	MSW,	Mental health, wrap-around, supervision, strength-based practice, group practice, youth and families, domestic violence, assessment, substance abuse
Lorie Cavanaugh	MSW, LCSW	Child welfare, intimate partner abuse, medical social work, hospice, vocational counseling, interviewing, secondary trauma, first-generation college students
Chelsea Cornell	MSW, LCSW	Directs practice and supervision for County Child Welfare, curriculum, training, group facilitation and coaching support to Child Welfare agencies
Kathy Cox	MSW, LCSW, PhD	Children mental health, program evaluation, strength-based assessment, high-risk youth and families, self-care in social work
Ken Crandall	MSW, LCSW	Mental health, public mental health, grant writing, program development, administration, management, community practice
Molly Heck	MSW, LCSW	Domestic violence, mental health, supervision, community practice, activism, training, capacity building, trauma informed practice, organizational culture
Patty Hunter	MSW, LCSW, PhD	Alternative models of Field Education, workforce development, community mental health, school social work, trauma-informed practice, clinical supervision, gerontology
Maia Illa	MSW, LCSW	Mental health, practice with children and adolescents, school social work, clinical practice, public mental health, substance use,
Pamela Johansen	MSW, LCSW, PhD	Mental health, forensics services, incarcerated populations, child welfare, health (including services to persons with an HIV diagnosis or AIDS), direct practice, online/distance education

Celeste A. Jones	MSW, LCSW, PhD	Distributed learning, gerontology, digital storytelling, trauma debriefing, integrated behavioral health, motivational interviewing, crisis intervention, mental health, domestic violence
Tony Kildare	MSW	
Meka Klungtvvet-Morano	MSW, Title IV-E Coordinator	Public child welfare, specialized work in family treatment court, families with substance abuse/misuse issues, and families whose children are aged 0-5; grant writing and administration, child welfare training and curriculum development
Dilia Loe	MA	Macro practice, social welfare policy, community organizing, administration, program evaluation, program development, grant writing and fundraising
Patrick Mace	MSW, PhD	Public and private mental health, residential treatment for youths, assessment, research, policy, mental health policy, group work
Gina Muse	MSW, LCSW	Counseling, supported employment, training, cultural competency, case management, developmental disabilities, mental health, child welfare
Laura Nielson	MSW, LCSW	Child welfare, supervision, policy, legislative advocacy,
Vincent Ornelas	MSW, PhD	Immigration, social justice, cross cultural practice, policy practice, Latinos, and inner city schools
Melody Proebstel	MSW, LCSW	Domestic violence, community organizing, community outreach, LGBTQ issues, research, program evaluation
Andrea Rioux	MSW, LCSW	Medical social work, trauma, trauma-informed practice, supervision, field instruction,
Susan Roll	MSW, PhD	Poverty and income inequality, civic engagement, policy and community practice, social justice, domestic violence and women's health, working in interdisciplinary teams,
Rick Saletta	MSW, LCSW	
Jean Schuldberg	MSW, LCSW, PhD	Medical and gerontological social work, cultural competency and the Iu-Mien, distributed learning, administration and leadership, transition age youth (TAY) at-risk, grants
Seema Sehrawat	MSW, PhD	Distributed learning, gerontological social work, integrated health care for older adults, administration and leadership, digital storytelling, international social work, qualitative and quantitative research, program evaluation, CBT, alcohol and substance use
Sue Steiner	MSW, PhD	Policy, community practice, teaching effectiveness, social and economic justice, strategic planning, needs assessment, community organizing, grant writing, program evaluation
Kui-Hee Song	MSW, PhD	Human behavior in the social environment, multicultural social work practice, multicultural community capacity building, practice and program evaluation

Judy Vang	MSW	Mental health, HIV/AIDS, group practice, probation, research, supervision, training, children and families, medical social work, wraparound,
Heather Werner	MSW, LCSW	Child welfare, adoptions, research, child development, children with special needs, case management

Table 4 lists the typical teaching areas of our full-time faculty as well as the courses they have recently taught. As is evident, full-time faculty members teach in their assigned program (BSW or MSW) and occasionally teach in both BSW and MSW programs.

Table 4: Faculty Teaching Specialties		
Faculty Name	Primary Program Assignment	Courses Taught
David Bassett, PhD Director of School of Social Work	MSW Program	SWRK 435, 445, 601, 612, 641, 643, 648, 658, 673, 677, 681, 685
Lorie Cavanaugh, MSW	BSW Program	SWRK 302, 320, 325, 435, 445, 474, 489/490, 608, 631, 632, 642, 674
Chelsea Cornell, MSW Director of Title IV-E Program	BSW Program	SWRK 320, 631, 632, 648, 658
Kathy Cox, PhD Gerontology Advisor	MSW Program	SWRK 435, 445, 609, 617, 642, 643, 648, 652, 653, 658
Patty Hunter, MSW Director of Field Education	MSW Program	SWRK 609, 652
Pamela Johansen, MSW, LCSW, EDD	BSW Program	SWRK 170, 302, 320, 325, 435, 445, 489/490, 608, 631, 632, 687, 697, 698
Celeste A. Jones, PhD Director of Interdisciplinary Center on Aging	MSW Program	SWRK 489/490, 641, 642, 652
Meka Klungtvvet-Morano, MSW Director of Title IV-E Program	MSW Program	SWRK 320, 325, 687
Vincent Ornelas, PhD Director of BSW Program	BSW Program	SWRK 170, 200, 302, 305, 330, 485, 605, 610, 644, 648, 653, 655, 656, 658
Susan Roll, PhD	MSW Program	SWRK 170, 200, 485, 489/490, 631, 632, 655
Jean Schulberg, EDD Director of MSW Program	MSW Program	SWKR 435, 445, 608, 642, 698
Seema Sehrawat, PhD Director of Distributed Learning Programs	BSW Program	SWRK 330, 489/490, 305, 617, 674, 636, 653

Sue Steiner, PhD Assessment Coordinator	MSW Program	SWRK 170, 305, 489/490, 605, 610, 653, 656
Kui-Hee Song, PhD	BSW Program	SWRK 200, 302, 303, 305, 320, 325, 330, 435, 445, 601, 612, 653
Patrick Mace, PhD	BSW Program	SWRK 170, 200, 302, 303, 325, 330, 478, 485, 490, 609, 617, 644, 653, 654, 681

Accreditation Standard 3.3.2—Faculty — (Size)

The program discusses how 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. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

The School of Social Work currently has 14 full-time faculty and 15 part-time faculty teaching in the program. This is commensurate with the number and type of curricular offerings, class size, number of students, and the faculty's range of responsibilities. Below is an explanation of how we calculated the faculty-to-student ratios.

- Average class size in the BSW Professional Sequence is 30 students in Lecture courses, and 20 students in practice courses with four sections.
- Average class size in the MSW Program is 30 students in Lecture courses, and 15 students in practice courses with seven sections.
- Typical faculty teaching load is four classes per semester (4:4), with the Program Director and the Director of Field Education only teaching one class per year.
- 7.7 FTE Faculty serving 89 FTE students in BSW program is a faculty-to-student ratio of 1:11.
- 9.4 FTE Faculty serving 108 FTE students in MSW Program is a faculty-to-student ratio of 1:11.5.
- Number of BSW advisees per faculty advisor is 7.75.
- Number of MSW advisees per faculty advisor is 13.25.

Accreditation Standard B3.3.3—Faculty (BSW Program Qualifications)

The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

As is shown above, 5 full-time faculty members are assigned to the BSW Program. All of these faculty members hold a master's degree from CSWE-accredited programs.

Additionally, all 5 BSW faculty members have a doctorate, 4 in social work or social welfare, and one in education.

Accreditation Standard 3.3.4—Faculty (Workload Policy)

The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

The faculty workload is generally four courses per semester (4:4) with a few exceptions. Those who hold administrative appointments (such as the Director of School of Social Work, MSW Program Director, BSW Program Director, Director of Field Education, Director of Distributed Learning Programs, Directors of Title IV-E Program, Gerontology Program Advisor, Director of the Interdisciplinary Center on Aging, and Assessment Coordinator) teach a reduced load. Full-time faculty members are also responsible to engage in scholarship, grant writing, consultation, university service and other duties. Nevertheless, the main focus of BSW and MSW Program Faculty is teaching. Faculty also advise students with BSW Honors and MSW thesis/project and receive a course buy-out after accumulating enough points. Faculty receive two points for chairing projects or theses and need 24 points for a class buyout. From time-to-time, the Dean also provides additional reassigned time for a faculty member. This is often the case with faculty in their first year to help them establish their research agenda and for faculty working on a special project. The School of Social Work uses its resources to allocate assigned time for course development, research, scholarship, creative activities, and service to the university, profession, and community.

The current workload policy aids in our ability to achieve the mission and goals of the BSW & MSW Program and of the School of Social Work. The full workload policy of the School of Social Work can be found in (**Appendix 12**).

Accreditation Standard 3.3.5—Faculty (Professional Development)

Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

The School of Social Work faculty members demonstrate ongoing professional development in many ways. This includes regular conference attendance, participation, and presentation of papers and research. It also includes publication of research and scholarship that add to the knowledge base of the social work profession. Faculty members maintain ongoing exchanges with external constituencies that include both practitioners and social service agencies. Many of our faculty members serve on boards and provide other types of assistance to not-for-profit agencies in the North State.

Additionally, the faculty are also involved in creative activities that enhance both our teaching and scholarship mission.

The School of Social Work and the university invest resources in faculty development. With this support our faculty have invested significant time and energy in special topics related to social work and social justice. Outlined in the 3.1.2, these topics include research and scholarship on older adults, poverty and income inequality and mental health.

The School and College provide funding for faculty development, much of which is used for faculty travel to conferences. Faculty members regularly attend CSWE APM and BPD conferences. Social work faculty members join students and practitioners in attending Legislative Days organized by California Chapter of NASW. 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, Gerontological Society of America's Annual Meeting, 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, and Schuldberg) attend workshops and seminars to maintain their licensure. Additionally, the CSU, Chico campus Center for Excellence in Teaching and Learning (CELT) sponsors an annual conference for the region each year. Many full and part-time faculty members present and/or attend this conference each year.

CSU, Chico School of Social Work has participated in the Federally Funded and State authorized Title IV-E Child Welfare Training Program since 2001. The California Social Work Education Center (CALSWEC) oversees this project. Annually, CalSWEC hosts three project coordinator meetings, quarterly Statewide Training and Education Committee meetings, a Fairness and Equity Symposium, a Summer Field Institute, a Title IV-E Student Day event, and monthly Child Welfare Directors Association (CWDA) regional meetings. CalSWEC also provided research support and created a new Field Model for our Title IV-E program, which focuses on close collaboration with community partners, field placement sites, University field programs, and Title IV-E faculty.

The CSU, Chico School of Social Work Title IV-E program partners with is the Northern California Training Academy through UC Davis, 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. Trainings are open to faculty, students, and county partners, and cover important issues related to Public Child Welfare in the areas of Safety Organized Practice, supervision in Public Child Welfare, trauma-informed practice, and other emerging practices.

Workshops and Trainings Offered for the Community

As a central part of our commitment to the community and our profession, special trainings and workshops are offered to faculty, students, field instructors, and the general community throughout the year by faculty. As an exam[le, through the Interdisciplinary Center on Aging we have offered quarterly workshops including: “Boomers, Gen-X’ers, Millenials: Why can’t we all just get along”; “Each mind matters”; “We honor Veterans: Overview and partner commitment”; “Communities against senior exploitations: Preventing fraud, scams and identity theft”; Health at every size & mindful eating at any age; Traditions, rituals, and beliefs through the Lens of aging; Deadly Triangle: Older adults and suicide prevention; LGBTQ+ issues; AGEWISE: what’s new about ageism in America?; Working with maintaining professional boundaries; The seasons of losses: How to help others grieve.

A variety of workshops are also offered to Agency Field Instructors, faculty, and the general community organized by the Field Office. Trainings over the past several years have covered topics including Assessing and Managing Suicide Risk; Integrated Care; Macro Practice; Trauma Informed Supervision; Multigenerational Workforce; Working with the Military and Veterans; Collaborative Conflict Resolution; and Building a Supervisory Alliance.

Finally, social work faculty are often invited to give workshops in the community on topics such as grant writing, understanding poverty, community organizing and working with special populations. These opportunities help build community and meet the mission and goals of the School.

Faculty Research and Scholarship

Our faculty members have demonstrated a solid record of research and scholarship that has been published in books and refereed journals. A small sample of this productivity drawn from the past four years illustrates this and is shown in **Table 5**. Despite the fact that CSU, Chico is a teaching university, our faculty members have consistently engaged in research and publication.

Faculty Publications	11/12	12/13	13/14	14/15	15/16	Total
Books	1	1	3	0	1	6
Chapters	1		2	3	2	8
Journal Articles	1	7	5	6	2	21
External Reports and Monographs	3	6	0	0	0	9
Yearly Total	6	14	10	9	5	44

Faculty members have also been successful in obtaining grant funding to support research. **Table 6** below provides a brief snapshot of funding for the past four year.

Table 6: Research Funding Sources					
	2012/2013	2013/2014	2014/2015	2015/1206	Totals
External Funding	1,927,374	1,302,254	2,204,407	2,186,581	7,620,616
Internal Funding	18,306	22,406	18,485	20,696	79,893
Yearly Totals	1,945,680	1,324,660	2,222,892	2,207,277	7,700,509

Faculty Service and Engagement

The School of Social Work faculty has an exemplary service record, as highlighted in **Table 7**. In addition to providing service to the University and local communities, faculty members regularly contribute service at the state, regional, national, and international levels, often holding board, committee, or association offices. Many faculty serve or have served as editors and reviewers for national publications. The number of College/University level committees on which faculty serve is indicative of the strong role faculty play in governance at the program, college, and university level. In addition to the service activities listed in **Table 7**, faculty members, Dr. Jean Schuldberg, Dr. Seema Sehrawat and Dr. Kui-Hee Song have strong ties internationally. Under their leadership, the School of Social Work has been able to provide international service learning opportunities for students, and support faculty presentations at international conferences.

The table below gives a brief summary of the faculty’s activity level and their involvement in college, university, professional and community service over the four-year period 2012-2016. As is evident, faculty members have regular and extensive engagement with colleagues not only from social work but also from other disciplines across the academy.

Faculty Service	2011-2012	2012/2013	2013/2014	2014/2015	2015/1206
International/National Presentations	14	5	5	5	4
State/Regional Presentations	4	6	5	4	1
College Committees	8	8	6	6	6
University Committees	2	3	2	5	2
Department Committees	45	45	44	42	41
International Committees/Organizations	1	1	1	1	1
National/Regional Committees	31	29	27	28	25
State/Local Committees	14	14	18	18	18

Accreditation Standard 3.3.6—Faculty (Modeling)

The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

The purpose of social work, according to the EPAS, is actualized through its “quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.” Social workers are guided in this quest by the behaviors and values of the profession as delineated in the NASW *Code of Ethics*. Faculty members at the School of Social Work model these behaviors and values in their efforts to help achieve the purposes of our profession. A brief summary of how faculty model this behavior is listed below.

Faculty Modeling of Support for Social and Economic Justice

The faculty models support for social and economic justice through the teaching of the nature of social and economic inequality in all classes, by supporting student clubs that empower and advocate for student concerns, by involvement in union and other organizing efforts on campus and in the community, and by supporting office staff labor union leadership activities. In addition to BSW and MSW clubs, the faculty has supported the founding and development of a student club focused on macro practice theory and action. The first effort by this new group was a screening of the film “Inequality for All” that was attended by students and faculty from a variety of departments around the University.

The faculty in the School of Social Work see accessibility to higher education as a social and economic justice issue. Increasing accessibility for students for whom geography or

life circumstances are barriers is a primary rationale for the existence of our Distributed Learning programs and for having successfully advocated for these programs to be “state support” rather than “self-support,” thereby keeping tuition costs dramatically lower. The school has actively secured grants that provide stipends to students to increase access to professional education and the attendant increased access to stable employment and progressively responsible and remunerative careers. Approximately 35% of MSW students receive stipends.

Faculty also model justice in their research and community activities. This includes research, publications, and presentations on poverty, access to childcare, issues around aging, issues within the child welfare system, mental health, and the development of empathy. Outlined in the 3.1.2, several of our faculty members have made issues of poverty and income inequality the central focus of their research, scholarship and community involvement.

Within the campus and broader community, faculty are involved in efforts to improve accessibility to needed services and education, to create stronger and healthier communities, to reduce poverty, and to decrease violence.

Faculty Modeling of the Quest for the Prevention of Conditions that Limit Human Rights

The faculty models the quest for prevention of conditions that limit human rights by demonstrating a responsiveness to world events that inform our practice. This can be seen in the redesign of SWRK 200, formerly Social Work Practice in Multicultural Contexts, now called Diversity & Social Justice. Central to this change has been a move away from the compartmentalized methods designed by the dominant culture to study broad generalizations about oppressed populations. More recently, the field has moved to supporting students to understand power and privilege and how these serve to demote and create structural barriers to the success of marginalized communities. Through critical self-reflection, students are then able to develop an understanding of ally relationships that can be used as a framework within which to work across differences with clients and communities.

As noted above, faculty research and community activities address issues of justice and human rights. For example, one faculty member has become involved in an ongoing collaboration with social work faculty in Africa in a country that has recently experienced genocide. She has traveled there twice, conducted research and written about human rights issues, and often speaks with students about these experiences.

Faculty Modeling of the Quest for the Elimination of Poverty

The faculty models the quest for the elimination of poverty in a variety of ways. One faculty member has initiated a series of poverty simulations that have reached over eight hundred university students in addition to university faculty and staff and civic leaders. A faculty and student collaboration of this simulation process has resulted in several publications and nationwide recognition. Faculty have engaged in agency trainings, and presentations for Agency Field Instructors, students, and the broader community about a variety of issues related to income inequality and poverty. Many faculty and staff have

been involved with union activities on campus, aimed at improving conditions for lower-paid faculty and staff, and issues of accessibility and affordability of higher education in California. Several faculty members have been involved with the founding and development of a local time bank, which allows for community members to exchange services for hours rather than money. This allows people with fewer economic resources to get their needs met. Additionally, the centrality of poverty in relationship to many areas of social work practice is systematically raised in classes across the curriculum.

Faculty Modeling of the Quest for Enhancement of Quality of Life for All Persons

The faculty model the quest for enhancement of quality of life in a variety of ways. In the classroom, the faculty focus on the ability of social workers to create change that improves people's lives through social work at all levels. They model this through their involvement in and support of student involvement in community organizing efforts as well as legislative advocacy efforts including Social Work Legislative Days. The School actively encourages students to attend Legislative Days and to support social work-related legislation through email and letter writing throughout the year. Through the BSW and MSW clubs, faculty also support and encourage students to raise money, to collect needed supplies, and to increase community awareness of various challenges that keep people from reaching their full potential.

Faculty members' community efforts further model the quest for enhancement of quality of life for all persons. In addition to examples noted above, faculty members serve on the Board of Directors, provide services for, and/or provide consultation for many local organizations including: Catalyst Domestic Violence Services; Therapeutic Solutions (mental health services for adolescents); Starting Over Strong (services for formerly incarcerated people); various county Child Welfare offices and programs; various county Behavioral Health offices and programs; Hospice; NASW; The Butte County Housing Authority; and Youth and Family Programs.

For additional information about faculty expertise and experience, short faculty biographies can be found in **Appendix 13**.

AS 3.4.1 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

The School of Social Work has necessary autonomy and decision making power to ensure the critical decisions regarding professional education of social workers rest with the School faculty. This autonomy is created via the organizational structure of the California State University (CSU) System and CSU, Chico. The levels of administrative structure above the School of Social Work in order of authority include: the Office of the President; the Office of the Provost and Academic Affairs; and the College of Behavioral and Social Sciences

The administrative unit of the social work program has sufficient autonomy to realize the program's goals. The BSW and MSW programs comprise the School of Social Work that resides within the College of Behavioral and Social Sciences (BSS).

The Director of the School of Social Work holds a position on the College Executive Council with the other college department chairs. The administrator of the MSW program holds the title MSW Director and the administrator of the BSW program holds the title of BSW Director.

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

The California State University System

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

The California Postsecondary Education Commission

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

Administrative Levels of Governance		
External to the School of Social Work		
Administrative Level	Governance Group	Administrative Head
California State University System	Board of Trustees	Chancellor
California State University, Chico	University Faculty	President
CSU, Chico Office Academic Affairs	Academic Faculty, Deans	Provost
College of Behavioral and Social Sciences	College Faculty	Dean

Administrative Levels of Governance		
Internal to the School of Social Work		
Administrative Level	Governance Group	Administrative Head
School of Social Work	School Faculty	Director of the School of Social Work
BSW Program	School Faculty	BSW Director
MSW Program	School Faculty	MSW Director
Field Education	Field Instructors, Liaisons and School Faculty	Director of Field Education
Federal Title IV-E Project	Director of the School of Social Work	IV-E Coordinators
State Mental Health Educational Stipend Program	Director of the School of Social Work	MH Coordinator

The School of Social Work is currently organized into six administrative units: (1) the office of the director (lead by Dr. J. David Bassett) who is the Principal Investigator of the grants funding the Title IV-E Child Welfare Training Program and the Mental Health Program; (2) the BSW program (lead by Dr. Vincent Ornelas); (3) the MSW program (lead by Dr. Jean Schulberg); (4) the Field Education program (lead by Patricia Hunter, LCSW); (5) the Federal Title IV-E Child Welfare Training Program (coordinated by Meka Klugtvvet-Morano, MSW and Chelsea Cornell, MSW); and (6) Mental Health Program (coordinated by Dr. Jean Schulberg). In addition, the Distributed Learning Program,

which is a pedagogical variant of both the MSW and BSW programs is coordinated by Dr. Seema Sehrawat. Finally, the School of Social Work houses an interdisciplinary minor in Gerontology.

Under the current Constitution and Bylaws, the faculty elects the Director of the School and the Provost makes the appointment based upon the recommendation of the Dean of the College of Behavioral and Social Sciences. The faculty also elects The BSW and MSW Directors. The Director of Field Education is a tenure track designated position.

References

California Postsecondary Education Commission. (2007). *Commission History*. Retrieved on January 8,2015 at <http://www.cpec.ca.gov/SecondPages/CommissionHistory.asp>

AS 3.4.2 *The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

The School of Social Work faculty has the authority to define curriculum consistent with EPAS and institutional policies. The BSW Director and the school faculty as a whole make final decisions on all curriculum matters. The School of Social Work Faculty Constitution and Bylaws, Article IV: Committees, A.3, A.6, and A.7 specifically address the BSW Governance Committees (**Appendix 14**). Recommendations from all Committees (**Appendix 14**) are voted on by the School Faculty as a whole.

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

All substantive curriculum changes must be reviewed and approved by: (1) the Curriculum Committee and the social work faculty as a whole; (2) the Director of the School; (3) the College Dean; (4) the Academic Senate; (5) the Provost; (6) the President; and (7) the CSU Chancellor's Office.

AS 3.4.3 *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. While the School formulates and implements these policies, they are all subject to approval by the College Dean, Provost, and President of the University, and are governed by university rules and regulations.

The procedures for recruitment, hiring, retention, promotion, and tenure are governed by the CSUC School of Social Work Personnel Document (**Appendix 16**) and the CSUC Faculty Personnel Policies and Procedures (FPPP); (**Appendix 17**). In hiring decisions, the School Search Committee recommends candidates to the School faculty. Once the faculty choose a candidate, the recommendation is sent to the Dean who is responsible for making an offer of employment. Ultimately, the candidate is offered a position with the approval of the Provost. The School Personnel Committee develops and oversees all retention, promotion and tenure review procedures. As with hiring, these policies are subject to approval by the College Dean and University Provost.

A detailed explanation and discussion of Recruitment and Hiring, Retention, Tenure and Promotion, and Evaluation of Faculty are included in the School's Personnel Document (**Appendix 16**).

AS 3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

J. David Bassett, Director of the School of Social Work has an MSW degree from University of Georgia (1978), PhD from Smith College School for Social Work (1996) and has taught in the School of Social Work since 2002. Throughout this time period, he has served as interim MSW Director twice, and most recently, Director of the School of Social Work. Prior to teaching full-time at CSU, Chico, he acquired 6 years of teaching experience at the University of South Florida. In addition, Dr. Bassett has fifteen years of full time practice experience in hospital mental health, family and children counseling services, and mental health consultation and treatment in skilled nursing facilities. He has served on the College of Behavioral and Social Science Personnel Committee and currently is a member of University Chairs Council, and the BSS College Executive Council.

Currently, Dr. Bassett is the principal investigator for the federal child welfare training Title IV-E stipend program and the Mental Health Educational Stipend programs that provide assistance to students as well as generate reimbursements for instructional and administrative costs. Dr. Bassett serves on the California Social Work Education Center (CalSWEC) Curriculum and Workforce Committees.

Dr. J. David Bassett receives 75% Full-Time Equivalent (FTE) for directing the School of Social Work. Compensation for summer work is calculated at 75% of his full-time salary over the summer months. Given that he also receives .25 assigned time for directing the Title IV-E Child Welfare Training Program, he does not teach while he directs the School. The .75 assigned time is sufficient for directing the School of Social Work.

***B3.4.4(a)** The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.*

The BSW Director, Dr. Vincent Ornelas, has an MSW degree (1996) and a PhD from the University of Southern California and has taught in the School of Social Work since 2004. Prior to teaching at the School of Social Work he had seven years of teaching experience at the School of Social Work, University of Southern California, the Department of Social Work, California State University Los Angeles, and the University of California at Los Angeles.

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

The BSW Director demonstrates leadership ability through teaching, scholarship, curriculum development, administrative experience, and other activities. Please see Faculty Biography's for Dr. Ornelas in **Appendix 13**.

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

The BSW Director, Dr. Vincent Ornelas is a full-time faculty member in the School of Social Work. He 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.

3.4.5 *The program identifies the field education director.*

3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.*

Patty Hunter, MSW, LCSW, the Director of Field Education, received her MSW from California State University, Sacramento in 1984 and has over 15 years of post-master's social work experience. She has worked in public mental health, adoptions, school social work and private practice. 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.

***B3.4.5(c)** The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

Patty Hunter 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 with all administrative positions, the assigned time for the Director of Field Education is listed in the School of Social Work's Personnel Policies, found in (**Appendix 16**).

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

AS 3.5.1 Budget *The Program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget forms to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

The School of Social Work manages its own budget. School of Social Work CSWE Combined budget form is below.

Type of Program:	Baccalaureate: _____	Master's: _____	Combined: <u>XXXX</u>			
PROGRAM EXPENSE BUDGET						
	Previous Year 2014-2015		Current Year 2015-2016		Next Year 2016-2017	
	1	% Hard Money	2	% Hard Money	3	% Hard Money
Faculty, Administrators	994,267	100%	1,019,562	100%	1,015,146	100%
Support Staff	175,199	55%	180,455	55%	185,869	55%
Temporary or Adjunct Faculty & Field Staff	579,753	65%	582,298	65%	590,710	65%
Fringe	This is University cost.		This is University cost.		This is University cost.	
Supplies/ Services	68,954	54%	68,954	54%	68,954	54%
Travel	26,123	100%	26,173	100%	26,123	100%
Student Financial	623,116	0%	752,616	0%	715,616	0%
Equipment	0		0		0	
Other SA/WS	5,436	100%	5,436	100%	5,436	100%
TOTAL	2,472,847		2,635,494		2,607,854	

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

When available, the College of Behavioral and Social Sciences (BSS) provides additional sources of funds. One important source is the Strategic Performance Fund. The Dean allocates funds 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 resources for departments and individual faculty are provided through the University. The Faculty Computing Project purchases new computers based on verified need and allocates older computers to faculty who do not need the newer, more powerful machines. Most social work faculty members have received replacement computers and no social work faculty member has a computer older than three years. The departments purchase computers for new faculty members.

All tenure and tenure track faculty receive \$800 of professional development funds from the Provost each year. They are currently allowed to carry over all that amount into the subsequent 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 tenured faculty. Students apply for travel funds through the BSS College office. These funds are limited.

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 (**Appendix 18**).

In addition, grants provide resources that assist the School in achieving its mission and goals.

CSUC School of Social Work CELT Grants

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. Over the years these funds have supported a wide array of projects.

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 both the BSW and MSW Program. The grant provides reimbursement for instruction of IV-E MSW and BSW students. In addition, it funds two Program Coordinators and two staff persons. Please refer to the CSWE Budget forms (**Appendix 19**) and the Title IV-E budget spreadsheets (**Appendix 20**).

Superior Region Workforce, Education and Training Project Grant

The organization of community mental health directors in the region has awarded the school funds for enhancements of its Distributed Learning in both the BSW and MSW Programs. These funds have been used for outreach, recruitment, course preparation, coordination, staff support, and mentoring in the Distributed Learning Program (**Appendix 21**).

Mental Health Stipend Grant

Funded by the California Office of Statewide Health Planning, this grant that is in its final year provided stipends to MSW students along with very limited funding for enhanced educational and training opportunities (**Appendix 22**).

Behavioral Health Workforce and Training for Professional Grant

Health Resources Services Administration (HRSA) funded the Behavioral Health Workforce and Training Grant for Professionals. It provides funding for MSW student stipends and enhanced training opportunities in the area of integrated health care for transition age youth (**Appendix 23**).

Center for Healthy Communities

The School of Social Work collaborated with the Center for Healthy Communities, a recipient of a federal grant, to provide community outreach and education on the Supplemental Nutrition Assistance Program (SNAP) with the goal of increased utilization by qualified client populations. These services were provided by students placed at the Center for Healthy Communities and supervision of these students was compensated. Said compensation was used to support student-learning opportunities that are not eligible for support through other funding streams. Unfortunately that grant ended in 2014 due to changes in funding.

Utilizing these combined resources, the School of Social Work has sufficient financial resources to strive to achieve its mission and goals.

AS 3.5.2 *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

During the current review cycle, the School of Social Work has instituted two major improvements, the Distributed Learning BSW Program and the conversion of the MSW Three Year Program to DL format.

The Distributed Learning BSW Program began in 2011 and its current cohort size is ten students. It is the outgrowth of a collaborative effort on the part of the California Social

Work Education Center and three schools of social work, CSU Humboldt, CSU San Bernardino, and CSU Chico. The collaboration began in 2009 and sought to prepare county and tribal health employees in remote regions for social work education. By 2011, sufficient students were qualified to enter the BSW program and the first cohort was enrolled. Many of the students are agency employees without undergraduate degrees who wish to continue to live and work in underserved areas of the State.

IV-E Programs

The BSW Title-IV-E Program started at this school of social work in 2004 and to date has had thirty-five students. The MSW Title IV-E Program started in 2002 and has served one hundred and twenty-five students, during the review period. Both of these programs provide reimbursement for instruction and these reimbursements have substantially funded instruction in our Distributed Learning BSW and MSW programs.

Superior Region Workforce Education and Training Partnership

The Superior Region Workforce Education and Training Partnership is a consortium of county mental health program directors and other stakeholders. Its goals include increasing the professional and peer workforce available to the public mental health programs in this region, which includes vast expanses of remote and sparsely populated areas. With this goal in mind, the Partnership has generously funded the development of instructional materials for the Distributed Learning BSW and MSW Programs, along with a Coordinator, a staff person, and coaches, who support student success.

AS 3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself

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 and one part-time support staff. In addition the school has three part-time support staff who are assigned to specific grant-funded programs.

Ms. Angela Corral joined the school of Social Work in March 2007. She has approximately 16 years at CSUC as accounting technician and administrative coordinator to office manager. She has been the Administrative Support Coordinator II for the School of Social Work for nine years. She has worked in several colleges and completed her baccalaureate degree in 2005 while working full-time. She is the primary administrative support staff for the School of Social Work and is an exceptional resource. She provides the administrative support for the Director of the School and the all faculty. In addition to her office management skills, Ms. Corral has strong technology, budget and web site experience to the department.

Ms. Jennifer Funk joined the School as the BSW and MSW support staff member in November 2010. Prior to joining the School of Social Work, she worked for 5 years as a

clerical support staff member at Butte College, the local community college. In addition to these experiences, she brings many valuable technical and personal qualifications to the position. She provides clerical and administrative support for the MSW Director and the BSW Director.

Ms. Nicole Davis joined the school of Social Work in September 2008. She provides part-time support to the Field Education Program and is responsible for textbook orders.

The Federal Title IV-E Program has two part-time support staff, Ms. Melissa Cheatham and Ms. Veronica Digmon who serve both the BSW and MSW Title IV-E programs.

The Distributed Learning Program has one part-time support staff, Ms. Jene Rabo.

The office is supplemented with 3 student assistants who work 12-15 hours each per week as a receptionists and clerical support. The support staff assigned to the School is sufficient at this time.

The School has sufficient resources to assure that all faculty and staff have the electronic equipment that will allow them to perform their work effectively and efficiently. For example, the University provides faculty with new computers every three years. As printers failed, the School replaced ink jet printers with laser printers. As of this writing all printers have been upgraded in this fashion. All faculty members have at least a current specifications laptop computer or smaller device.

AS 3.5.4 *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

Librarian's Report

Donna Greenberg, Social Work Librarian
Meriam Library, California State University, Chico

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 interactive technology spaces for students.

Meriam Library: Holdings of books, monographs, journals and other collection resources pertinent to social work study and research

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 15,093 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 19,532 volumes. Together, there are a combined total of 34,625 books related to the area of social work research. As of October 26, 2015, the library had a total of 875,075 books of which 170,796 are electronic books. The collection is continuously updated through firm orders of books and serials.

The library subscribes directly to 21 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. With the advent of Wi-Fi students can access all of the library databases on their own devices, i.e., laptops, tablets, as well as accessing remotely. *Social Work Abstracts*, *Social Services Abstracts*, *PsycINFO*, *SocINDEX*, *Criminal Justice Abstracts*, *CINAHL* and *ERIC* serve as critical research tools for social work students in identifying literature in the field. SFX software provides instantaneously linking capabilities 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*. The majority of articles needed will be available in full text.

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.

Overall Library Statistics, Fiscal Year 2014/2015

Collection Category	Added in 2014/2015	Total Holdings
Volumes-print	3931	923,470
Books-print, excluding juvenile and textbooks	3848	857,075

Bound periodicals (vols.)	3	205,914
Volumes withdrawn-print	2274	N/A
Titles-electronic books	138	170,796
Total number of serial titles (print and electronic)	n/a	56,655
Microforms- titles	3	1,172,084
Film, DVD and video materials- titles	31	12,089

Data from “The California State University Campus Library Statistics Report” for the Chico campus, completed September 30, 2015.

Staffing pertinent to library services to social work students

Librarians, library assistants, and student employees operate the essential library services for all students and anyone else using the library, including those in social work. They staff the reference desk, circulation desk, interlibrary services office, microforms room, and reserves. Additional staff coordinate and implement our ordering and processing so library materials arrive on the shelf judiciously. Student employees shelve the materials in a timely manner so the materials are readily available. With the exception of the Social Work Librarian’s attention to the needs of social work students and faculty, the library staff support the success of all students on this campus.

Library Staff as of October 26, 2015

Staff Category	Number of Full Time Equivalent Staff
Librarians	12
Library Assistants	16
Students	14

Budget for social work library resources for the last, current and upcoming academic years

The Meriam Library’s collection budget is uncertain at this time for the 2015/2016 fiscal year. The campus has not yet allocated this year’s budget, but it is expected to remain the same as 2014/2015. Below are the budgeted amounts for social work-related library books for the past two years.

Fiscal Year 2014/2015: \$16,286

Fiscal Year 2013/2014: \$15,151

This does not include purchasing large electronic book collections which include numerous titles related to Social Work.

Circulation or utilization data for items relevant to social work

Meriam Library uses Innovative Interfaces, Inc. as our integrated library software system with complete print and electronic resource management. From circulation, cataloging and report generation, data is readily available. Quickly reports are produced to allow usage statistics including number of items circulated daily, weekly, monthly and yearly.

Circulation numbers for items related to Social Work (call numbers HM,HN,HQ,HT,HV) totaled 2,835, approximately 10% of the total circulations (excludes reserves) (27,412) for the fiscal year 2014/2015.

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. We no longer subscribe to current print journals related to social work including the top social work periodicals; they are all available full text in the databases making them easily and readably available to students whether on campus or away.

Library staff continues to conduct use studies of the bound/current print periodical collection. Across all subject areas, the use of print journals continues to decline as students rely and prefer full-text electronic articles provided through our subscription databases. Social work journals are no exception to this trend especially students in the Distance Learning program.

The electronic book collection does not have call numbers, therefore, they are difficult to track usage. They are slowly becoming popular as students realize they are always available and allow multiple users at once. And as more students obtain tablets, smart phones and laptops, downloading electronic books is simpler and easier to read.

General Circulation Data

Other circulation and use data reports show general trends for our whole collection; the numbers are decreasing. As mentioned earlier, the use of electronic databases and the reliance on full-text electronic articles continues to grow. The use of online database searching is increasing each year from 726,850 in 2013/2014 to 771,974 in 2014/2015. 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. Interlibrary loan services has a very quick turnaround—articles sent electronically can arrive within a day or two. 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 especially those students who rarely come to campus such as the distance students.

Meriam Library: Equipment & Technology available to social work

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 (Blackboard Learn). Networked printing is provided at a cost of 10 cents per page.

The library also has 10 Dell Latitude D630 laptops available for checkout for 7 days to CSU, Chico students, faculty and staff. They include Microsoft Office, Adobe and Windows 7.

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. Printing to networked printers on campus from the wireless network is available for select printers.

The Meriam Library has installed two KwikBoost mobile device charging kiosks available to anyone using the library. Each full-speed, energy-efficient, multi-device kiosk has eight charging cables in two bundles, and services most mobile devices, including: iPhones, iPads and Android products.

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 unicast system, known as the Wildcat Card, 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. Meriam Library has recently gone cashless; only unicards, debit or credit cards are accepted.

Photocopiers

Photocopy machines are available on every floor of the library, and are operable with the students' Wildcat Card. In addition, the Rapid Graphics 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 debit, credit, or their unicards in the Copy Center.

Scanners

A scanner is available on the 2nd floor of the library and it offers free self-service document scanning. Use a touchscreen interface to scan books and documents into searchable PDF, Word doc, JPEG, TIFF or PNG files. Files can be sent to email, Dropbox, USB flashdrive, smartphone or to a fee based Library GoPrint system printer.

Microfilm/Microfiche/Media Readers & Printers

Media & Microforms provides DVD, CD, VHS, and audio-cassette players for use in the library as well as readers for all microformat materials. Microform readers include digital readers so users can save items to an external USB drive or reader/printers to make paper copies of microformat items. There is no charge for downloading, users provide their own storage drives. Paper copies are \$.20 per copy.

Adaptive Equipment

The Meriam Library encourages students, staff and faculty with disabilities to use all library services and materials. The Adaptive 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, speech recognition software, and adaptive keyboard/mouse technology.

The Interactive Technology Spaces

The Collaborative Technology Space features a large Aquos smart screen suitable for small group brainstorming and collaboration; The Creative Media Space features a PC with a full line of multimedia software for audio, video, and photo/graphics editing. Tutorials and online courses are available (free to CSU, Chico students) to watch on Lynda.com—view the tutorial on one monitor while experimenting with the software on a provided second monitor. Reservations are required and can be made online.

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. On the flip side, the Social Work Librarian's expertise in collection development helps to round out the collection for social work. 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 21 days. Graduate students receive a longer, 35 day 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. There is no limit to the number of books or nonprint media items you can check out at one time.

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.

Multimedia Circulation

CDs, software, videotapes, DVDs, audio-cassettes, and other multimedia are available for seven day checkout. Kindles may be borrowed for 21 days. Laptops may be borrowed for 7 days.

Library's online catalogue, email, computerized search services, document delivery, interlibrary loan, media and other related services

Library Catalog

Currently the Meriam Library utilizes the integrated library system 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 and eBooks. Recently a new feature allows extra limiters using a dropdown menu to the right of the search box in the Library Catalog. Patrons can now easily limit their searches to a variety of online materials such as eBooks, eReference, eMedia and eGovDocs.

Whether you are a distance education student, or a student or faculty member working from home, the ability to limit your search to what is immediately available to you can simplify, streamline, and improve your search experience.

Below is a full list of scopes you can use to limit your searches.

Books, eBooks, Journals/Newspapers, Reference, eReference, DVD/Videos, eMedia, Theses, Gov Docs, eGov Docs, Special Collections, Reserve

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.

E-Mail

Each student is provided with a campus WildcatMail account. Students use a Web-based mail system. Students have the option of setting their WildcatMail account to forward to an existing personal e-mail account. 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 100 Web based periodical indexes, abstracting services, full text, and reference databases. In addition the library has access to the Ebrary Academic Complete collection of eBooks of over 80,000 eBooks covering all subjects including social work. The library also subscribes to a database of databases, Discovery, or the Search Everything box, allowing one to do a single search of materials from selected databases. This database is multidisciplinary. Discovery does not actually search everything but rather around 80% of the library's holdings. EBSCOhost's *Social Work Abstracts*, *SocINDEX with Full Text*, *Academic Search*, *PsycINFO*, and *ERIC* are the databases primarily used for social work journal research.

Meriam Library Periodicals

The Meriam Library periodicals connected through the SFX technology platform, is searchable through all of the databases that leads students to the library's 600 print periodical subscriptions as well as to the over 10,000 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 as well as a link to Interlibrary Services for those articles not available full text.

Interlibrary Services

Interlibrary Services 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. Undergraduate students are limited to five items a day. Faculty and graduate students have unlimited ordering. Undergraduate, graduate and faculty requests will be borrowed from anywhere in the country. Students and faculty submit articles electronically through the library's ReSEARCH Station. The Meriam Library will also provide books and articles to students who live over 40 miles from campus, are currently enrolled in a Chico Distance & Online Education class, and not attending any other courses on campus.

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.

Multimedia

The Meriam Library has a collection of CDs, DVDs, online media, software, videotapes, audio-cassettes and other multimedia. In addition to the 6,396 video, DVD, and film titles, the library subscribes to databases featuring streaming video, one is Ambrose Video, an online database containing streaming educational videos covering the humanities, sciences, and social sciences, as well as Nursing Education in Video. 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).

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 cannot 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.

Reference Services Coverage and related services

General Reference Service

The Reference Desk is staffed by librarians and student assistants 51 hours a week. All librarians are generalists as well as subject specialists and can answer most types of questions. Social work students are strongly encouraged to ask for help by me, the librarian specifically responsible for Social Work, if the librarian or student assistant at

the reference desk cannot answer a student's question. Additionally, I staff the reference desk 12 hours a week. The student assistants have been trained to answer basic questions and to refer patrons to a subject specialist for additional help.

Reference Service Statistics in a Typical Week, Spring 2015

Reference service hours in a typical week	51
Reference transactions in a typical week	341

Additional Reference Service Options

Students can also take advantage of the "Ask a Librarian" email, text, chat, or 24/7 QuestionPoint 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 and faculty regularly email, call, make appointments or stop in to discuss their research and courses with me.

Social Work Librarian liaison and job responsibilities

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. Not only do I serve as the Social Work Librarian, but I am also the Agriculture, Health & Community Services, Nursing, Multicultural & Gender Studies, and Nutrition & Food Services Librarian and a general reference librarian. I am the primary library contact for instruction and collection development for the School of Social Work. There is no library staff person assigned to a liaison role for the Social Work program; the librarian is the liaison with the program.

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. I also collaborate with professors in developing research guides for specific courses that help students gain fluency in using a certain research tool or technique. These guides can also contain listings of recommended resources including books, eBooks, databases and websites. Also known as LibGuides, they are a helpful online aid that students can use to research a certain topic. Examples of guides for Social Work include a Social Work Resource Guide, SWRK 330 - Social Work Research Methods, SWRK 435 - Social Work Methods, SWRK 654 - Social Policy in Mental Health Services.

Library instruction has evolved beyond the click and show students how to use multiple databases in one session; they are much more focused so not to overwhelm the students

with too much information. The research guides are then previewed to supplement the instruction. Assessment is increasingly crucial for library instruction -- was the instruction beneficial and what did you learn. I have been using online evaluation forms and recently a short written assignment to evaluate learning.

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.

As the primary library contact for the School of Social Work, I keep social work faculty aware of relevant changes within the library, furnish yearly lists of new books ordered and received, 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, research guide development (see <http://libguides.csuchico.edu/cat.php?cid=5082>) and to help faculty develop assignments incorporating information literacy into the social work curriculum.

Presently, I am not directly involved in social work courses or in course management programs, continuing education nor library services for alumni, outreach or community services, 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. But basic library instruction during the BSW and MSW orientations each semester is offered to distance education students in social work

Is there a procedure used by social work faculty to recommend items for purchase?

Department Firm Order Allocation

The School of Social Work's designated Book Chair receives an allocation of funds 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. Usually, I order a number of media items 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 and high inflation. The extraordinary rate of inflation for journals necessitated the cancellation of some journals in order to responsibly spend our flat budget.

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. As we hear of new and relevant databases we usually trial them, and I advocate for social work purchases if funding is available. In addition, the CSU's system-wide office purchases subscriptions to databases deemed useful for the majority 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, as well as a number of interrelated databases, with the majority of articles full text: *Social Work Abstracts* and *Social Services Abstracts*. *Social Work Abstracts* is provided through a direct library subscription, and *Social Services Abstracts* is a subscription provide by the CSU Chancellor's Office. Students may access these databases from any computer. Access is restricted off-campus to only those who can authenticate as current students, faculty, and staff, so students must log in using their universal Portal account.

How often are new acquisitions in social work listed and reported to program faculty?

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 3 months. It is searchable by call number or title. (See

<http://opac.csuchico.edu/search/ftlist%5Ebib33%2C1%2C0%2C155/mode=2> or
<http://opac.csuchico.edu/search/ftlist%5Ebib34%2C1%2C0%2C155/mode=2>)

I also try and send the Book Chair a list of new items ordered and received each year for social work.

Traffic or other counts of users of social work collection or social work resources

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, over 30,000 people walk through the library's entrance.

Circulation statistics (checkouts of books in the last year) were compiled for call numbers related to social work:

HN 571 HV 3,593 HM 1,303 HQ 3,221
HT 475 9,163 items borrowed in the last year

Unfortunately, these numbers do not include eBooks related to social work; no statistics at this time are kept for electronic books.

The Research Guides for disciplines reflect library use and those statistics are easily gathered. Whether the student is in the library or anywhere in the world, they have access to these guides. Nine guides are available for social work and in total have been viewed over 2400 times since January 2015.

Instructional sessions

At the beginning of each semester I send a welcoming letter to the department heads and other faculty in Social Work who I have provided instruction with in the past and announce my willingness to offer library instruction to their students as well as help with faculty with their research. From these initial letters, class related instructions are arranged and scheduled.

I regularly speak to three distinct groups of social work students at their orientations. I provide an introductory welcome introducing myself, the library and the library's ReSEARCH Station to incoming MSW and BSW students in the fall as well as a welcome to MSW one year students at the end of spring semesters. I also provide instruction on library research, using the ReSEARCH Station, evaluating and synthesizing information, finding credible information to a variety of courses throughout the semesters.

Instruction Statistics, 2014-2015

Semester	Instruction Sessions	Students Taught
Fall 2014	6	230
Spring 2015	5	103

Evaluation and assessment of courses previously mentioned, is crucial for library instruction. As a whole we are slowly building this process into all of our instruction using a variety of methods. The most common is an online survey after the course is taught to evaluate what the students learned and how helpful the instruction was. I have also incorporated this semester an assignment to evaluate whether or not students were able to find the information taught during the session and whether or not what was taught was useful. (Assignment is attached).

Location of library/social work collection relative to classroom and other social work student services

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.

Library hours for the main library and social work collection library for the full calendar year

The library is open longest during the fall and spring semesters, over 105 hours a week. The lab on the first floor as well as the Grove are open every day until 2:00 am. The Meriam Library has offered extended hours the Friday and Saturday before Finals: the library will be open from 7:30 am to 9:45 pm on Friday; and on Saturday, May 9, the library will be open from 10:00 am to 9:45 pm.

Beginning Sunday before finals, the first floor computer lab and The Grove has been open all night until closing at 4:45pm on Friday, the last day of finals.

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 through 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.

Fall and Spring Semester Library Hours

Monday-Thursday 7:30 AM - 11:45 PM

Friday 7:30 AM - 7:45 PM

Saturday	10:00 PM - 7:45 PM
Sunday	10:00 PM - 11:45 PM

Summer Library Hours

The library is typically open from 7:30AM until 5:00 PM, Monday through Thursday during the summer (typically June – the middle of August). Throughout the summer, the library is closed Fridays, Saturdays, and Sunday.

Samples and results of assessment/evaluation surveys of library services

Quality Initiatives Satisfaction Survey 2011-12

The library administration administered the Quality Initiatives Satisfaction Surveys to campus students, faculty, and staff. It measured our customer satisfaction of the library, and its resources. Overall, how satisfied are you with your campus Library and Library Services?—85% of the respondents were very satisfied and satisfied with the library and its services. Electronic resources were deemed extremely important as an essential resources for meeting coursework or research needs. Access to materials outside of the library was considered of high importance; over 70% were satisfied with this service.

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, quiet 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 printing, and remodeling the Laptop lounge (now known as The Grove). New furniture was purchased including comfortable seating, group study tables and white boards.

Students were not dissatisfied with the library opening late on the weekends, but since the survey weekend hours start at 10:00 am and on Fridays and Saturdays the library closes later, 7:45 pm. They also wanted large screen monitors and white boards in the library which have been added in many of the group study rooms, on the 4th floor. White boards are spread out on both the 2nd and 4th floors of the library and are well used.

To see the survey in its entirety check here

<http://www.csuchico.edu/library/libadmin/QI%20survey%202011-12.pdf>

Library Instruction Evaluations, Fall 2015

Librarians solicit informal evaluations from students attending a sample of their library instruction sessions every semester. In Fall 2015, I designed an assignment for students attending the SWRK 330, Social Work Research Methods, instruction class. (Assignment is attached) Students were asked to locate a scholarly article based on the instruction given as well as find a credible web site using the same search strategy. They were then asked to state “what is the most helpful or meaningful thing you learned during this session” and “was anything missing from the instruction today?” Sixty seven percent

answered all of the questions 90% or better of the questions correctly, 29% answered 70% or better and one student received a 50% only because they did not show up. All of the students found the session helpful, even if they had “heard this before in other courses.” None felt anything was missing the session. The students were happy to know a Social Work Librarian is available to them, that there are research guides specific for social work and they can get help 24 hours a day using Ask a Librarian.

Students’ comments specifically noted *what* they learned in the session. The two themes that emerged matched my outcomes 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.

Strengths, areas of concern, projections for and assessment plans of the social work collection

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 10,000 journal titles are accessible electronically, compared to only 600 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 of which most are available online through links in the library catalog and with links on the ReSEARCH Station and a much smaller collection on the shelves in the library.

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. Even students who rarely step foot on campus receive excellent assistance through email and telephone service. Their research needs are further supported by helpful and resourceful staff in Interlibrary Services, who can deliver books in a minimum of two days and articles as quickly as a few hours to a few days from libraries around the country.

Areas of Concern, projections and assessment

Staffing and hours

During the regular academic year, our shortage of librarians on Friday evenings, Saturdays, and Sundays will continue to be a concern for social work students even though our statistics show these are hours with few reference questions. For the traditional undergraduate and graduate students, many are juggling school with family and/or work responsibilities, and it hampers their ability to use and find professional help during these open hours.

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

Significant advocacy is necessary outside of the library for an increased budget allocation for library hours and professional staffing. 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 and librarians.

General Collections Budget Concerns

Until recently, 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, increasing journal inflation rates, 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 media, and fund the purchase of unique and important databases to our specific campus.

Social Work and Sociology Direct Journal Subscriptions

October 2015

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.

Ageing and Society. (Online)

Community Development. (Online)

Families in Society. (Online)

Feminist Review. (Online)
Gerontologist. (Online)
Human service organizations, management, leadership & governance. (Online)
Intellectual and Developmental Disabilities. (Online)
International Journal of Aging and Human Development. (Online)
International Journal of Contemporary Sociology.
International Review of Social History. (Online)
Journal of Applied Social Science. (Online)
Journal of Community Practice. (Online)
Journal of Evidence-Based Social Work. (Online)
Journal of Gerontological Social Work. (Online).
Journal of Social Service Research. (Online)
Journal of Studies on Alcohol and Drugs. (Online)
Journals of Gerontology. A. Biological Sciences and Medical Sciences. (Online)
Journals of Gerontology. B. Psychological Sciences and Social Sciences. (Online).
Smith College Studies in Social Work. (Online)
Social Work in Health Care. (Online)
Social Work with Groups. (Online)

AS 3.5.5 *The program describes and demonstrates sufficient office and classroom space and/or computer mediated access to achieve its mission and goals.*

California State University, Chico has a “landlocked” campus in which office and classroom space have been and remain closely regulated commodities. The situation has been eased somewhat by the completion of a large new office and classroom building during fall semester 2015. The program does have the office and classroom space it needs to achieve its mission and goals as evidenced by all faculty having individual offices with windows, a shared conference room, and administrative office space that is adequate. Securing classrooms is a competitive process that nevertheless has resulted in unfailingly securing classrooms needed, although some are not as well equipped as would be desirable.

The campus uses Blackboard/Learn as its online teaching platform. Said platform does sometimes have operational problems. An additional challenge in providing online learning environments is the quality of students’ internet connections in remote areas of our region. Nevertheless, we have been able to work through these challenges and offer professional social work educations in the remote areas of our region. In the last several years, many of the agencies in those areas have been able to hire professional ‘home grown’ social workers with ties to their local communities for the first time.

AS 3.5.6 *The program describes its access to assistive technology, including materials in alternative formats (e.g. Braille, large print, books on tape, assistive learning systems).*

California State University, Chico is part of the California State University system wide Accessible Technology Initiative which requires all instructional materials be provided in alternative format upon request, and additionally, that the University work toward Universal Design, meaning all instructional materials are created in accessible formats and therefore do not require conversion into alternate formats. The Accessibility Resource Center (ARC) houses the Office of Accessible Technology Services (OATS) was created in 2014 to manage student, staff, and faculty request for materials being converted into alternate formats, as well as to provide instruction and guidance to faculty and staff in the creation of documents in accessible formats. Additionally, OATS coordinates the assessment and provision of assistive technology for students. OATS maintains a site license for cloud based Kurzweil assistive technology, which is provided free of charge to registered students, staff, and faculty and is accessible through any computer with internet access and through smart phones. ARC also manages the Assistive Technology Center (ATC) located in the library, which houses several pieces of assistive technology for students' self-service use, including Dragon Naturally Speaking, high speed scanners, Zoom Text, and a Braille embosser.

The Americans with Disabilities Act (ADA) Coordinator, who is the ARC Director, also manages the provision of assistive technology as reasonable accommodations for staff and faculty (Parsons, 2015).

References

Parsons, S. (2015). Personal Communication, California State University, Chico, Accessibility Resource Center.

AS 4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.4).*

Assessment Design, Measures, and Procedures

Assessing student learning outcomes is central to the CSU Chico School of Social Work's curriculum development and program improvement. The plan described below provides for assessment of the EPAS 10 core competencies. For the BSW Program, the faculty adopted the recommended EPAS 41 practice behaviors. The assessment plan

described below addresses both the BSW Program’s explicit curriculum and implicit curriculum.

The School employs a number of measurement tools to assess practice behaviors and core competencies. Each practice behavior is assessed using at least two measures. The assessment tools provide various perspectives and approaches to data collection. This includes student self-assessment, alumni self-assessment, and assessment by field instructors and faculty members. The faculty developed benchmarks to assess the attainment of each of the practice behaviors and the core competencies. The measures used to assess the explicit and implicit curriculum and the procedures employed with each are described in Table 4.1. A more detailed description of each measure is included below as well.

Table 4.1 Summary of Assessment Instruments to Measure the Explicit Curriculum

Explicit Curriculum			
Assessment Measure	Procedure	Data Collected	Benchmark
Field Instructor Assessment on the Field Evaluation Form	Assessed by Field Instructors at the end of each semester. Fall semester scores show student progress and alert faculty to areas of concern. Spring semester scores are used to assess the core competencies.	Quantitative 1-5 numeric score	At least 75% of students score “4” or above
Student Self-Assessment on the Field Evaluation Form	Student self-assessment completed at the end of each semester. Fall semester scores show student progress and alert faculty to areas of concern. Spring semester scores are used to assess the core competencies.	Quantitative 1-5 numeric score	At least 75% of students score “4” or above
Embedded Assignments	Assessed by faculty on assignments completed by students throughout the program.	Quantitative 1-5 numeric score	At least 75% of students score “4” or above

Implicit Curriculum			
Assessment Measure	Method, Frequency of Implementation	Data Collected	Benchmark
Exit Focus Groups	All graduating BSW students participate at the end of the spring semester	Qualitative Data	Not Applicable
Alumni Survey	Alumni self-assessment completed by prior students who have graduated within the past five years.	Qualitative and Quantitative Data	Not Applicable
Field Instructor Evaluation of the Field Education Program	Completed by Field Instructors at the end of each academic year	Qualitative and Quantitative Data	Not Applicable
Field Liaison Evaluation of Agency and Practicum Site	Completed by Field Liaisons at the end of each academic year	Qualitative Data	Not Applicable
Student Evaluation of Practicum Experience	Completed by students at the end of the field practicum	Qualitative Data	Not Applicable
School Advisory Committee Feedback	The Committee meets once a year to provide feedback on the curriculum and other matters and update the faculty on issues in the field.	Qualitative Data	Not Applicable
Field Advisory Committee Feedback	The Committee meets once a year to provide feedback on the curriculum and other matters and update the faculty on issues in the field.	Qualitative Data	Not Applicable

Each of the quantitative measures used for assessment purposes utilizes the five-point scale below to rate how well students master the Program's practice behaviors and core competencies. The scores on all of the practice behaviors for a given competency are averaged to receive an overall score for that competency. The scale for all measures is described below.

1 - Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.

2 - 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.

3 - Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.

4 - Consistent Demonstration of Skill Development: Student understands the concept and demonstrates the skill with consistency.

5 - 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.

Each of the instruments used to collect assessment data is described below.

Field Evaluation

The Field Evaluation instrument is completed by Agency Field Instructors (AFI) and students at the end of each semester that a student is in the field. The instrument asks AFIs to rate students and to provide a narrative evaluation on most of the practice behaviors (practice behaviors that are not well measured in field are measured by embedded assignments in two courses or a course and the Comprehensive Exam, as explained below). Students are also asked to rate themselves using the same instrument. The evaluation is completed online using the Intern Placement Tracking System (IPT). Each student and Field Instructor has a login name and password to access their evaluation. Data is analyzed by the School Assessment Coordinator and presented to faculty for discussion.

The field evaluation is used as both a formative and summative measure. Scores on the evaluation collected mid-year are used to assess progress and note any areas of concern. These areas are discussed with the student, faculty field liaison, and field instructor and become a primary focus for the remaining time in the field. Scores on the evaluation that is completed in the final weeks in the field are used for program assessment. A copy of the Field Evaluation form can be found **Appendix 24**.

Embedded Assignments

Faculty spent extensive time deciding how best to measure each practice behavior utilizing embedded course assignments. Faculty worked to develop this part of the assessment plan in a way that is both effective in measuring each practice behavior and also efficient and manageable given a heavy faculty workload. The plan developed by the faculty uses embedded assignments in 10 classes to measure the 41 practice behaviors.

Course measures are scored by faculty using a rubric with the five-point scale described above.

Faculty members use the rubric to assign each student a score of 1 to 5 on the practice behavior(s) assigned to the course they are teaching. The scoring is completed at the same time the assignment is being graded, however the score is used for assessment

purposes only, rather than as part of the course grade. All of the embedded assignments and an example of the grading rubric can be found in **Appendix 25**.

Alumni Survey

The School of Social Work developed an Alumni Survey in fall 2014 and implemented it for the first time in spring 2015. The survey asks alumni for information about various aspects of the School's curriculum, students' current job status, and a variety of other areas of interest to the faculty. The survey was conducted using Survey Monkey and was sent by email to 2,300 addresses of graduates of the MSW and BSW Programs. A substantial number of emails were returned with incorrect addresses. A total of 113 alumni of the BSW Program responded to the survey. For assessment purposes the 105 respondents who graduated within the past five years were used in the analysis. This was done to most accurately measure the current curriculum taught in the BSW Program. In the future the Alumni Survey will be sent out every three years. The Alumni Survey can be found in **Appendix 26**.

Field Instructor Evaluation of Field Program

All Agency Field Instructors are asked to complete an Evaluation of Field Education Program form at the end of the placement year. On it they rate their experience with the field program in general, with the faculty field liaison specifically, and their experience with the field orientation and trainings. The Field Instructor Evaluation of Field Practicum form can be found in **Appendix 27**.

Field Liaison Evaluation of Agency and Practicum Site

All Field Liaisons are asked to complete an evaluation of the practicum site to help assess the quality of available field placements. Liaisons are asked to assess the quantity and quality of supervision, students' learning opportunities, agency support for student learning, exposure to diverse clients and experiences, and possible areas for growth or improvement. The Field Liaison Evaluation of Agency and Practicum Site form can be found in **Appendix 28**.

School of Social Work Advisory Committee Feedback

The School of Social Work Advisory Committee meets once a year to discuss current realities in the field and provide feedback to the School about curriculum and other relevant issues. The agenda from the last meeting gives a sense of the discussion and can be found in **Appendix 29**.

Field Advisory Committee Feedback

The Field Advisory Committee meets once a year to discuss current realities in the field and provide feedback to the School about curriculum and other relevant issues. The agenda from the last meeting gives a sense of the discussion and can be found in **Appendix 30**.

Measurement of Practice Behaviors

Each practice behavior is evaluated by at least two measures. The vast majority of the practice behaviors are measured using field instructor and student assessment on the end of the year field evaluation form as well as an embedded assignment in a course. Several practice behaviors were not easily measured in the field, and those are measured by embedded assignments in two courses. A list of the competencies, practice behaviors and measures used to evaluate them can be found below in Table 4.2.

Table 4.2 Measures for BSW Competencies and Practice Behaviors

BSW Program Competencies	BSW Measurable Assignments
1. Identify as a professional social worker and conduct oneself accordingly.	
G. advocate for client access to the services of social work;	485 – Policy paper
H. practice personal reflection and self-correction to assure continual professional development;	435 – Reflection paper
I. attend to professional roles and boundaries;	435 – Reflection paper
J. demonstrate professional demeanor in behavior, appearance, and communication;	445 – Group Assignments
K. engage in career-long learning;	435 - Reflection paper 445 -
L. use supervision and consultation.	490A/B – Case presentation
2. Apply social work ethical principles to guide professional practice.	325 – Ethical paper
E. recognize and manage personal values in a way that allows professional values to guide practice;	
F. make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;	325 – Ethical paper
G. tolerate ambiguity in resolving ethical conflicts;	325 – Ethical paper
H. apply strategies of ethical reasoning to arrive at principled decisions.	325 – Ethical paper
3. Apply critical thinking to inform and communicate professional judgments.	330 – Article critique
D. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	

E. analyze models of assessment, prevention, intervention, and evaluation;	435 – Models of Practice assignment
F. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	305 –Community change project
4. Engage diversity and difference in practice.	200 –Ally Project & Cultural Inventory
E. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	
F. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	200 – Ally Project & Cultural Inventory
G. recognize and communicate their understanding of the importance of difference in shaping life experiences;	200 – Ally Project & Cultural Inventory
H. view themselves as learners and engage those with whom they work as informants.	200 – Ally Project & Cultural Inventory
5. Advance human rights and social and economic justice.	200 – Ally Project & Cultural Inventory
D. understand the forms and mechanisms of oppression and discrimination;	
E. advocate for human rights and social and economic justice;	200 – Ally Project & Cultural Inventory
F. engage in practices that advance social and economic justice.	200 – Ally Project & Cultural Inventory
6. Engage in research-informed practice and practice-informed research.	305 – Photo Voice Presentation 330 – Research project
C. use practice experience to inform scientific inquiry	
D. use research evidence to inform practice.	330 – Article critique 435 – Models of Practice Assignment
7. Apply knowledge of human behavior and the social environment.	302 – Human development analysis paper
C. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;	
D. critique and apply knowledge to understand person and environment.	302 – Human development analysis paper
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	485 – Policy analysis paper
C. analyze, formulate, and advocate for policies that advance social well-being;	
D. collaborate with colleagues and clients for effective policy action.	485 – Policy analysis paper 305 – Social Change Paper

<p>9. Respond to contexts that shape practice.</p> <p>C. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;</p>	<p>305 – Community change project</p>
<p>D. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>305 – Community change project</p>
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>	
<p>E. Engagement Social workers</p>	<p>325 – Videotaped interview</p>
<p>4. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</p>	
<p>5. use empathy and other interpersonal skills;</p>	<p>435 – Reflection paper</p>
<p>6. develop a mutually agreed-on focus of work and desired outcomes</p>	<p>445 – Group Assignments</p>
<p>F. Assessment Social workers</p>	<p>445 – Bio/psycho/social/spiritual assessment</p>
<p>5. collect, organize, and interpret client data;</p>	
<p>6. assess client strengths and limitations;</p>	<p>445 – Bio/psycho/social/spiritual assessment</p>
<p>7. develop mutually agreed-on intervention goals and objectives;</p>	<p>445 – Bio/psycho/social/spiritual assessment</p>
<p>8. select appropriate intervention strategies.</p>	<p>445 – Group Assignments</p>
<p>G. Intervention Social workers</p>	<p>305 – Community change project</p>
<p>6. initiate actions to achieve organizational goals;</p>	
<p>7. implement prevention interventions that enhance client capacities;</p>	<p>445 – Group Assignments</p>
<p>8. help clients resolve problems;</p>	<p>445 – Group Assignments</p>
<p>9. negotiate, mediate, and advocate for clients;</p>	<p>445 – Group Assignments</p>
<p>10. facilitate transitions and endings.</p>	<p>445 – Group Assignments</p>
<p>H. Evaluation Social workers</p>	<p>330 – Article critique</p>
<p>2. critically analyze, monitor, and evaluate interventions.</p>	

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.*

Outcomes from Assessment of the Explicit Curriculum

Table 4.3 below provides outcome data from the academic year 2014/2015 for each competency. The data is an average score from each practice behavior and measure for the competency. Detailed data on all practice behaviors from all measures from the academic year 2014/2015 is provided in **Appendix 31**.

Table 4.3 Average Scores for Foundation Competencies

Average Score of all Foundation Practice Behaviors on All Measures of Competencies AY 2014/2015		
Competency	Competency Benchmark	Percent of students meeting benchmark
Identify as a professional social worker and conduct oneself accordingly	75% score “4” or above	88
Apply social work ethical principles to guide professional practice	75% score “4” or above	87
Apply critical thinking to inform and communicate professional judgments	75% score “4” or above	82
Engage diversity and difference in practice	75% score “4” or above	87
Advance human rights and social and economic justice	75% score “4” or above	78
Engage in research-informed practice and practice-informed research	75% score “4” or above	84
Apply knowledge of human behavior and the social environment	75% score “4” or above	77
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	75% score “4” or above	87
Respond to contexts that shape practice	75% score “4” or above	74
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	75% score “4” or above	77

Engagement	75% score “4” or above	82
Assessment	75% score “4” or above	78
Intervention	75% score “4” or above	74
Evaluation	75% score “4” or above	70

The data indicate that students are meeting the benchmarks set by the faculty. The one area where the benchmark was not met was Competency 9, “Respond to contexts that shape practice.” On the three measures for the practice behavior, 74% of students achieved the benchmark, just shy of the 75% benchmark. Additionally, while overall students achieved the benchmark for Competency 10 “Engage, assess, intervene, and evaluate with individuals, families groups, organizations, and communities,” in the specific practice areas of “Intervention” and “Evaluation,” students were below the 75% benchmark. As will be discussed in AS 4.0.3 below, the assessment results have been discussed and examined by the School of Social Work faculty. The School has been working to address the issues the data raise, and we appear to be making progress on it.

Outcomes from Assessment of Implicit Curriculum

The faculty has gathered data about the School of Social Work’s implicit curriculum from a variety of measures. Data from end of the year focus groups has helped us to examine the sequencing of courses, choices about which faculty members teach which courses, the time that classes are scheduled, utilization of library resources, issues with classrooms and technology, as well as other issues that have shaped students’ learning experiences while in the BSW Program. Results from focus groups have also encouraged discussion of the approaches we use to teach different types of material and whether classes are taught online, in a hybrid format, or face-to-face.

Students also provided information about the implicit curriculum in comments on the Alumni Survey. Alumni offered many responses noting what is working well in the program, including being challenged in their thinking, the passion and knowledge that faculty bring to the classroom, supportive office staff, and effective advising. Students offered suggestions for change, including more of a focus on application of theories, more career support including additional opportunities for mock interviews, and more support from the School in integrating the one and two-year students in the traditional, on-campus program.

The School also gathers important information about the BSW program in the data collected from Agency Field Instructors, Faculty Field Liaisons, and students on the Field Instructor Evaluation of the Field Program, Field Liaison Evaluation of the Agency and

Practicum Site, and Student Evaluation of Practicum Experience forms that are completed at the end of each field placement. The Field Office staff and faculty have gained important insights into ways we can better support students and AFIs during the Field Practicum.

4.0.3 *The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.*

The assessment process is overseen by the School of Social Work Assessment Committee. The Assessment Committee is comprised of an Assessment Coordinator who is responsible for developing and implementing the assessment process at both the MSW and BSW levels. The Director of the School, MSW Program Director, BSW Program Director, and Director of Field Education also serve on the Committee.

Data from all quantitative measures are analyzed by the School of Social Work Assessment Coordinator at least once per year. Data from qualitative measures are analyzed by the School of Social Work Assessment Coordinator, and also by other members of the School of Social Work Assessment Committee. Results from the assessment measures are presented to the faculty at a faculty meeting each fall semester. Faculty members are sent the results prior to the meeting and then the results and concerns are discussed. When a curricular concern arises, the issue is sent to the appropriate curriculum committee for discussion. The committee tries to understand what might be causing the concern, whether further research is necessary to aid in that understanding, and possible approaches to addressing the concern. The matter is then brought back to the faculty to authorize further study or to vote on a corrective measure.

Faculty have made a number of changes to the BSW Program based on assessment outcomes of both the implicit and explicit curricula. These changes include the following:

Changes to the Research Curriculum and Research in Field.

The scores on Competency 6, “Engage in research-informed practice and practice-informed research” were consistently below the benchmark of 75%. When this information was originally reported to the faculty, they sent the issue to the Research Curriculum Committee. The Research Curriculum Committee discussed the issue and requested that several questions about the research curriculum be added to the questions asked in the focus groups for graduating BSW students. The focus group results confirmed the Committee’s understanding that students were not receiving enough hands-on practice with the research material, both in the classroom and in the field practicum. The Research Committee proposed adding a one-credit research lab to SWRK 330, the existing three-credit research class, allowing students to more actively engage in the research process. They also recommended sending the issue to the Field Practicum Curriculum Committee to address concerns about research engagement in the field. The

faculty approved the proposal and sent the issue to the Field Committee, and approved adding a research lab to the existing research course.

The Field Committee recommended adding more of an emphasis on research in the Field Orientation for all Agency Field Instructors. They also recommended having Faculty Field Liaisons emphasize the importance of hands-on research experience in the field when they met with AFIs on field visits. Finally, the Field Committee recommended developing a handout for students and AFIs with ideas for ways that research can be brought into the learning contract and field practicum. All of these measures were approved by the faculty and have been instituted. Over the past several years, we have seen the scores on competency six increase. For the past two years, BSW students have scored above the 75% benchmark. This year the average of the measures for Competency 6 was 84%. We are pleased to see a trend of increasing scores on this competency, and will continue to examine ways to support students in learning and practicing this material.

Changes to the Diversity Curriculum.

Inconsistent scores on the Competency 4, “Engage diversity and difference in practice,” combined with comments made in Focus Groups, led the HBSE Curriculum Committee to carefully examine the diversity curriculum and suggest a number of changes. The faculty supported these changes, including changing the name and general focus of SWRK 200 from “Multicultural Awareness in the Human Services” to “Diversity and Social Justice.” The focus of the course was shifted from examining group differences to exploring justice, privilege, and oppression. The faculty also reviewed how issues of diversity, privilege, and justice, and oppression were incorporated throughout the curriculum. We found that there was overlap in readings, class activities, and assignments. Faculty reached agreements about what central readings we wanted covered somewhere in the curriculum, and in what courses they would be assigned. We also have been and continue to look at the most effective ways to teach this material and different class activities and assignments that can be used across the curriculum.

The inconsistent scores on Competency 4 and related comments from Focus Groups, also led the faculty to move away from offering SWRK 200 in an all online format, and shifting to either a hybrid or face-to-face format. We began to implement these changes in AY 2012/2013. Since that time we have seen scores on Competency 4 increase and have received more positive feedback from students in focus groups. This is an area of ongoing concern and we anticipate making further changes as we learn more.

4.0.4 *The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

Responding to Contexts that Shape Practice

Scores on Competency 9, “Responding to Contexts that Shape Practice” have been inconsistent over the past five years, fluctuating above and below the 75% benchmark. This past year scores came in just below the benchmark. The practice behavior that is rated the lowest by both field instructors and students on the field evaluation form is “Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.” After discussing concerns as a faculty, the issue was sent to the Field Curriculum Committee because the low scores were noted on the Field Evaluation Forms. The Field Committee discussed the issue with the Field Advisory Board and with Faculty Field Liaisons. There was a general consensus that neither Agency Field Instructors nor BSW students saw BSW students in the role of leader in an agency. There was more of a sense that leadership was something that MSW students did. The Committee decided that the best way to address this is to work with students and field instructors to consider ways that BSW students take on leadership roles in agencies. Material on this is going to be added to the Field Instructor Orientation and addressed in the Field Seminar classes.

The School of Social Work BSW Program uses Form AS4 (B) to report recent assessment outcomes. The Form is posted on the Schools’ website (<http://www.csuchico.edu/swrk/docs/BSW%20and%20MSW%202014%20FormAS4%20for%20Website.pdf>) and is updated at least every two years. We try to ensure that the data is updated yearly.

4.0.5 *The program appends copies of all assessment instruments used to assess the program competencies.*

All assessment instruments used to assess program competencies can be found in **Appendices 24-29.**