



NARRATIVE MSW SELF STUDY SPRING 2016

Council on Social Work Education
Commission on Accreditation

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

It is with great pleasure that California State University, Chico (CSU, Chico) School of Social Work Faculty presents the 2016 Masters of Social Work (MSW) Self -Study. This document represents the collaborative work of faculty, students, and the Community Advisory Boards of the School of Social Work. This document captures the many diverse perspectives that represent the voice of social work education at this institution.

Writing of the Self-Study was coordinated by the Reaffirmation Committee comprised of Dr. David Bassett (Director, School of Social Work), Dr. Jean Schulberg (MSW 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 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 (MSW) program.

Planning for the MSW 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 MSW program was granted candidacy in 2001, and graduated our first MSW class in May 2003. The MSW program was awarded full accreditation in February 2005 by the Council on Social Work Education (CSWE).

The MSW 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 Master of Social Work Program at CSU, Chico covers 12 Northeastern California counties. This region is unique in that there are no large cities (CSU, Chico, Center of Economic Development, 1999). The 12 counties consist predominantly of small cities and towns with large areas of rural countryside. The two cities with the greatest populations are the city of Chico with 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, 1999).

Because of the geographic vastness of the Northern California region, it is difficult to easily categorize its people and their diversity. According to US Census Bureau (2015), 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, 2015).

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.

While different in many ways, the 12 counties served by CSU, Chico share a number of economic challenges. According to the Census Bureau (2015), 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

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

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.)

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 MSW 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). The clearest documentation for this shortage of MSW graduates is in the fields of Child Welfare and Mental Health (see following sections). There is an even greater shortage of social workers in Northern California where there are higher levels of poverty, as noted above.

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

A 2013 report by the California Healthcare Foundation noted that 4.3% of adults and 7.6% of children in California have a severe mental illness. The rates for both adults and children are higher in our region than the state average. The same report noted that less than half of adults and only about one-third of children with severe mental illness received any treatment in the past year. Children with less severe mental health challenges were even less likely to receive treatment. This and other data indicate that additional mental health workers will be needed to care for California's population, which is growing in size and diversity. Increased access to health insurance through Medicaid expansion within the Affordable Care Act will likely also mean increased need for mental health practitioners statewide.

There is both a shortage and an unequal distribution of mental health workers across California. The California Mental Health Planning Council, estimated a roughly 30% vacancy rate for mental health professionals in California. This problem is exacerbated by the fact that the vast majority, 70%, of licensed mental health practitioners are located in Orange, Los Angeles, and San Diego counties, as well as in the San Francisco Bay Area (Feldman & Lee, 2008). This leaves rural counties, such as the ones in our service area, in extreme need of additional trained and licensed practitioners. In our service area, the need for MSW practitioners is at a critical stage. Additionally, rural counties face the

biggest challenges in recruiting and retaining mental health professionals. Ivey et al. (1998) identified an aggregate increase in mental health professionals nationally over time, but observed significant regional variation in the distribution of mental health professionals, particularly in rural county settings. Some stipend and loan repayment programs financed through the Mental Health Services Act and different public and private organizations offer incentives for new graduates to work in mental health service shortage areas in California. Still, McRee et al. (2003) note, "Recruiting any health care providers, including mental health care workers, to rural areas is a major problem due to professional isolation, lower salaries, and limited job opportunities for spouses" (p. 29). In meeting with many Northern California Mental Health Directors, a common theme is their inability to hire and retain master level social workers to fill positions. Another emerging concern for mental health directors is the high number of management level staff supervisors and administrators approaching retirement age. Masters level social workers are being looked to in order to fill these positions.

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

The Need for MSW Level Child Welfare Social Workers in Northern California

A shortage of MSW level social workers in public child welfare in Northern California prompted the School of Social Work to develop a child welfare focus in the program in 2001, and obtain Title IVE funds to support students entering the field of child welfare. Legislative hearings held in 2002 found that only 25% of child welfare social workers held an MSW degree (Jacquet, 2012). Additionally, there were roughly 6500 public child welfare positions funded in the state in 2001. Estimates were that twice that number were needed to meet minimum standards, and three times that number to meet ideal standards (Weaver, Chang, & Gil de Gibaja, 2006).

Implementation of the child welfare focus and Title IVW program at Chico State has helped provide desperately needed social workers for child welfare positions throughout our service region. However, the need for additional staff continues. A 2013 study conducted by the California Social Work Education Center noted that there were 36 child welfare staff vacancies in the northern counties in fiscal year 2010-2011 (Clark, 2012). The same study noted that in 2011, there were 21.4% fewer case workers and 7.2% fewer supervisors throughout the state than in 2008. However, in part due to an increased focus in schools of social work, such as ours, the rate of child welfare workers with an MSW degree rose from 20.5% in 1992 to 60% in 2011. As was noted in reference to mental

health staff, it is particularly challenging to recruit and retain social workers in rural counties.

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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 MSW 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 MSW Program

The missions of CSU, Chico and the MSW 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 MSW Program.

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

There are seven MSW goals derived from the MSW mission. Although the MSW Program's mission is to prepare MSW graduates for the State of California, the foremost purpose at this time is to meet the need for advanced generalist MSW graduates in the region. Given the characteristics of the region outlined in the introduction, MSW graduates must be prepared as culturally competent professionals who can practice as advanced generalists and provide leadership within agencies, communities, and the profession.

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

Goals of the MSW Program and Fit with Mission

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

1. Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.
2. Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.
3. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
4. Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.
5. Prepare social workers who commit to the enhancement of the profession and their own professional conduct and growth.
6. Partner with community service agencies to produce competent social workers.
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

All seven of the above goals are derived from the MSW Program's Mission. Leadership is stressed in both the Mission Statement and the first Program goal. The School believes that the highest quality leadership is essential to addressing the many challenges experienced by vulnerable populations throughout the North State. It is through leadership in agencies, communities, organizations, and the profession that MSW graduates will be in positions to influence policies and programs that affect the services and agencies in our region. In addition, leadership skills will allow MSW graduates to

model collaboration with systems that directly impact the clients, communities, and the well-being of agencies in Northern California.

Preparing social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems speaks to the accessible, high quality education noted in the School's mission, as well as the importance of advanced generalist practice. Preparing students for culturally competent practice in diverse settings within our region and preparing social works leader who are ready to engage in advocacy and social and political action directly relate to both ethical practice and social and economic justice highlighted in the School's Mission.

Critical to an MSW graduate's professional development is continuing education and lifelong learning, as noted in the School's Mission, and in the School's goal of commitment to enhancing the profession and one's professional growth. The School prepares advanced level practitioners through a broad educational base. This provides a foundation and socializes graduates into a continuous professional education pattern to increase the depth and breadth of their social work education. The School ensures that appropriate continuing education courses are made available to graduates. This is accomplished through cooperation and/or collaboration with NASW, the California Board of Behavioral Science Examiners, and other professional providers that add to the value of continuing education offerings.

Goal number seven speaks to partnership and collaboration with community agencies, as does the Mission Statement that notes development of leaders who value collaboration. The importance of working effectively with varied members of the professional community is both taught and modeled by members of the School of Social work community. The last goal highlights the importance of critical thinking and utilizing multiples sources of information needed to effectively address complex problems. Given the complex nature of the challenges found throughout our service region, effective social work practice requires critical and creative thinking. This type of thinking is clearly needed for effective leadership, and is an essential characteristic of the collaborative leaders noted in the School's Mission Statement.

Relationship of the MSW Program Mission and Goals to the Program Context and Profession's Purpose

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 and advanced 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 practitioners who

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

The focus on leadership within the advanced generalist curriculum is also important in meeting the needs of our region. California legislation establishes mandates for professional staffing levels for many social service agencies. There have traditionally been few MSW level social workers in many of the areas we serve. The shortage of MSW social workers is exacerbated in many of our counties due to the high rates of poverty and other social and economic challenges, resulting in a high demand for services. The MSW program's intent is to strategically decrease this shortage with professionally educated social workers experienced in working with the economic and social conditions of the region. Through the efforts of both our traditional and distributed learning programs, the MSW Program is educating students who will take on leadership roles in agencies and organizations throughout Northern California.

The size of our service area and the isolated nature of many communities in the service area resulted in the word "accessible" in the MSW Program's Mission Statement. As noted in the Introduction, there is a tremendous need for MSW level social workers in many counties in our service area. Many potential MSW 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 MSW 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.

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, 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 MSW program recognizes that it is only through collaborative and reciprocal relationships with the community and social work professionals that the program can maintain and promote professional development.

The MSW Program Mission and Goals guide the MSW program through five educational purposes that are consistent with EP 1.1. The MSW program is designed to (1) address the needs of our region in educating and preparing advanced generalist practitioners and leaders in service throughout the region and state, (2) promote social and economic justice, (3) enhance collaborative efforts in community service agencies, (4) develop

social work knowledge that will enhance culturally competent practice and foster lifelong learners, and (5) evaluate research knowledge to guide their practice. This establishes the appropriateness of the MSW program's mission and purpose with social work education.

MSW Program Mission, Goals, and Social Work Values

Social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry all underpin the Mission and Goals of the MSW Program. These and other social work-related values can be seen throughout the MSW Curriculum, as will be noted in Accreditation Standard 2 below. The focus in the Mission and Goals of the MSW Program on providing accessible and high quality education addresses the values of service, social justice, and competence. The Mission's focus on education aimed at supporting students to become ethical practitioners speaks to the value of integrity. The MSW Program Goal related to cultural competence supports the values of competence, human rights, and the importance of human relationships. The Goal to prepare social workers to think critically and utilize various sources of information is underpinned by the value of scientific inquiry. The MSW Program Goal to prepare students as leaders in advocacy and social and political action is based on the value of social justice and human rights. The School of Social Work MSW Program has grown out of the profession of social work's central values, and these values are consistently reflected in the Program's Mission, Goals, and curriculum.

References

California State University, Chico. (2014). Retrieved July 21, 2015 from <http://catalog.csuchico.edu/viewer/15/STRATEGICPLAN.html>.

Accreditation Standard 2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

MSW Formal Educational Structure: Rationale and Description

Rational

Given the nature of the region we serve with its social and economic challenges, California State University (CSU), Chico’s MSW graduates are required to fulfill a wide variety of roles, particularly at advanced practice levels. Agencies need MSW graduates who are prepared with advanced micro practice skills, macro practice and micro clinical skills, to provide services to individuals, families, and our rural communities. While providing these direct services, the underlying structural or systemic problems must be addressed, thereby requiring advanced skills for community and organizational practice.

With the shortage of MSW supervisors and the fact that many MSW graduates in the region quickly move into supervisory roles, graduates must be prepared with the requisite expertise and skills to function effectively in those roles. MSWs are required to analyze and influence policies at multiple levels, particularly as they relate to social and economic justice issues throughout the region.

Description

The MSW program in the School of Social Work at California State University, Chico is housed within the College of Behavioral and Social Sciences (BSS). The program emphasizes multi-level practice that promotes economic and social justice, using a strengths-based advanced generalist model. This advanced generalist framework begins with the preparation of generalist practice concepts in the foundation year that focus on the interface of multi-level systems using multi-method culturally sensitive approaches based on ecological systems and problem-solving perspectives (Landon, 1995). This conceptual framework extends these basic generalist concepts to a greater depth and breadth for the advanced concentration curriculum.

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

The MSW program prepares students for advanced generalist social work practice through One, Two, or Three-Year Distributed Learning (DL) MSW program delivery options. The curriculum is the same for all three programs and is organized in logical,

integrated fashion that reflects the MSW program's goals and competencies. In addition to the coursework described in this document, the MSW program requires a total of 480 hours of practicum during the Foundation year, and 720 hours of practicum during the Concentration year.

One-Year MSW Program

The One-MSW Year program delivery option is designed for students with a social work baccalaureate degree (BSW) from a program accredited by the Council on Social Work Education (CSWE). The BSW must have been awarded within five years of entering into the CSU, Chico MSW program. One-Year MSW students must enroll and successfully complete two summer "bridge" courses before enrolling in the fall semester Concentration year courses. The One-Year MSW program consists of three semesters (summer, fall, and spring).

Two-Year MSW Program

The Two-Year MSW program delivery option is designed for students who have completed a baccalaureate degree *other than* in social work. The program begins in the fall semester and consists of four semesters of coursework (fall and spring). There are no summer courses offered for the Two-Year MSW program.

Three-Year MSW Program-Distributed Learning (DL)

The Three-Year MSW program delivery option is a cohort model that admits students once every three years. It is a Distributed Learning (DL) program that is delivered in a hybrid model. Thus, the students participate in courses via web-based technology, with monthly "collaborate" class sessions for students to interact as a group, on-line, with a video/audio component. There are two face-to-face class sessions each semester on the CSU, Chico campus the first two years, and three face-to-face class sessions each for the fall and spring semesters of the final year. The students attend classes for eight semesters; this includes two summer sessions. Students are offered a "coach" who is a previous graduate of the DL MSW program to provide support and guidance during the three years of the program.

Required Liberal Arts Foundation

Three Liberal Arts courses are required for admission into the CSU, Chico MSW program. These are: (1) an ethnic or multicultural course, (2) human biology, and (3) a general statistics course.

In addition to the three specific courses required for admission, students entering the MSW program must demonstrate completion of a Liberal Arts foundation that contains elements necessary to prepare advanced generalist social work practitioners. This education ensures preparation of a broadly educated person with the ability to view phenomenon, issues, and situations from various perspectives. This foundation prepares students with skills upon which communication, critical thinking, and problem solving skills in social work practice are built. As lifelong learning and ongoing professional development are necessary for informed, competent practice, the Liberal Arts base is designed to instill a sense of ongoing intellectual curiosity.

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

Written and Oral Communication

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

Humanities

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

Social Sciences

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

Natural Sciences

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

Analytical Reasoning

The ability to reason is requisite to every course in the curriculum. Each course advances these skills according to the content, practice and research skills taught in the course. Liberal Arts courses in this area provide: an understanding of the relationship of language

to logic; ability to analyze, critique and advocate ideas; ability to distinguish fact from judgment; and an understanding of formal and informal fallacies of language and thought. This requirement may be met from one of the following courses that contain reasoning as a central component: Critical Thinking, English, Ethics, Epistemology, Logic, Philosophy, Psychology, Religious Studies, and Sociology.

Quantitative Reasoning

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

Personal Development/Lifelong Learning

Acquisition of social work knowledge, values, and skills is enhanced through study of courses that promote understanding of the self as an integrated person and one's capacity for growth and learning throughout the life course. These courses provide content on human development: sexuality, nutrition, health, stress, death and dying, and relationships of humans and their environments. One course in this Liberal Arts area is required and can be met through courses in: Anthropology, Child Development, Communication Studies, Ethnic Studies, Recreation, Psychology, Social Work, Sociology, and Gender Studies.

M 2.0.1 The program identifies its concentration(s) (EP M2.2).

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

The CSU, Chico School of Social Work MSW program prepares students for Advanced Generalist practice that consists of a broad-based set of knowledge, values, and skills necessary for advanced social work practice with multi-level systems. The major emphases of the concentration are direct services to individuals, families, and groups; community and organizational practice; policy analysis and practice; and research for practice. Within the Advanced Generalist concentration, students may choose a focus area in mental health services (MH), families, children, and youth services (FCY), or gerontology (GERO) for additional advanced direct practice and policy practice preparation. The electives, comprehensive examination, and thesis or project augment the student's advanced practice expertise.

Course and Unit Requirements

The *Foundation Year* contains 10 required courses (31 units total). The *Concentration Year* contains 10 courses (30-32 units total), eight of which are required of all students, and two of which are electives, a thesis, or a project. The variation in two units in the *Concentration Year* is dependent on if a student chooses electives (3 units each semester) or a thesis/project (2 units each semester). At the beginning of the *Concentration Year*, the One-Year program cohort joins the Two-Year program cohort to commence the second year of their program.

Although the mode of course delivery is different for the Two-Year and Three-Year MSW program options, traditional face-to-face and a hybrid distributed education model respectively, the Foundation and Concentration year curriculum is the same. In the Three-Year program option, during the first two years, the curriculum contains the generalist foundation.

The One-Year MSW program option (for those with a BSW) requires two (3 units each) summer bridge courses that must be successfully completed prior to beginning the Concentration year. Students in the One-Year program option complete a total of 36-38 units to obtain their MSW degree. As with the Two- and Three-Year MSW program options, the variation in two units in the Concentration year is dependent on if a student chooses electives (3 units each semester) or a thesis/project (2 units each semester).

Below are the course requirements for the Summer Bridge courses (One-Year MSW), the Foundation and Concentration years, and the specific courses required for each area of focus.

Summer Bridge Course Requirements **(One-Year Program Option)**

SWRK 635	Foundations of SWRK Practice	3.0 units
SWRK 636	Foundations of SWRK Research	4.0 units

Foundation Year Curriculum **(Two-Three Year Program Options)**

The Foundation MSW courses provide a base for the advanced curriculum. The course content contains depth and breadth of the areas of emphasis at the graduate social work practice level. The chart below depicts the courses required for the *Foundation Year*.

Fall Semester

SWRK 601	Human Behavior & Social Environment	3.0 units
SWRK 605	Social Welfare Policy & Services	3.0 units
SWRK 608	General SWRK Theory & Practice I	3.0 units
SWRK 617	Research I Methods for SWRK Knowledge & Practice	4.0 units
SWRK 631	Foundation Practicum I	3.0 units

Spring Semester

SWRK 612	Diversity and Social Justice	3.0 units
SWRK 609	General SWRK Theory & Practice II	3.0 units
SWRK 610	General SWRK Theory & Practice III	3.0 units
SWRK 644	Human Behavior and Social Environment II	3.0 units
SWRK 632	Foundation Practicum II	

Concentration Year Curriculum
(One-Two-Three Year MSW Students)

For the *Concentration Year*, students choose a focus area in mental health services (MH), families, children and youth services (FCY), or gerontology (GERO). The focus areas provide advanced direct practice and policy practice preparation through core courses. The electives, comprehensive examination, and thesis or project augment the curriculum.

Fall Semester

SWRK 641	Advanced Practice in Mental Health Services	3.0 units
	OR	
SWRK 642	Advanced Practice in Families, Children & Youth Services	3.0 units
SWRK 643	Assessment of Individuals and Families	3.0 units
SWRK 653	Research II: Program Evaluation in Social Work	3.0 units
SWRK 648	Advanced Practicum I	4.0 units
SWRK 699T	Thesis	2.0 units
	OR	
SWRK 699P	Project	2.0 units
	OR	
Elective		3.0 units

Spring Semester

SWRK 652	Supervision, Program Development and Administration	3.0 units
SWRK 654	Social Policy in Mental Health Services	3.0 units
	OR	
SWRK 655	Social Policy in Families, Children & Youth Services	3.0 units
SWRK 681	Advanced Family & Child Treatment	3.0 units
	OR	
SWRK 656	Advanced SWRK Macro Practice	3.0 units
SWRK 658	Advanced Practicum II	4.0 units
SWRK 699T	Thesis	2.0 units
	OR	
SWRK 699P	Project	2.0 units
	OR	
Elective		3.0 units

Electives**Fall Semester**

SWRK 678	Mental Health Recovery and Wellness	3.0 units
SWRK 685	Developmental Theory and Interpersonal Processes	3.0 units

engagement; housing; mental health services; health care; legal systems; and/or policy, planning, and advocacy. Students focusing in Gerontology have the option to apply to the *Excellence in Service to Older Adults*, a Hartford Partnership Program in Aging Education (HPPAE). The required courses are:

- SWRK 641: Adv. Practice in MH Services or SWRK 642: Adv. Practice in FCY Services
- SWRK 654: Policy in MH Services
- SWRK 674: Policy, Practice, Programs Older Adults (HPPAE required)
- SWRK 656: Advanced SWRK Macro Practice (HPPAE required)
- Field Rotation Model HPPAE required)
- 6 specialized trainings (HPPAE required)

C. Mental Health Services (MH)

The focus in Mental Health Services is to prepare the student for a career of service to persons with mental health and substance abuse challenges. Graduates may be employed in community mental health centers, psychiatric hospitals, regional centers, alcohol and substance abuse programs, youth support centers, and a variety of other social service agencies. Students focusing in Mental Health Services have the option to apply to the California Mental Health Stipend Program or the HRSA Behavioral Health Services for Transitional Age Youth (BHS-TAY): MSW Workforce Training Program (2015-2018 academic years). The required courses are:

- SWRK 654: Social policy in MH Services
- SWRK 641: Advanced Practice in MH Services
- SWRK 678: Mental Health Recovery and Wellness (MH Stipend/BHS-TAY required)
- SWRK 677: Substance Use and Abuse (MH/ BHS-TAY Stipend required)
- Public MH placement (MH Stipend required) or BHS-TAY/Integrated Health Care setting (BHS-TAY required)
- 6 Specialized trainings (MH Stipend/BHS-TAY required)

Descriptions of Social Work Course Offerings

Foundation Year Courses (Two-and Three-Year Program Options)

SWRK 601 Human Behavior and the Social Environment 3.0 units

Prerequisites: Graduate standing and acceptance to the MSW program.

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

SWRK 605 Social Welfare Policy and Services 3.0 units

Prerequisites: Graduate standing and acceptance to the MSW program.

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

SWRK 608 Generalist Social Work Theory & Practice I 3.0 units

Prerequisites: Graduate standing and acceptance to the MSW program.

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

SWRK 609 Generalist Social Work Theory & Practice II 3.0 units

Prerequisites: Graduate standing and acceptance to the MSW program.

This course is designed to provide a framework for systematic study of the components and issues involved in the practice of social work with groups and families. This course prepares the student to become familiar with the processes involved in group and family formation as well as ongoing processes of assessment, intervention, and evaluation. A minimum of one hour per week will be devoted to skills development laboratory.

SWRK 610 Generalist Social Work Theory & Practice III 3.0 units

Prerequisites: Graduate standing and acceptance to the MSW program.

This course is designed to help students understand organizations, institutions and communities, and to provide the knowledge bases of social work generalist practice for interventions at this level. It provides an opportunity to explore selected macro models of practice, and learn about human service organizations that often serve as an immediate context for community practice. A minimum of one hour per week will be devoted to skills development laboratory.

SWRK 612 Diversity and Social Justice 3.0 units

Prerequisites: Satisfactory completion of the first semester of the foundation Year.

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

SWRK 617 Research I: Methods for Social Work Knowledge & Practice 4.0 units

Prerequisites: Graduate standing and acceptance to the MSW program.

This course provides an overview of social science research methods useful for social work practice. It provides the foundation knowledge and skills that enable students to be intelligent consumers of information, to conduct social research, and to critically evaluate social work practice. The application of social research methods to social work practice in various size systems is a primary emphasis.

SWRK 630 Writing for Social Work Profession 1.0 unit

This course engages students in the technical writing and critical thinking skills frequently required for professional social workers. Through in-class assignments, peer feedback sessions, weekly dialogues on writing, and critical analysis of writing examples, students learn techniques for analyzing, synthesizing, and evaluating writing. Students use written Social Work course assignments to gain experience in evaluating pattern errors, develop thesis statements/arguments, and learn writing, editing and revision skills for the academic and professional genre. Students will be exposed to a citation and writing style of the *Publication Manual of the American Psychological Association*.

Note: *This one unit course is not counted toward the MSW degree.*

SWRK 631 Foundation Practicum I 3.0 units

Prerequisites: Graduate standing and acceptance to the MSW Program.

Foundation field education is an educationally supervised agency experience designed for students to apply the knowledge, skills, and values learned in their previous Liberal Arts and concurrent social work courses. Students complete a minimum of 240 hours of supervised practice and participate in a bi-weekly integrating seminar throughout the semester. In consultation with students, the Field Education Director makes agency assignments.

SWRK 632 Foundation Practicum II 3.0 units

Prerequisites: Satisfactory completion of the first semester of the foundation year.

Foundation field education is an educationally supervised agency experience designed for students to apply the knowledge, skills, and values learned in their previous Liberal Arts and concurrent social work courses. Students complete a minimum of 240 hours of supervised practice and participate in a bi-weekly integrating seminar throughout the semester. In consultation with students, the Field Education Director makes agency assignments.

Summer Bridge Courses (One-Year Program Option only)

SWRK 635 Foundations of Social Work Practice 3.0 units

Prerequisites: Graduate standing and admission to the One-Year MSW Program.

This course is designed for students in the One-Year Program (see admission requirements for BSW degree holders and holders of social work degrees not earned in the United States). The course helps students prepare for entry into the advanced practice year of the MSW program and aids in their adjustment to the rigors of graduate-level academic study.

SWRK 636 Foundations of Social Work Research 3.0 units

Prerequisites: Graduate standing and admission to the One-Year MSW program.

This course is designed to examine various scientific methods for social work research, with special attention to research design and statistical analysis (correlations, T-test, Chi Square and analysis of variance)

Concentration Year Courses (One-Two-Three-Year Program Options)

SWRK 641 Advanced Practice in Mental Health Settings 3.0 units

Prerequisites: Satisfactory completion of foundation year.

This course prepares students for differential assessment and intervention with individuals and families with problems representative of the mental health focus area. Students develop knowledge and skills in the psychosocial approach to advanced ethnic-sensitive practice, crisis intervention and other selected treatment approaches. Focus is on influences of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation in all phases of practice.

SWRK 642 Advanced Practice in Families, Children & Youth Services 3.0 units

Prerequisites: Satisfactory completion of foundation year.

This course prepares students for differential assessment and intervention with individuals and families with problems representative of the families, children and youth focus area. Students develop knowledge and skills in the psychosocial approach to advanced ethnic-sensitive practice, crisis intervention, and other selected treatment approaches. Focus is on influences of culture, ethnicity, gender, sexual orientation, ability, spirituality, and generation in all phases of practice.

SWRK 643 Assessment of Individuals and Families 3.0 units

Prerequisites: Satisfactory completion of foundation year.

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

SWRK 644 Human Behavior and the Social Environment II 3.0 units

Prerequisites: Satisfactory completion of foundation year.

This course examines theories and research regarding work groups, organizations, and communities as contexts for social work practice and preparation for practice with larger systems. Includes the role of community power structures in the governance of systems, the change process, and their effects on the provision of services, including interactions between these systems and diverse individuals and families.

SWRK 648 Advanced Practicum I **4.0 units**
Prerequisites: Satisfactory completion of foundation year.
Advanced practicum under the supervision and instruction of an MSW field instructor. This course provides students with opportunities to apply and expand knowledge, values, and skills gained from previous and concurrent course work with individuals, families, groups, organizations and communities. The Director of Field Education makes field assignments after consultation with the student and agency. Students complete 360 hours during the fall semester.

SWRK 652 Supervision, Program Development, and Administration **3.0 units**
Prerequisites: Satisfactory completion of foundation year.
This course provides an introduction and overview of methodologies for supervision, consultation, management, administration and planning within social services settings. Leadership, decision making, conflict resolution, fiscal management, fundraising, legal issues, program and staff development, and work with boards are covered.

SWRK 653 Research II: Program Evaluation in SWRK **3.0 units**
Prerequisites: Satisfactory completion of foundation year.
This course prepares students to interpret evaluative studies of social work interventions within the practice context. Emphasis is on the development of evaluative research methods relevant to practice and program evaluation, and evaluation of direct practice.

SWRK 654 Social Policy in Mental Health Services **3.0 units**
Prerequisites: Satisfactory completion of foundation year.
This course prepares students to analyze mental health policies and services and their impact on client systems. Students examine factors underlying development of current mental health system as basis for interventions and for developing strategies for policy change, as well as planning and implementing improved policies and services.

SWRK 655 Social Policy in Family, Children, & Youth Services **3.0 units**
Prerequisites: Satisfactory completion of foundation year.
This course prepares students to analyze social policies, including funding policies, and their impact on families, children and youth. Students examine the historic and current forces underlying development of current policies and services. Includes an analysis of alternative policy choices and their effect as a basis for intervention and service provisions at multi-system levels.

SWRK 656 Advanced Social Work Macro Practice **3.0 units**
Prerequisites: Satisfactory completion of foundation year or instructor permission.
This advanced course continues students' understanding of organizations, institutions and communities, and the knowledge bases of social work generalist practice for interventions at this level. It provides an overview of personnel management, organizational functioning, planning, and community practice processes for advanced year students. Themes include macro models of practice, management, financing and governance of human service organizations.

SWRK 658 Advanced Practicum II **4.0 units**

Prerequisites: Satisfactory completion of foundation year.

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

SWRK 681 Advanced Family and Child Treatment 3.0 units

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

This course builds on SWRK 341 and SWRK 342 to provide advanced knowledge and skills for students wishing to pursue advanced clinical treatment of families and children. Emphasis is on contemporary research, theories, and models for intervention with families and children.

MSW Electives

(Note: Not all electives are offered each semester or each year)

SWRK 673 Trauma and Loss 3.0 units

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

This course examines issues of trauma and working with people who have experienced trauma or loss or who are facing death. Several theoretical approaches are examined, with emphasis on expanding knowledge of trauma concepts, intervention models, specific populations-at-risk, and from trauma and deal with losses or imminent death. Focus is on planned interventions with individuals and families in stressful situations through the use of primarily cognitive or problem-solving approaches.

SWRK 674 Policies & Practice with Older Adults and Their Families 3.0 units

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

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

SWRK 677 Substance Abuse: Foundations for Social Work Practice 3.0 units

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

This course examines the incidence and etiology of chemical dependence and its impact on individuals, families and society. The course also addresses pharmacological properties and physiological, sociological, psychosocial, and cultural aspects of psychoactive substance abuse, assessment and classification of substance abuse disorders, and models of interventions and treatment.

SWRK 678 Mental Health Recovery and Wellness 3.0 units

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

Prerequisites: Satisfactory completion of foundation year or instructor permission.
This course examines the concepts and practices of wellness and recovery for individuals, families, examines the concepts and practices of wellness and recovery for individuals, families, and society. The course addresses mental health, wellness and recovery

movements and system transformation concepts. Underlying values and components of recovery and recovery-based programs will be addressed. This course is intended to provide students with relevant information regarding wellness and recovery in the field of public mental health. Concepts, roles and applications useful for practice related to the field of mental health will be covered. California's mental health service system is undergoing a system transformation; these changes will be explored and evaluated. The purpose of this course is to meet the need for practitioners who are knowledgeable and have essential skills in the area of recovery and wellness.

SWRK 685 Developmental Theory & Interpersonal Processes 3.0 units

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

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

SWRK 687 Advanced Child Welfare 3.0 units

Prerequisites: Satisfactory completion of foundation year or acceptance into the concentration year. Title IV-E requirement.

This course covers core knowledge and skills for the practice of social work with an emphasis on child welfare practice. Content includes interviewing, assessment, and interventions, with special attention to problems and concerns related to child protection and family preservation. Students learn to apply a strengths perspective in an environmental context and to work collaboratively. Students learn to evaluate child and family information and to take appropriate steps toward permanency planning. In addition the course covers the professional use of self within the values and ethics of social work practice.

SWRK 697 Independent Study 1.0-3.0 units

Prerequisites: Instructor and MSW Program Director permission.

This course is a graduate level independent study offered as 398A-C for 1.0-3.0 units respectively. Students must register directly with a supervising faculty member and approval of the MSW Program Director. You may take this course more than once for a maximum of 3.0 units.

SWRK 699P Master's Project 2.0 units

Prerequisites: Advancement to candidacy.

This course is a master's study offered as a Master's Project. Students must register directly with a supervising faculty member and have approval of the MSW Program Director.

SWRK 699T Master's Thesis 2.0 units

Prerequisites: Advancement to candidacy.

This course is a master's study offered as a Master's Thesis. Students must register directly with a supervising faculty member and have approval of the MSW Program Director.

The follow charts depict the Course Sequencing for the One, Two, and Three-Year MSW Program options.

One-Year Program Course Sequence

Summer Bridge Courses

Summer (6 units)

SWRK 635 Foundations of SWRK Practice (3)
MSW Orientation

SWRK 636 Foundations of SWRK Research (3)

Concentration Year Courses

Fall Semester (15-16 units):

- (1) SWRK 641 Advanced Practice in MH Services (3)
- (or)
- (1) SWRK 642 Advanced Practice in FCY Services (3)
- (2) SWRK 643 Assessment of Individ. & Families (3)
- (3) SWRK 653 Research II: Program & Pract. Eval (3)
- (4) SWRK 648 Advanced Practicum I (4)
- (5) Thesis/Project (2)
- (or)
- (5) Elective (3) (& Comprehensive Exam in Spring)

Spring Semester (15-16 units):

- (1) SWRK 652 Supervision, Program Develop. & Administration (3)
- (2) SWRK 681 Adv. Family & Child Treatment (3)
- (or)
- (2) SWRK 656 Advanced SWRK Macro Practice (3)
- (3) SWRK 654 Social Policy in MH Services (3)
- (or)
- (3) SWRK 655 Social Policy in FCY Services (3)
- (4) SWRK 658 Adv. Practicum II (4)
- (5) Thesis/Project (2)
- (or)
- (5) Elective (3) & complete Comprehensive Exam

Two-Year Program Course Sequence

Professional Courses-Foundation Year

(First Year of the Two-Year Program)

Fall Semester (16 units)

MSW Program ORIENTATION

- (1) SWRK 601 Human Behavior & Soc. Environ. I (3)
- (2) SWRK 605 Social Welfare Policy and Services (3)
- (3) SWRK 608 Gen SWRK Theory & Practice I (3)
- (4) SWRK 617 Research I: Methods of SWRK Knowledge and Practice (4)
- (5) SWRK 631 Foundation Practicum I (3)

Spring Semester (15 units)

- (1) SWRK 612 Diversity and Social Justice (3)
- (2) SWRK 609 Gen. SWRK Theory & Practice II (3)
- (3) SWRK 610 Gen SWRK Theory & Practice III (3)
- (4) *SWRK 644 Human Behavior & Soc. Environ. II (Macro) (3)*
- (5) SWRK 632 Foundation Practicum II (3)

Concentration Year

Fall Semester (15-16 units):

- (1) SWRK 641 Advanced Practice in MH Services
- (or)
- (1) SWRK 642 Advanced Practice in FCY Services
- (2) SWRK 643 Assessment of Individ. & Families
- (3) SWRK 653 Research II: Program & Pract. Eval
- (4) SWRK 648 Advanced Practicum I (4)
- (5) Thesis/Project (2)
- (or)
- (5) Elective (3) (& Comprehensive Exam in Spring)

Spring Semester (15-16 units):

- (1) SWRK 652 Supervision, Program Develop. & Administration (3)
- (2) SWRK 681 Adv. Family & Child Treatment (3)
- (or)
- (2) SWRK 656 Advanced SWRK Macro Practice (3)
- (3) SWRK 654 Social Policy in MH Services (3)
- (or)
- (3) SWRK 655 Social Policy in FCY Services (3)
- (4) SWRK 658 Adv. Practicum II (4)
- (5) Thesis/Project (2)
- (or)
- (5) Elective (3) & complete Comprehensive Exam

**Distributed Learning Program
Three-Year Program Course Sequence**

Professional Courses-Foundation Year

<p>Fall (6 units) MSW Program ORIENTATION (mandatory) (I) SWRK 601 Human Behav. & Social Environment I (Micro) (3) (II) SWRK 605 Social Welfare Policy and Services (3)</p>	<p>Spring (9 units) (I) SWRK 612 Diversity and Social Justice (3) (II) SWRK 617 Research I: Methods for Social Work Knowledge and Practice (4) (III) SWRK 644 Human Behavior & Social Environment II (Macro) (3)</p>
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<p>Summer (6 units): (II) SWRK 608 Gen SWRK Theory & Practice I (3) (II) SWRK 677 Substance Abuse (3) <i>elective</i> (required for Title IV-E and MH)</p>

** You must now decide if you will do a Thesis, a Project, or the Comprehensive Exam AND 2 electives

<p>Fall (9 units): (I) SWRK 609 Gen SWRK Theory & Practice II (3) (II) SWRK 631 Foundation Practicum I (3) (III) SWRK 687 Advanced Child Welfare (3) <i>elective</i> (required for Title IV-E) (or) (III) SWRK 678 Mental Health Recovery and Wellness Processes (3) (required for MH)</p>	<p>Spring (9 units): (I) SWRK 610 Gen SWRK Theory & Practice III (3) (II) SWRK 632 <i>Foundation Practicum II</i> (3) (III) SWRK 674 Policy & Practice w/Older Americans & their Families (3) <i>elective</i> (required for GERO)</p>
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Concentration Year Courses

In the concentration year of the program, students select a focus in:
Mental Health Services (MH); Families, Children and Youth Services (FCY); or
Gerontology (GERO).

<p>Summer (6 units): (I) SWRK 643 Assessment of Individuals & Families (3) (II) SWRK 653 Research II: Program & Practice Evaluation (3)</p>
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<p>Fall (10-12 units): (I) SWRK 641 Advanced Practice in MH Services (3) (or) (I) SWRK 642 Advanced Practice in FCY Services (3) (II) SWRK 656 Advanced SWRK Macro Practice (3) (or) (II) SWRK 681 Adv. Family & Child Treatment (3) (III) SWRK 648 Adv. Practicum I (4)</p>	<p>Spring (10-12 units): (I) SWRK 652 Supervision, Program Development & Administration (macro practice) (3) (II) SWRK 654 Social Policy in MH Services (3) (or) (II) SWRK 655 Social Policy in FCY Services (3) (III) SWRK 658 Adv. Practicum II (4)</p>
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(IV) Thesis/Project (2) (SWRK 699 P/SWRK 699T) (or) (IV) Comprehensive Exam	(IV) Thesis/Project (2) (SWRK 699P/SWRK 699T) (or) (IV) Comprehensive Exam
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<i>Additional Electives</i>	
SWRK 685 Developmental Theory & Interpersonal SWRK 673 Trauma & Loss (3)	SWRK 678 Mental Health Recovery and Wellness Processes (3) (required for MH)
(These electives are offered in the full-time MSW program schedule)	

Face-To-Face Classes

There is a required one-day orientation the week prior to Year One semester. Two-weekends of face-to-face campus classes per semester in Year One & Two, and three weekends a semester of face-to-face campus classes the Fall/Spring of Year-Three. Dates and times to be announced. *Dates and times subject to change.

M 2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

The CSU, Chico School of Social Work MSW advanced practice curriculum as described in 2.0.1 is consistent with the School’s mission and goals. Advanced practice consists of expanded skills in critical thinking, assessment of complex problems, the flexibility to negotiate and intervene with the use of best practices, mastery of multidisciplinary theories and empirically supported methods, and a professional level of decision- making. These elements are covered in the generalist curriculum and the concentration year’s areas of focus (GERO, FCY, and MH) and are congruent with the School’s mission.

CSU, Chico School of Social Work Mission

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 MSW Program

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

1. Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.
2. Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.
3. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
4. Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.
5. Prepare social workers to commit themselves to the profession enhancement and their own professional conduct and growth.
6. Partner with community service agencies to produce competent social workers.
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

Discussion

The MSW program options (One-Two-and Three-Year) reflect the School of Social Work's commitment to our vast region that is primarily rural and in many areas, considered remote. Since 2009, 77 students graduated from the Three-Year MSW program options, representing 16 counties in Northern California. The exit surveys from the Three-Year MSW program reveal that the majority of the students in this program would not have been able to earn their MSW if this option was not available. The barriers included rural/remote locations, extreme winter weather, family and employment commitments, and health challenges. Equity in access aligns with the mission and goals of the program.

The MSW program implements the School's mission and goals in several ways. All faculty members participate in Curriculum Committees. The committees (micro practice, macro practice, field, HBSE, and research) meet at least twice a semester to reviews each course and course sequencing. Each of the five committees are facilitated by a Committee Chair. Faculty are assigned to specific courses as the "Course Lead" The Course Leads, in consultation with the respective curriculum committee, update syllabi and course outlines, as well as provide expertise and/or assistance for instructors new to teaching the specific course.

In keeping with the 2008 EPAS, each Course Lead was asked to identify the specific connections between the course content and the foundation and concentration competencies, and their associated practice behaviors. Faculty also developed teaching and student evaluation methods organized around the ten program competencies and their associated practice behaviors. The MSW program conducts assessment of its competencies annually through an exit survey. Data from this assessment is fed back to the MSW program at various levels (course or sequence, foundation or concentration, curriculum committee) for incorporation into curriculum planning and revision.

The MSW program's curriculum design and course requirements promote a "high quality" education to provide our region with versatile social workers who can provide much needed leadership in advocacy for social and economic justice, values and knowledge in advance practice and skills in cultural competency. The rigorous required course work, the foundation and concentration year practicums, and formal assessment measures such as the embedded assignments, practicum evaluation tools, and the culminating activities (comprehensive exam, project or thesis) are designed to assure highly qualified social workers as specified in the mission and goals.

The advanced practice curriculum addressed our region's need for social workers versed in multi-level systems, addressing the needs of individuals, families, groups, communities, across the State. Advanced practice requires knowledge about diverse systems that affect the welfare of people, and the skills necessary to address the changes needed to support optimal functioning of its citizens. The concentration requirements, including the practicum, encompass the goal of developing "culturally competent practice in diverse settings with an emphasis on the Northern California region."

A strong focus of the School of Social Work is on social justice; this is integrated throughout the curriculum. This focus was exemplified by the work of a MSW concentration year student in her field practicum with the California Senior Legislature. She co-authored a State of California bill (AB 663) that was signed by Governor Jerry Brown in October 2013. This bill requires the administrator of a residential care facility to have an additional five hours of training in cultural competency and sensitivity in aging lesbian, gay, bisexual, and transgender minority issues.

The areas of focus address the need for highly trained MSWs versed in child welfare, mental health, and gerontology. The shortages of trained child welfare workers, higher than average percentages of older adults in our rural regions, and the mental health recovery movement in the State of California indicate the need for advanced generalist social workers who can practice in direct client services as well as administration, program development, policy analysis, and community organizing.

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

Core Competencies and Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

The program competencies for both the MSW foundation and the advanced level curricula are consistent with the 2008 EPAS Standards. The curriculum supports student mastery of all the EPAS competencies. Reaching all of the competencies and mastering all of the practice behaviors for foundation and concentration courses described in M2.0.6 will result in the student meeting all of the goals of the mission statement related above in M2.0.2.

The 10 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.

M2.0.4 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 Foundation MSW curriculum, the School of Social Work adopted the practice behaviors identified in the 2008 EPAS to operationally define the ten core competencies. For the Advanced Generalist Concentration, the School developed practice behaviors that the faculty determined would most effectively address the strengths, and needs of our service area.

The Foundation and Advanced practice behaviors can be found below in Table 2.1

Table 2.1

MSW Competencies and Practice Behaviors for Foundation and Concentration Curriculum	
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>	
MSW Foundation Practice Behaviors	MSW Advanced Generalist Concentration Practice Behaviors
Social workers: <ol style="list-style-type: none"> a. advocate for client access to the services of social work; b. practice self-reflection and self-correction to assure continual professional development; c. attend to professional roles and boundaries; d. demonstrate professional demeanor in behavior, appearance, and communication; e. engage in career-long learning; f. use supervision and consultation 	Social workers: <ol style="list-style-type: none"> a. Practice personal reflection and self-correction in practice with a particular attention to diverse populations.
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>	
Social workers: <ol style="list-style-type: none"> a. recognize and manage personal values in a way that allows professional values to guide practice; 	Social workers: <ol style="list-style-type: none"> a. use critical thinking skills to address complex ethical situations and respond appropriately based on the NASW Code of Ethics.

<ul style="list-style-type: none"> 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 curiosity. Critical thinking also requires the synthesis and communication of relevant information.</i></p>	
<p>Social workers:</p> <ul style="list-style-type: none"> 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. 	<p>Social workers:</p> <ul style="list-style-type: none"> a. demonstrate the ability to communicate professional judgments to others in both verbal and written form; b. demonstrate the ability to consider and integrate multiple perspectives into the decision making process, with a particular focus on the situations of diverse populations.
<p>Competency 4: - Engage diversity and difference in practice. <i>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.</i></p>	
<p>Social workers:</p> <ul style="list-style-type: none"> a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or 	<p>Social workers:</p> <ul style="list-style-type: none"> a. seek out situations in an effort to broaden cultural understanding;

<p>create or enhance privilege and power;</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> b. note when personal biases arise and take initiative to discuss them with a supervisor or instructor.
<p>Competency 5: Advance human rights and social and economic justice. <i>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.</i></p>	
<p>Social workers:</p> <ul style="list-style-type: none"> 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. 	<p>Social workers:</p> <ul style="list-style-type: none"> a. actively participate in an effort to promote social and/or economic justice.
<p>Competency 6: - Engage in research-informed practice and practice-informed research. <i>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.</i></p>	
<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>Social workers:</p> <ul style="list-style-type: none"> a. systematically collect, analyze and report data that informs practice decisions.
<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>Social workers:</p> <ul style="list-style-type: none"> a. assess multiple conceptual frameworks, choose an appropriate one, and apply it to a practice situation.
<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>Social workers:</p> <ul style="list-style-type: none"> a. actively advocate for a policy that is affecting the lives of members of an oppressed or underserved population.
<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>Social workers:</p> <ul style="list-style-type: none"> a. demonstrate the ability to utilize scientific and/or technological knowledge to solve problems.
<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 effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</i></p>	
<p>A. Engagement Social workers:</p>	<p>A. Engagement Social workers:</p>

<ol style="list-style-type: none"> 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. <p>B. Assessment Social workers:</p> <ol style="list-style-type: none"> 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. <p>C. Intervention Social workers:</p> <ol style="list-style-type: none"> 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. <p>D. Evaluation Social workers:</p> <ol style="list-style-type: none"> 1. critically analyze, monitor, and evaluate interventions. 	<ol style="list-style-type: none"> 1. demonstrate empathy and other interpersonal practice skills in complex practice situations with diverse clients. <p>B. Assessment Social workers:</p> <ol style="list-style-type: none"> 1. demonstrate the ability to select culturally appropriate intervention goals in cooperation with clients. <p>C. Intervention</p> <ol style="list-style-type: none"> 1. demonstrate the ability to help clients resolve complex problems while maintaining a focus on cultural humility and cultural competence. <p>D. Evaluation</p> <ol style="list-style-type: none"> 1. demonstrate the ability to develop a thoroughly researched and well-conceived plan to evaluate one's practice and or a program.
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M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

Educational Policy 2.0 — The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Program Overview and Curriculum Design

The CSU, Chico School of Social Work offers the three options for MSW programming as described in 2.0.1. The options are designed to meet the needs of our community. The central goal of the MSW program is the preparation of culturally competent advanced generalist practitioners who will enhance the well being of the residents in urban and rural communities of Northern California and the state. This will be accomplished through the application of multi-level advanced practice skills.

To meet this goal, students will need to be prepared to apply their practice skills of assessing and working with individuals, families, working groups, organizations, and communities.

In addition, MSW graduates will need to utilize leadership, management, and supervisory skills toward attainment of these goals in an underserved rural and urban environment. They will need to make comprehensive assessments of individuals, families, working groups, organizations, and communities. This needs to occur with the balance and objectivity that result from understanding of practice, cultural competence, self-knowledge, and social work values and ethics. Due to the varied needs of the region, its peoples, organizations, and communities, attention to ongoing broad-based professional development will be of particular importance and thus a value that will need to be advanced throughout the students' educational experience.

MSW Curriculum

The CSU, Chico MSW program's goals are actualized through the foundation year and concentration (advanced) year course of study. The Two-Year curriculum is developed to meet the foundation and concentration year objectives. The objectives are addressed through individual course objectives, assignments, and activities within each course (see

2.0.6). The curriculum is designed to meet the needs of our region by developing effective practitioners equipped at providing and developing services and programs responsive to the needs of the rural and vast nature of our region.

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

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

Conceptual Framework

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

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

Through this advanced generalist practitioner content, CSU, Chico School of Social Work MSW students are provided the knowledge, values, and skills through an integrative curriculum that addresses various levels of assessment, theoretical perspectives, and models of intervention for various systems (micro, meso, macro) with multiple levels of practice. The areas of social justice, research, and evaluation are

integrated through the curriculum. This advanced generalist framework provides a structure through the 10 competencies. These competencies are derived from the understanding that advanced generalist practitioners use their knowledge, values, and skills as they advance to direct service providers, supervisors, administrators, and managers. The goal is to educate social workers that are versatile in varied system of practice, innovative researchers, sophisticated ethical decision makers, and progressive advocates for social justice. Thus, the advanced generalist curriculum includes an emphasis on the necessity of independent and autonomous practice.

This conceptual framework does not exist in a vacuum, but is supported through theoretical perspectives. CSU, Chico School of Social Work MSW program incorporates an overarching theoretical milieu of systems theory that is supported through bio-psycho-social-spiritual, micro practice theory that includes clinical theory and skills, general systems, group and family, organizational, and community perspectives that provide the map for the concentration year competencies. These components and concepts are represented in the 10 advanced generalist competencies that our faculty recognizes as the essential elements for an advanced generalist practitioner. The competencies provide the structure for the integrative curriculum and establishes the understanding of how CSU, Chico operationalizes advanced generalist practice.

The MSW Program's formal curriculum design supports a coherent and integrated curriculum for classroom and field. This is achieved in a number of ways:

1. Courses build upon a liberal arts foundation and are appropriately sequenced, with students completing prerequisites before moving forward in the program.
2. The knowledge and skills necessary for effective social work practice specific to our region and appropriate for each curriculum level have been specified and are covered in all required classes.
3. The ten core competencies and related practice behaviors are taught and measured throughout the curriculum, including in the field practicum.

Requirements for MSW Degree

The required units, course descriptions, sequencing of courses for the One-Two-and Three-Year program options have been discussed in the previous sections. Below provides the narrative regarding the rationale for these requirements.

Foundation Curriculum

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

Orientations for Incoming MSW Students

Incoming Two Year MSW students begin the foundation year with a mandatory two-day orientation to the MSW program prior to the first week of the fall semester. The

orientation includes training by the CSU, Chico Social Work Librarian and an overview of the MSW program and student handbook by the MSW Program Director. Presentations are provided by the campus police, Wellness Center and Accessibility Services for student support, the California Chapter of the National Association of Social Workers (CA-NASW), and graduates of the MSW program who represent each of the three focus areas (Family, Children and Youth, Gerontology, and Mental Health). Additionally, the incoming students receive a welcome and time for networking with the CSU, Chico Associated Students MSW Club, a campus tour, and orientation provided by the CSU, Chico Office of Graduate Studies. During this time, they also meet with advisors, attend an all School lunch and meeting to acquaint the foundation year students with the incoming One-Year and Three-Year MSW students, and Concentration Year students.

The incoming One- and Three-Year MSW students also receive a comprehensive orientation that includes all of the above. However, they attend for one day prior to the semester they begin courses (summer for the One-Year and fall for the Three-Year), and attend the all School lunch, Graduate Studies Orientation, and MSW Club welcome in concert with the Two-Year MSW program.

Professional Foundation Year Courses (First Year)

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

Three practice courses provide a complementary analysis and opportunities for practice with individuals (SWRK 608: Generalist Social Work Theory & Practice I), families and groups (SWRK 609: Generalist Social Work Theory & Practice II), and organizations, institutions, and communities (SWRK 610: Generalist Social Work Theory & Practice III). The development of cultural competency through understanding and opportunities to interact with diverse individuals and groups is provided in the practice course focusing on multicultural contexts (SWRK 612: Social Work Practice in Multicultural Contexts). Please note that in order to maintain currency in terms of pedagogy and changing world events, as of 2016, SWRK 612 has been re-named “Diversity & Social Justice” and the content redesigned in regard to course objectives and assignments. (See AS 3.1)

Students receive an overview of social science research methods and begin the development of research proposals in the first research course (SWRK 617: Research I - Methods for Social Work Knowledge and Practice). Students complete a concurrent field practicum over two semesters for 480 hours or two days per week for 15 weeks each semester. Students are also enrolled concurrently in field education with a bi-weekly integrated field seminar (SWRK 631-632: Foundation Practicum I & II). A one-unit writing course (SWRK 630: Writing for the Social Work Profession) to develop professional and academic writing is offered to all students. Although it is not required

and does not count toward graduation units, it is provided to assist students with their current challenges in writing.

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

The foundation field practicum uses the concurrent model and consists of two days per week for 15 weeks each semester for a total of 480 hours. With the foundation practicum, each semester students attend bi-weekly integrating seminars (SWRK 631/SWRK 632: Foundation Practicum I & II) lead by a Faculty Field Liaison.

Concentration Curriculum

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

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

Four practice courses are required in the concentration year: a direct practice course, an assessment course, an organizational practice course, and an advanced micro or macro practice course. Depending on the area of focus, students select one of two direct practice courses, the practice course for mental health (SWRK 641: Advanced Practice in Mental Health Settings), or the course for practice with families, children and youth (SWRK 642: Advanced Practice in Social Policy in Family, Children, & Youth Services).

As with the concentration policy courses, much of the content and skills taught in these two direct practice courses is similar, but also provide some specialized practice knowledge in each particular area. The second required practice course is SWRK 643: Assessment of Individuals & Families. It is required for all MSW students and is offered in the fall semester. This course focuses on content needed for advanced assessment of individuals and families, and supports the concurrent concentration direct practice courses, as well as the direct practice electives.

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

One research methods course (SWRK 653: Research II – Program Evaluation in SWRK) is included in the concentration curriculum. It builds on the foundation research course and prepares students for an advanced level evaluation of practice and programs. Research skills gained in this course are used for policy analysis and evaluation of practice and service delivery in the concentration policy courses, and for development of knowledge and skills in the supervision, program development, and administration practice course. Research skills are further advanced in the thesis or project option that students may select.

The concentration field practicum uses the concurrent model and consists of three days per week for 15 weeks each semester for a total of 720 hours. As with the foundation practicum, students attend each semester bi-weekly integrating seminars (SWRK 648/SWRK 658: Advanced Practicum I & II) lead by their Faculty Field Liaison.

The curriculum allows for students to enroll in two units of thesis or project for each of two semesters, or to take the comprehensive examination and enroll in one elective each semester. The electives currently offered that support the direct practice and policy practice areas of the advanced generalist concentration are:

- SWRK 673: Trauma and Loss
- SWRK 674: Policy and Practice with Older Americans and Their Families
- SWRK 677: Substance Abuse: Foundations of SWRK Practice
- SWRK 678: Mental Health Wellness and Recovery
- SWRK 685 Developmental Theory & Interpersonal Processes
- SWRK 687 Advanced Child Welfare

Approved graduate course electives from other departments may be substituted as an elective (see 2.0.1). If a student relates interest and course topics that are not accessible in the School of Social Work, the student may enroll in a limited number of electives that are offered from other departments.

Foundation year students who possess a BSW from a CSWE accredited program and successfully challenge a foundation year course may be permitted to take one of the above electives. Students are permitted to only take up to three units of SWRK 697: Independent Study.

References

- Landon, P.S. (1995). Generalist and advanced generalist practice. In K.L. Edwards (Ed.) *Encyclopedia of social work*, (pp. 1101-1108). Silver Springs, MD: National Association of Social Workers.
- Schatz, M., Jenkins, L.E., Sheafor, B.W. (1990). Milford Redefined: A model of initial and advanced generalist social work. *Journal of Social Work Education*, 26 (3), 217-231.

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies*

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

The CSU, Chico School of Social Work MSW Program’s Foundation and Concentration year courses are linked with the knowledge, skills, and values gained throughout a student’s prior educational and practice experiences. This includes a previous Liberal Arts studies, undergraduate major, experiences in the field, and personal research with the material presented in the courses. The course content is related to individual field placements and other community and/or organizational experience.

The skills, values, and knowledge gained in the Foundation and Concentration year’s micro practice courses are applied to macro social work practice and visa versa. The intent is for students to integrate their Liberal Arts base, when engaging in micro, mezzo, and macro social work practice.

The tables below provides a visual of the correlation of the EP, the course competencies, and manner of measurement in reaching these objectives for the foundation competencies and practice behaviors and advanced competencies and practice behaviors.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

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. Social workers

- advocate for client access to the services of social work;

- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Table 2.2 Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.1	Course Competencies	Measure
SWRK 605 Social Welfare Policy and Services	1A: Advocate for client access to the services of social work	Explain and analyze how social policies and services affect oppressed groups and socially marginalized populations-at-risk and advocate for more just policies	Policy Analysis Paper; Budget Paper
SWRK 608 Gen SWRK Theory & Practice I	1A: Advocate for client access to the services of social work	Demonstrate knowledge of the generalist perspective, systems theory, and the ecological framework for evaluation and advocacy of the client in varying systems and levels of service delivery	Video-tape interview & paper Integrating peer feedback and skills from text/lectures Bio-psycho-social-spiritual History, Assessment & Intervention Plan (peer/professor feedback) Researched Presentation: Practice Consideration and Applied Theories Class exercises
SWRK 609 Gen. SWRK Theory & Practice II	1B: Practice personal reflection and self-correction to assure continual professional development 1C: Attend to professional roles and boundaries 1D: Demonstrate professional demeanor in behavior, appearance, and communication, appearance, and communication	Identify professional values in the conduct of culturally competent social groupwork practice in diverse contexts.	Self-Analysis Group project Analysis Article Reviews <i>Spirit Catches</i> Paper Agency Analysis Quizzes

SWRK 610 Gen SWRK Theory & Practice III	1B: Practice personal reflection and self-correction to assure continual professional development	Clarify beliefs and acknowledge biases about diverse community members and agency staff and clients and their right to self- determination and ability to become engaged in social change efforts.	Community Organizing Paper and Presentation PhotoVoice Project
SWRK 631&632 Foundation Practicum I &11	1A: Advocate for client access to the services of social work 1B: Practice personal reflection and self-correction to assure continual professional development 1C: Attend to professional roles and boundaries	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
Concentration Year	EP 2.1.1	Course Competency	Measure
SWRK 641 Advanced Practice in Mental Health Services	1C: Attend to professional roles and boundaries 1E: Engage in career-long learning	Demonstrate awareness of ethical and value dilemmas which may arise in advanced social work practice in mental health settings in addition to suggest professional responses to each which are consistent with the NASW Code of Ethics.	Recovery Strength Based Paper Direct Practice Paper Class Discussion
SWRK 652 Supervision, Program Develop/ Administration	1B: Practice personal reflection and self-correction to assure continual professional development 1C: Attend to professional roles and boundaries 1F: Use supervision and consultation	Students will identify as a professional social worker and understand the importance of supervision and consultation to guide their practice.	Supervisory Interview Assignment In class writing assignment
SWRK 654 Social Policy in MH Services	1D: Demonstrate professional demeanor in behavior, appearance, and communication	Recognize the impact of selected mental health social policies and programs and their consequences for people of all generations, for families in their diverse forms, and for local and regional communities and advocate for change.	Participation in class discussion Policy Analysis Topic/Outline Policy Analysis Draft/Final Paper Presentation of Policy Analysis

			Advocacy Assignments
SWRK 655 Social Policy in FCY Services	1D: Demonstrate professional demeanor in behavior, appearance, and communication	Develop & facilitate professional presentations for forums or hearings to influence policies & improve services relevant to the needs of families, children & youth.	Policy Analysis Paper Advocacy Assignments and Testimony Policy Brief

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.1	Course Competencies	Measure
SWRK 658	Practice personal reflection and self-correction in practice with particular attention to diverse populations.	Ability to use instruction and supervision for professional growth, self-reflection and development of professional boundaries.	Case Presentation Student Self-Assessment

Educational Policy 2.1.2—*Apply social work ethical principles to guide professional practice.*

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. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- 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;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.2	Course Competency	Measure
SWRK 605 Social Welfare Policy and Services	2B: 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	Apply social work values and ethics to formulation and analysis of social and economic policies and delivery of social services.	Policy Analysis Paper Budget Paper

	<p>Social Work, Statement of Principles</p> <p>2C: Tolerate ambiguity in resolving ethical conflicts</p> <p>2D apply strategies of ethical reasoning to arrive at principled decisions</p>		
<p>SWRK 608 Gen SWRK Theory & Practice I</p>	<p>2A: Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>2B: 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</p> <p>2C: Tolerate ambiguity in resolving ethical conflicts</p> <p>2D: Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>Identify and apply social work professional values and ethics while simultaneously evaluating the influences of personal values and behaviors.</p>	<p>Video-tape interview & paper integrating peer feedback and skills from text/lectures</p> <p>Bio-psycho-social-spiritual History, Assessment & Intervention Plan (peer/professor feedback)</p> <p>Trauma Stewardship Reflection</p> <p>Researched Presentation: Practice Consideration and Applied Theories</p> <p>Homework: Ethical evaluation</p> <p>Class Discussions</p> <p>Domestic Violence Module</p> <p>Substance Abuse Module</p>
<p>SWRK 609 Gen. SWRK Theory & Practice II</p>	<p>2A: Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>2B: 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</p>	<p>Identify professional values in the conduct of culturally competent social group work practice in diverse contexts.</p>	<p>Self-Analysis</p> <p>Group project analysis</p> <p>Article Reviews</p> <p><i>Spirit Catches</i> Paper</p> <p>Agency Analysis</p> <p>Quizzes</p>

SWRK 610 Gen SWRK Theory & Practice III	2B: 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	Demonstrate an understanding of social work values and ethics and the ability to make ethical decisions while analyzing and planning for and intervening in communities.	Community Organizing Paper and Presentation
SWRK 612 Diversity and Social Justice	2A: Recognize and manage personal values in a way that allows professional values to guide practice 2B: 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 2C: Tolerate ambiguity in resolving ethical conflicts 2D: Apply strategies of ethical reasoning to arrive at principled decisions	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.	Ally Project Reflection paper In-class activities
SWRK 617 Research I: Methods of SWRK	2A: Recognize and manage personal values in a way that allows professional values to guide practice 2B: 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	Understand the scientific and ethical approaches to building knowledge through comprehending quantitative, qualitative, and mixed methods research. Demonstrate the application of social work values of ethical, moral, social, and economic justice principles to the standards of scientific investigation applied to: the accumulation of knowledge relevant to social and economic policy, social work practice, and social and economic change; the	Single Subject Case Design Article analysis Research proposal

		collection and use of data to protect and promote the well-being of vulnerable and oppressed populations-at-risk; and the evaluation of social work practice.	
SWRK 631&632 Foundation Practicum I &11	2A: Recognize and manage personal values in a way that allows professional values to guide practice	Use of self purposefully as a professional helper, and use available resources (e.g. supervision and other agency learning opportunities) to support professional development. 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 Student Self Assessment, Case presentation
Concentration Year	EP .1	Course Competency	Measure
SWRK 641 Advanced Practice in Mental Health Services	2C: Tolerate ambiguity in resolving ethical conflicts 2D: Apply strategies of ethical reasoning to arrive at principled decisions	Demonstrate awareness of ethical and value dilemmas which may arise in advanced social work practice in mental health settings in addition to suggest professional responses to each which are consistent with the NASW Code of Ethics.	Recovery Strength Based Paper Direct Practice Paper
SWRK 642 Advanced Practice in Families, Children, and Youth Services	2A: Recognize and manage personal values in a way that allows professional values to guide practice 2B: 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	Apply ethical principles to guide strength-based and effective practice with children, youth, and families.	Simulated Client Exercise and Paper Final Exam

	Social Work, Statement of Principles 2C: Tolerate ambiguity in resolving ethical conflicts		
SWRK 652 Supervision, Program Develop/ Administration	2A: Recognize and manage personal values in a way that allows professional values to guide practice 2D: Apply strategies of ethical reasoning to arrive at principled decisions	Apply social work ethical principles to guide professional practice, learning strategies for critical reasoning that lead to the establishment of professional boundaries and principled decisions as they pertain to supervision, program development, and administration.	Supervisory Interview Assignment Reading Group Presentation
SWRK 656 Advanced SWRK Macro Practice	2B: 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 2C: Tolerate ambiguity in resolving ethical conflicts 2D: Apply strategies of ethical reasoning to arrive at principled decisions	Identify, analyze and describe responses grounded in social work core values to common ethical dilemmas that may arise in management practice.	Class exercises Class discussion

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.2	Course Competency	Measure
SWRK 641 Advanced Practice in Mental Health Services	Use critical thinking skills to address complex ethical situations and respond appropriately based on the NASW Code of Ethics	Demonstrate awareness of ethical and values dilemmas which may arise in advanced social work practice in mental health settings in addition to suggest professional responses to each which are consistent with the NASW Code of Ethics.	Papers 1 and 2
SWRK 642 Advanced Practice in Families,	Use critical thinking skills to address complex ethical situations and respond appropriately based on the NASW Code of Ethics	Apply ethical principles to guide strength-based and effective practice with children, youth, and families	Simulated Client Exercise and Paper Final Exam

Children, and Youth Services			
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Educational Policy 2.1.3—*Apply critical thinking to inform and communicate professional judgments.*

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Foundation Competencies and Practice Behaviors

Foundation Year	EP	Course Competency	Measure
SWRK 601 Human Behavior & Soc. Environ. I	3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 3B: analyze models of assessment, prevention, intervention, and evaluation	Utilize evaluative models of theories underlying relationships among human, biological, psychological, cultural and social systems as they affect or are affected by human behavior across the life span; and the ability to critically evaluate these theories and apply them to social work practice situations involving individuals, families, groups, organizations and communities.	Human Development Analysis Paper Presentation Tests
SWRK 608 Gen SWRK Theory & Practice I	3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 3C: Demonstrate effective oral and written communication in working with individuals, families, groups,	Identify and apply social work professional values and ethics while simultaneously evaluating the influences of personal values and behaviors Demonstrate problem-solving processes for varied sizes of client	Video-tape interview & paper integrating peer feedback and skills from text/lectures Bio-psycho-social-spiritual History, Assessment & Intervention Plan (peer/professor feedback)

	organizations, communities, and colleagues	systems, integrating all phases of the process (problem identification, data collection, goal setting, selecting intervention strategies, implementation of intervention, and evaluation).	Trauma Stewardship Reflection Researched Presentation: Practice Consideration and Applied Theories Homework: Ethical evaluation Class Discussion, Domestic Violence Module Substance Abuse Module
SWRK 610 Gen SWRK Theory & Practice III	3C: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Demonstrate effective oral and written communication skills needed to promote social change.	Community Organizing Paper and Presentation Photo-Voice Project
SWRK 617 Research I: Methods of SWRK	3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Understand the scientific principles of social research and bases of social work practice evaluation; critically analyze research reports and products, and undertake research projects independently.	Qualitative and quantitative article review Research Proposal
SWRK 631&632 Foundation Practicum I & 11	3C: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Ability to work as a team member with other social workers and related professionals within the placement agency, and developing collaborative working relationships within and between social systems to enhance services in both rural and urban settings	Weekly Journal
Concentration Year	EP 2.1.3	Course Competency	Measure
SWRK 642 Advanced Practice in Families, Children, and Youth Services	3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Apply critical thinking to inform professional judgments as it relates to advanced practice with children, youth, and families.	In-Class Writing Assignments Assessment Paper Simulated Client Exercise and Paper

	<p>3B: analyze models of assessment, prevention, intervention, and evaluation</p> <p>3C: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>		Final Exam
SWRK 643 Assessment of Individuals & Families	<p>3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>3B: analyze models of assessment, prevention, intervention, and evaluation</p> <p>3C: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>	<p>Identify the risk factors and conduct assessments for elder neglect and abuse; Identify the risk factors and conduct assessments for child neglect and abuse</p> <p>Understand how mental health issues impact on families; Demonstrate the ability to make well-reasoned and usually correct multi-axial diagnoses of case examples and clients seen in placement.</p>	<p>Paper: Understanding one's interpersonal style, belief, personal assumptions, values and influence on assessment of a client</p> <p>Paper: DSM Diagnosis: Multi-perspective analysis Vignettes in Class</p> <p>Exams</p>
SWRK 652 Supervision, Program Develop/ Administration	<p>3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>3C: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>	<p>Apply critical thinking to inform and communicate professional judgments and relevant research-based knowledge as it relates to supervision, program development, and administration.</p>	<p>Supervisory Interview Assignment</p> <p>Reading Group Presentation</p> <p>Leadership Interview Assignment</p>
SWRK 654 Social Policy in MH Services	<p>3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>3B: analyze models of assessment, prevention,</p>	<p>Analyze selected judicial decisions that affect services to persons who have mental illness.</p>	<p>Participation in class discussion</p> <p>Policy Analysis Topic/Outline/Policy Analysis Draft/Final Paper</p>

	intervention, and evaluation		Presentation of Policy Analysis
SWRK 656 Advanced SWRK Macro Practice	3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 3B: analyze models of assessment, prevention, intervention, and evaluation 3C: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Demonstrate effective critical thinking skills in demonstrating appropriateness of agency expertise and intervention as a potential fit for a funding proposal Apply concise and persuasive writing skills to the process of completing a competitive grant proposal to meet unmet needs at a specific agency.	Grant proposal Class discussion Class exercises

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.3	Course Competency	Measure
SWRK 658	Demonstrate the ability to communicate professional judgments to others in both verbal and written form.		
SWRK 641 Advanced Practice in Mental Health Services	Demonstrate the ability to consider and integrate multiple perspectives into the decision making process, with a particular focus on the situations of diverse populations.	Demonstrate the ability to differentially understand and apply selected theories of human behavior to client situations and struggles in a way that reflects recognition of the effects of social and economic injustice and respect for social and cultural diversity	Papers 1 and 2
SWRK 642 Advanced Practice in Children, Youth, and Family Services	Demonstrate the ability to consider and integrate multiple perspectives into the decision making process, with a particular focus on the situations of diverse populations.	Apply knowledge of human behavior and the social environment to assessment, prevention, and intervention with children, youth, and families Apply knowledge of how culture and other dimensions of diversity provide important sources of resiliency in	Assessment Paper Simulated Client Exercise and Paper Final Exam

		children, youth, and families	
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Educational Policy 2.1.4—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

- 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.

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.4	Course Competency	Measure
SWRK 601 Human Behavior & Soc. Environ. I	4A: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power 4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences	Understand and appreciate human cultural diversity as manifested by the behavior of racial and ethnic groups, gender, religion, and sexual orientation in the pluralistic nature of society.	Human Development Analysis Paper Presentation Tests
SWRK 605 Social Welfare Policy and Services	4A: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Demonstrate an understanding of ethnic, gender, class, generational, and cultural competence with the design and implementation of social and economic policy problem solving efforts.	Policy Analysis Paper

<p>SWRK 608 Gen SWRK Theory & Practice I</p>	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p>	<p>Apply the generalist practice model to methods of assessment and intervention for addressing challenges diverse populations may experience in regard to oppression and social injustice.</p>	<p>Video-tape interview & paper integrating peer feedback and skills from text/lectures</p> <p>Bio-psycho-social-spiritual History, Assessment & Intervention Plan (peer/professor feedback)</p> <p>Researched Presentation: Practice Consideration and Applied Theories</p> <p>Lecture and class practice</p> <p>Domestic Violence and Substance Abuse Modules</p> <p>Homework</p> <p>Class Exercise</p>
<p>SWRK 609 Gen. SWRK Theory & Practice II</p>	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4D: View themselves as learners and engage those with whom they work as informants</p>	<p>Differentiate communication patterns in large and small groups and families with an awareness of cultural and generational factors.</p>	<p>Group project analysis Article Reviews Spirit Catches Paper Agency Analysis Quizzes</p>
<p>SWRK 610 Gen SWRK Theory & Practice III</p>	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p>	<p>Clarify beliefs and acknowledge biases about diverse community members and agency staff and clients and their right to self-determination and</p>	<p>Community Organizing Paper and Presentation</p> <p>PhotoVoice Project</p> <p>Class Discussion</p>

	<p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4D: View themselves as learners and engage those with whom they work as informants</p>	<p>ability to become engaged in social change efforts</p> <p>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</p> <p>Demonstrate an awareness of and sensitivity to the effects of racism, sexism, classism, ageism, ableism, and heterosexism, and of strategies that can be employed to fight the many forms of oppression that are present in society</p> <p>Demonstrate an understanding of the nature, the source, the potential, and the limits of power in various settings and among various groups, and how power is related to oppression and liberation.</p>	Think Pieces
SWRK 612 Diversity and Social Justice	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>	<p>Knowledge of how the historical and cultural experiences of diverse groups help to shape their current circumstances</p> <p>Respect for and acceptance of the unique positive characteristics of diverse peoples.</p>	<p>Ally Project</p> <p>Cultural Inventory</p> <p>In-class activities</p>

	<p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4D: View themselves as learners and engage those with whom they work as informants</p>		
SWRK 617 Research I: Methods of SWRK	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>	Demonstrate an understanding of methods for conducting social work research in a culturally competent manner	Research Proposal
SWRK 631& 632 Foundation Practicum I & II	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4D: View themselves as learners and engage those with whom they work as informants</p>	Sensitivity, understanding, and skill in responding to the special needs of diverse populations including women, ethnic groups, gay men and lesbians, older adults, people with mental and physical limitations, and other populations at risk who have experienced discrimination and oppression; understanding of how attitudes and practices toward disadvantaged populations can be changed	Weekly journal
Concentration Year	EP 2.1.4	Course Competency	Measure

<p>SWRK 641 Advanced Practice in Mental Health Services</p>	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4D: View themselves as learners and engage those with whom they work as informants</p>	<p>Demonstrate the ability to differentially understand and apply selected theories of human behavior to client situations and struggles in a way that reflects recognition of the effects of social and economic injustice and respect for social and cultural diversity.</p>	<p>Recovery Strength Based Paper</p> <p>Direct Practice Paper</p>
<p>SWRK 642 Advanced Practice in Families, Children, and Youth Services</p>	<p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p>	<p>Apply knowledge of how culture and other dimensions of diversity provide important sources of resiliency in children, youth, and families.</p>	<p>Assessment Paper</p> <p>Simulated Client Exercise and Paper</p>
<p>SWRK 643 Assessment of Individuals & Families</p>	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>	<p>Understand the fundamentals of developmental, interpersonal, and socio-cultural factors that influence the inner lives of individuals, including the student.</p>	<p>Vignettes</p> <p>Exams</p> <p>Paper: Understanding one's interpersonal style, belief, personal assumptions, values and influence on assessment of a client</p> <p>Paper: DSM Diagnosis: Multi-perspective analysis</p>

	<p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4D: View themselves as learners and engage those with whom they work as informants</p>		
SWRK 652 Supervision, Program Develop/ Administration	4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences	Students will engage diversity and difference in practice and understand the unique contributions of employees from diverse cultural groups and backgrounds to organizational goals and objectives.	<p>Supervisory Interview Assignment</p> <p>Leadership Interview Assignment</p>
SWRK 654 Social Policy in MH Services	<p>4A: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences</p>	Recognize the old, new, and current state of "mental health" in California, the United States and selected foreign countries, including demographic, historical, and social characteristics and conflicting views of the definition of "mental health."	<p>Participation in class discussion</p> <p>Policy Analysis Topic/Outline/Policy Analysis Draft/Final Paper</p> <p>Presentation of Policy Analysis</p>

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.4	Course Competency	Measure
SWRK 641 Advanced Practice in Mental Health Services	Seek out situations in an effort to broaden cultural understanding	<p>Demonstrate an awareness of how mental health services assist clients with problem solving using social work knowledge, skills, and values.</p> <p>Demonstrate the ability to differentially understand and apply selected theories of human behavior to client situations and struggles in a way that reflects recognition of the effects</p>	Papers 1 and 2

Educational Policy 2.1.5—*Advance human rights and social and economic justice.*

		of social and economic injustice and respect for social and cultural diversity.	
SWRK 642 Advanced Practice in Children, Youth, and Family Services	Seek out situations in an effort to broaden cultural understanding	Apply knowledge of how culture and other dimensions of diversity provide important sources of resiliency in children, youth, and families	Assessment Paper Simulated Client Exercise and Paper
SWRK 643 Assessment of Individuals & Families	Note when personal biases arise and take initiative to discuss them with a supervisor or instructor.	Understand the fundamentals of developmental, interpersonal, and socio-cultural factors that influence the inner lives of individuals, including the student.	Vignettes in class Exams Papers 1 & 2

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an 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

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

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.5	Course Competency	Measure
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<p>SWRK 605 Social Welfare Policy and Services</p>	<p>5B. Advocate for human rights and social and economic justice.</p> <p>5C. Engage in practices that advance social and economic justice.</p>	<p>Explain and analyze how social policies and services affect oppressed groups and socially marginalized populations-at-risk and advocate for more just policies.</p>	<p>Analysis Paper; Budget Paper</p>
<p>SWRK 608 Gen SWRK Theory & Practice I</p>	<p>5A: Understand the forms and mechanisms of oppression and discrimination</p>	<p>Apply the generalist practice model to methods of assessment and intervention for addressing challenges diverse populations may experience in regard to oppression and social injustice.</p>	<p>Video-tape interview & paper</p> <p>Integrating peer feedback and skills</p> <p>Bio-psycho-social-spiritual History, Assessment & Intervention Plan (peer/professor feedback)</p> <p>Researched Presentation: Practice Consideration and Applied Theories (development of one-page handout and power point presentation Lecture and class practice</p> <p>Domestic Violence and Substance Abuse Modules</p> <p>Class Exercises</p>
<p>SWRK 610 Gen SWRK Theory & Practice III</p>	<p>5A. Understand the forms and mechanisms of oppression and discrimination.</p> <p>5B. Advocate for human rights and social and economic justice.</p> <p>5C. Engage in practices that advance social and economic justice.</p>	<p>Define social and economic justice and demonstrate how your involvement in a change project advances justice. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Demonstrate an awareness of, and sensitivity to, the effects of racism, sexism, classism, ageism, ableism, and heterosexism, and of strategies that can be employed to fight the</p>	<p>Community Organizing Paper and Presentation</p> <p>Class Discussion Think Pieces</p> <p>Photo-Voice Assignment</p>

		many forms of oppression that are present in society.	
SWRK 612 Diversity and Social Justice	5B. Advocate for human rights and social and economic justice 5C. Engage in practices that advance social and economic justice	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
SWRK 631 & 632 Foundation Practicum I & II	5A. Understand the forms and mechanisms of oppression and discrimination. 5B. Advocate for human rights and social and economic justice.	Knowledge of what constitutes social justice within the context of institutional policies and practices, and the ability to identify and work toward changing those policies and practices that foster discrimination or oppression.	Weekly journal
Concentration Year	EP 2.1.5	Course Competency	Measure
SWRK 654 Social Policy in MH Services	5A: Understand the forms and mechanisms of oppression and discrimination 5B: Advocate for human rights and social and economic justice 5C: Engage in practices that advance social and economic justice.	Promote social justice by understanding clients' legal rights, their rights to receive services to which they are entitled, and to participate as consumers in policy evaluation, development and implementation. Analyze the effects of siloed services on the provision of programs for vulnerable populations and develop skills for advocacy to create improved integrated systems.	Participation in class discussion Policy Analysis Topic/Outline Policy Analysis Draft/Final Paper Presentation of Policy Analysis

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.5	Course Competency	Measure
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SWRK 654 Social Policy in MH Services	Actively participate in an effort to promote social and/or economic justice.	Analyze the effects of siloed services on the provision of programs for vulnerable populations and develop skills for advocacy to create improved integrated systems.	Policy Analysis Topic/Outline Policy Analysis Draft/Final Paper Presentation of Policy Analysis
SWRK 655 Social Policy with CCY	Actively participate in an effort to promote social and/or economic justice.	Analyze the effects of siloed services on the provision of programs for vulnerable populations and develop skills for advocacy to create improved integrated systems.	Policy Analysis Topic/Outline Policy Analysis Draft/Final Paper Presentation of Policy Analysis

Educational Policy 2.1.6—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. Social workers

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.6	Course Competency	Measure
SWRK 609 Gen. SWRK Theory & Practice II	6B: Use practice experience to inform scientific inquiry 6B: Use research evidence to inform practice.	Identify social science research that supports social group work and family practice. And Understand and have knowledge and skill in evaluating group work and family practice.	Class discussion Readings Group project analysis Spirit Catches Paper
SWRK 610 Gen SWRK Theory & Practice III	6B: Use research evidence to inform practice	Describe and analyze strengths, problems and needs at the community level.	Community Organizing Paper and Presentation
SWRK 612 Diversity and Social Justice	6A: Use practice experience to inform scientific inquiry 6B: Use research evidence to inform practice.	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

<p>SWRK 617 Research I: Methods of SWRK</p>	<p>6A: Use practice experience to inform scientific inquiry</p> <p>6B: Use research evidence to inform practice.</p>	<p>Demonstrate an understanding of scientific research as a tool for comprehending the world and our beliefs about people; analyzing and evaluating the theoretical bases of social work practice; systematically evaluating social work practice and social services; and providing information to enhance social and economic justice for the improvement of the lives and well-being of all people.</p> <p>Understand the scientific and ethical approaches to building knowledge through comprehending quantitative, qualitative, and mixed methods research.</p> <p>Demonstrate the ability to formulate a research problem, create a research plan/design, 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>Understand the application of differential statistical models to a variety of social research problems, issues and social work practice.</p>	<p>Qualitative self-reflection and analysis</p> <p>Single Subject Case Design</p> <p>Article analysis</p> <p>Research proposal</p>
<p>SWRK 631 & 632 Foundation Practicum I & II</p>	<p>6B: Use research evidence to inform practice.</p>	<p>Research knowledge to understand the social work processes of problem definition, data collection, assessment, goal setting, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when</p>	<p>Weekly Journal</p> <p>Case Presentation</p>

		appropriate), and termination.	
Concentration Year	EP 2.1.6	Course Competency	Measure
SWRK 641 Advanced Practice in Mental Health Services	6A: Use practice experience to inform scientific inquiry 6B: Use research evidence to inform practice.	Demonstrate an understanding that scientific research builds and supports all aspects of our understanding of mental health service delivery; Demonstrate an understanding of various methods for analyzing and evaluating social work practice in mental health settings.	Recovery Strengths Based Assessment Paper Direct Practice Paper
SWRK 642 Advanced Practice in Families, Children, and Youth Services	6A: Use practice experience to inform scientific inquiry 6B: Use research evidence to inform practice.	Engage in research-informed practice and evaluation practice with children, youth, and families.	In-Class Writing Assignments Assessment Paper
SWRK 656 Advanced SWRK Macro Practice	6A: Use practice experience to inform scientific inquiry 6B: Use research evidence to inform practice.	Demonstrate effective research skills in supporting the grant proposal and finding an appropriate funder.	Grant proposal Proposal presentation

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.6	Course Competency	Measure
SWRK 653 Research II: Program Evaluation in Social Work	Systematically collect, analyze and report data that informs practice decisions.	Demonstrate the ability to systematically monitor and evaluate social service programs, using qualitative and quantitative methods. Develop research methods and their application in program evaluation to enhance organizational effectiveness.	Program Evaluation Paper

Educational Policy 2.1.7—*Apply knowledge of human behavior and the social environment.*

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. Social workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand person and environment.

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.7	Course Competency	Measure
SWRK 601 Human Behavior & Soc. Environ. I	7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and 7B: Critique and apply knowledge to understand person and environment.	Understand the systems and bio-psycho-social approach to human behavior, social issues and problems - including knowledge and theories about the effect of social and economic forces on individuals and social systems, and the range of dynamic, active ongoing relationships among families, groups, organization, institutions and communities in which people live. Utilize evaluative models of theories underlying relationships among human, biological, psychological, cultural and social systems as they affect or are affected by human behavior across the life span; and the ability to critically evaluate these theories and apply them to social work practice situations involving individuals, families, groups, organizations and communities. Understand the interactions between social environment systems and individual behavior, and the ways in which these systems promote or deter people from maintaining and achieving optimal health	Human Development Analysis Paper Presentation Tests

		<p>and well-being across generations.</p> <p>Apply selected theories and research regarding human behavior and the social environment for understanding individuals and families across the life span and within the broader contexts of culture and community, including forms and mechanisms of oppression and discrimination.</p> <p>Understand how personal, neighborhood, community, cultural, and national values affect and are affected by individuals, families, groups, organizations, and institutions within a global social and economic system.</p> <p>Apply human behavior and social environment knowledge to the social, cultural, economic and political context of collaborative social work practice in California North Country, the State of California, the nation, and the world.</p>	
SWRK 609 Gen. SWRK Theory & Practice II	<p>7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</p> <p>7B: Critique and apply knowledge to understand person and environment.</p>	<p>Define group work as a system for social work intervention with individuals, families, organizations, and communities.</p> <p>Demonstrate knowledge and skills in planning, forming, implementing and leading treatment</p> <p>Identify and examine the group and family as a medium for growth, change, and empowerment.</p>	<p>Self-Analysis</p> <p>Group project analysis</p> <p>Quizzes</p> <p>Article Reviews</p> <p>Agency Analysis</p> <p>Quizzes</p>

<p>SWRK 644 Human Behavior & Soc. Environ. II (Macro)</p>	<p>7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</p> <p>7B: Critique and apply knowledge to understand person and environment.</p>	<p>Express an introductory knowledge of normative ethics including deontological theories and teleological theories in the formation of ethics risk management that addresses dilemmas associated with program design or employees' efforts</p> <p>Identify and explain management strategies that could be utilized to address societal, professional and organizational diversity barriers in a culturally competent manner to deliver services.</p> <p>Review & apply relevant theories e.g. critical theory, radical feminism, etc. to critique underlying organizational ideologies that maintain & reinforce patterns of domination & repression including those based on gender & ethnicity.</p> <p>Recognize and describe selected organizational theories including rational-legal, human relations, population ecology and sense-making and appraise the function of organizational subsystems utilizing these same theories.</p>	<p>Progressive Paper</p> <p>Classroom Presentation</p> <p>Self-assessment</p>
<p>Concentration Year</p>	<p>EP 2.1.7</p>	<p>Course Competency</p>	<p>Measure</p>
<p>SWRK 641 Advanced Practice in Mental Health Services</p>	<p>7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</p> <p>7B: Critique and apply knowledge to understand person and environment.</p>	<p>Demonstrate the ability to differentially understand and apply selected theories of human behavior to client situations and struggles in a way that reflects recognition of the effects of social and economic injustice and respect for</p>	<p>Recovery Strength Based Paper</p> <p>Direct Practice Paper</p>

		<p>social and cultural diversity.</p> <p>Demonstrate understanding of how mental health services assist clients with problems solving using social work knowledge, skills, and values.</p>	
<p>SWRK 642 Advanced Practice in Families, Children, and Youth Services</p>	<p>7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</p> <p>7B: Critique and apply knowledge to understand person and environment.</p>	<p>Apply knowledge of human behavior and the social environment to assessment, prevention, and intervention with children, youth, and families.</p>	<p>Assessment Paper</p> <p>Simulated Client</p> <p>Exercise and Paper</p> <p>Final Exam</p>
<p>SWRK 643 Assessment of Individuals & Families</p>	<p>7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</p> <p>7B: Critique and apply knowledge to understand person and environment.</p>	<p>Demonstrate the ability to make well-reasoned and usually correct multi-axial diagnoses of case examples and clients seen in placement.</p> <p>Understand the fundamentals of developmental, interpersonal, and socio-cultural factors that influence the inner lives of individuals, including the student.</p> <p>Understand how mental health issues impact on families.</p> <p>Understand how mental health issues impact on groups, including non-client groups.</p> <p>Identify the risk factors and conduct assessments for child neglect and abuse.</p> <p>Identify the risk factors and conduct assessments for elder neglect and abuse.</p>	<p>Vignettes in Class</p> <p>Exams</p> <p>Paper: Understanding one's interpersonal style, belief, personal assumptions, values and influence on assessment of a client</p> <p>Paper: DSM Diagnosis: Multi-perspective analysis</p>
<p>SWRK 652 Supervision,</p>	<p>7A: Utilize conceptual frameworks to guide the processes of assessment,</p>	<p>Students will apply knowledge of human behavior and the social</p>	<p>Supervisory Interview Assignment</p>

Program Develop/ Administration	intervention, and evaluation; and	environment as it pertains to supervision, administration and program development.	Reading Group Presentation In class writing assignment
SWRK 681 Adv. Family & Child Treatment	7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and 7B: Critique and apply knowledge to understand person and environment.	Demonstrate advanced knowledge and the application of skills regarding the various theories and methods of advanced clinical assessment of families and children. Identify and discuss clinical and ethical issues related to family and child interventions. Intervene with families and children in a manner that is culturally competent. Understand the implications of the empirically based family intervention outcome research in advancing clinical family practice and training. Understand the differential aspects of clinical social work practice with families and children that are affected by the culture and unique life of communities and organizations existing in Northern California. Empirically evaluate own practice with families, children, and relevant systems	Structural Assessment of a Family Paper Family Transition Paper Genogram and Commentary Paper Role plays Class discussion Post-role play discussions

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.7	Course Competency	Measure
SWRK 641 Advanced Practice in	Assess multiple conceptual frameworks, choose an appropriate one, and apply it to a practice situation.	Demonstrate the ability to differentially understand and apply selected theories of human behavior to client	Papers 1 and 2

Educational Policy 2.1.8—*Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

Mental Health Services		situations and struggles in a way that reflects recognition of the effects of social and economic injustice and respect for social and cultural diversity.	
SWRK 642 Advanced Practice in Families, Children, and Youth Services	Assess multiple conceptual frameworks, choose an appropriate one, and apply it to a practice situation.	Apply knowledge of human behavior and the social environment to assessment, prevention, and intervention with children, youth, and families	Assessment Paper Simulated Client Exercise and Paper Final Exam

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. Social workers

- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.8	Course Competency	Measure
SWRK 605 Social Welfare Policy and Services	8A: Analyze, formulate, and advocate for policies that advance social well-being; and 8B: Collaborate with colleagues and clients for effective policy action.	Recognize and explain the relationship between social and economic policies and the impact on social work practice. Analyze specific social and economic policies, and formulate nondiscriminatory alternatives based on principles of individual and collective social and economic justice.	Policy Analysis Paper Budget Paper

SWRK 612 Diversity and Social Justice	8A: Analyze, formulate, and advocate for policies that advance social well- being.	An understanding of the social and economic policies that affect diverse groups of people and families and their abilities to maintain their overall health and well-being.	Ally Project Cultural Inventory In-class activities
SWRK 631&632 Foundation Practicum I & II	8A: Analyze, formulate, and advocate for policies that advance social well- being.	An understanding of the structure, policy, and procedures of the agency.	Weekly Journal Case Presentation
Concentration Year	EP 2.1.8	Course Competency	Measure
SWRK 641 Advanced Practice in Mental Health Services	8A: Analyze, formulate, and advocate for policies that advance social well- being; and 8B: Collaborate with colleagues and clients for effective policy action.	Demonstrate an understanding of how primary prevention can reduce acuity and need for formal mental health services.	Recovery Strength Based Paper Direct Practice Paper
SWRK 648 Advanced Practicum I	8A: Analyze, formulate, and advocate for policies that advance social well- being; and 8B: Collaborate with colleagues and clients for effective policy action.	Knowledge of the laws and policies relevant to social work practice in rural and urban settings. ability to promote collaborative efforts to advocate for and implement policy and/or procedural changes to promote social and economic justice.	Weekly Journal
SWRK 653 Research II: Program Evaluation in Social Work	8A: Analyze, formulate, and advocate for policies that advance social well- being; and 8B: Collaborate with colleagues and clients for effective policy action.	Recognize the reciprocal relationship between evaluation of social service programs and the development of social policies.	Exams: Pre & Post- Tests Program Evaluation Paper
SWRK 654 Social Policy in MH Services	8A: Analyze, formulate, and advocate for policies that advance social well- being	Recognize the impact of selected mental health social policies and programs and their consequences for people of all generations, for families in their diverse forms, and for local and regional communities and advocate for change.	Participation in class discussion Policy Analysis Topic/Outline Policy Analysis Draft/Final Paper Presentation of Policy Analysis

<p>SWRK 655 Social Policy in FCY Services</p>	<p>8A: Analyze, formulate, and advocate for policies that advance social well-being; and</p> <p>8B: Collaborate with colleagues and clients for effective policy action.</p>	<p>Recognize the impact of selected social policies & programs & their consequences for family members of all generations, & for families in their diverse forms.</p> <p>Promote social justice by understanding clients' legal rights & services & participate as consumers in policy evaluation, development & implementation.</p> <p>Understand the various philosophical approaches that affect the services provided diverse families, children & youth across generations.</p> <p>Identify the old, new, & current state of "family policy" in California, the U.S., including conflicting views on the definition of "the family.</p> <p>Recognize significant county, state & federal laws & regulations governing intervention with families, children, youth & adults across the lifespan & operate ethically with cultural competence under those authorities.</p> <p>Develop & facilitate professional presentations for forums or hearings to influence policies & improve services relevant to the needs of families, children & youth.</p> <p>Understand the importance of interagency & worker collaboration in the effective delivery of services to families, children, & youth</p>	<p>Advocacy Assignments</p> <p>Policy Analysis Paper</p> <p>Current events</p> <p>Advocacy Assignments/ Testimony</p>
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		including health, mental health, criminal justice, & learn skills to promote such collaboration.	
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Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.8	Course Competency	Measure
SWRK 654 Social Policy in MH Services	Actively advocate for a policy that is affecting the lives of members of an oppressed or underserved population.	Recognize the impact of selected mental health social policies and programs and their consequences for people of all generations, for families in their diverse forms, and for local and regional communities and advocate for change.	Policy Advocacy Assignments
SWRK 655 Social Policy in FCY Services	Actively advocate for a policy that is affecting the lives of members of an oppressed or underserved population.	<p>Recognize the impact of selected social policies & programs & their consequences for family members of all generations, & for families in their diverse forms.</p> <p>Promote social justice by understanding clients' legal rights & services & participate as consumers in policy evaluation, development & implementation.</p> <p>Understand the various philosophical approaches that affect the services provided diverse families, children & youth across generations.</p> <p>Develop & facilitate professional presentations for forums or hearings to influence policies & improve services relevant to the needs of families, children & youth.</p>	Policy Advocacy Assignments

Educational Policy 2.1.9—*Respond to contexts that shape practice.*

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. Social workers:

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.9	Course Competency	Measure
SWRK 610 Gen SWRK Theory & Practice III	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Describe and analyze strengths, problems and needs at the community level.	Community Organizing Paper and Presentation
SWRK 612 Diversity and Social Justice			
SWRK 617 Research I: Methods of SWRK	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Understand the scientific principles of social research and bases of social work practice evaluation; critically analyze research reports and products, and undertake research projects independently	Qualitative and quantitative article review Research Proposal
SWRK 644 Human Behavior & Soc. Environ. II (Macro)	9B: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	. Utilize pertinent theories, e.g. political economy theory, to appraise the external & internal dynamics of a focal organization & the effects of these dynamics on the focal organization's ability to survive & provide resources to target populations. Draw on the institutional perspective to outline how a human service organization could implement principles and concomitant behaviors	Progressive Paper Classroom Presentation

		associated with client centered	
SWRK 631&632 Foundation Practicum I & II	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	ability to use a range of resources that complement agency services	Weekly Journal
Concentration Year	EP 2.1.9	Course Competency	Measure
SWRK 648 Advanced Practicum I	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 9B: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Knowledge of administrative functions in human service organizations . Ability to take a leadership role in identifying unresolved issues or needs in various practice settings.	Weekly Journal
SWRK 652 Supervision, Program Develop/ Administration	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Students will respond to contexts that shape practice by demonstrating knowledge of leadership skills and abilities that promote sustainable changes in service delivery and support the implementation of quality of social work services.	Reading Group Presentation Leadership Interview Assignment
SWRK 653 Research II: Program & Practice Eval	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 9B: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Demonstrate the ability to develop evaluations of interventions and programs in partnership with community organizations and the diverse client groups. Demonstrate how evaluations are performed utilizing technology, including statistical software and management information systems.	Exams: Pre & Post- Tests Program Evaluation Paper and Presentation

SWRK 654 Social Policy in MH Services	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 9B: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Analyze the effects on services of various philosophical approaches for provision of services for individuals characterized as having mental illness or behavior disorders. Analyze significant county, state and federal laws and regulations governing intervention with people with mental illness or behavior disorders across the lifespan and operate ethically, responsibly, and with cultural competence under those authorities.	Policy Analysis Paper
SWRK 655 Social Policy in FCY Services	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Identify the manner in which the public social service delivery system operates, including its scope, provisions, & limitations. Employ research in social policy application, improvement & practice in the field of family, children & youth services.	Critical analysis paper
SWRK 656 Advanced SWRK Macro Practice	9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 9B: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Elaborate the components of a plan for new or expanded program in an existing social service agency, including parameters for the new or expanded service, internal communications, staff training needs, and management information needs. Appraise and describe the governance structure of a human service agency, including legal authorities, mandates/sanctions, and boards of directors.	Grant proposal Proposal presentation Class exercises

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.9	Course Competency	Measure
SWRK 653 Research II:	Demonstrate the ability to utilize scientific and/or	Develop research methods and their	Program Evaluation Paper

Program Evaluation for Social Work	technological knowledge to solve problems.	application in program evaluation to enhance organizational effectiveness. Demonstrate how evaluations are performed utilizing technology, including statistical software and management information systems.	
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Educational Policy 2.1.10(a)–(d)—*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

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

Educational Policy 2.1.10(a)—Engagement
Social workers

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers

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

Educational Policy 2.1.10(c)—Intervention
Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers

- critically analyze, monitor, and evaluate interventions.

Foundation Competencies and Practice Behaviors

Foundation Year	EP 2.1.10 (a, b, c, d)	Course Competency	Measure
SWRK 601 Human Behavior & Soc. Environ. I	2.1.10(b) 1. Collect, organize, and interpret client data 2. Assess client strengths & limitations 3. Develop appropriate intervention strategies	Evaluate relevant research findings to further understand human behavior and the social environment, for application to social work practice, social policy analysis, and social change for the betterment of the health and well-being of people of all ages.	Human Development Analysis Paper Presentation Tests
SWRK 605 Social Welfare Policy and Services	10C 4. Negotiate, mediate, and advocate for clients	Demonstrate the ability to effectively advocate for socially just policies orally and in writing	Reading Class Discussion Class Exercises
SWRK 608 Gen SWRK Theory & Practice I	10A2: Utilize and identify verbal and non-verbal communication techniques for interviewing in all phases of work with individuals. 10B2: Assess clients strengths and limitations, recognizing the importance of differences in shaping life experiences 10B3: Develop mutually agreed intervention goals, objectives, and tasks applicable based on individual client 10B4: Select appropriate intervention strategies. 10D: Analyze models of assessment, prevention, and intervention, utilizing research based-knowledge and practice wisdom	Apply the generalist practice model to methods of assessment and intervention for addressing challenges diverse populations may experience in regard to oppression and social injustice. Demonstrate problem-solving processes for varied sizes of client systems, integrating all phases of the process (problem identification, data collection, goal setting, selecting intervention strategies, implementation of intervention, and evaluation). Perform interviewing skills with individuals and families across the lifespan for completion of a biopsychosocialspiritual assessment and documentation formats for agency records.	Video-tape interview & paper integrating peer feedback and skills from text/lectures Bio-psycho-social-spiritual History, Assessment & Intervention Plan (peer/professor feedback) Researched Presentation: Practice Consideration and Applied Theories Lecture and class practice Domestic Violence and Substance Abuse Modules Homework and Class Class Exercises

<p>SWRK 609 Gen. SWRK Theory & Practice II</p>	<p>10A1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</p> <p>10A2: Use empathy and other interpersonal skills;</p> <p>10B1: collect, organize, and interpret client data;</p> <p>10B2: assess client strengths and limitations;</p> <p>10B3: develop mutually agreed-on intervention goals and objectives;</p> <p>10B4: Select appropriate intervention strategies.</p> <p>10C1: Initiate actions to achieve organizational goals;</p> <p>10C2: Implement prevention interventions that enhance client capacities</p> <p>10C3: Help clients resolve problems</p> <p>10C4: Negotiate, mediate, and advocate for clients</p> <p>10C5: Facilitate transitions and endings.</p> <p>10D1: Critically analyze, monitor, and evaluate interventions.</p>	<p>Differentiate communication patterns in large and small groups and families with an awareness of cultural and generational factors.</p> <p>Identify, demonstrate, and implement interventions with families utilizing the group work method.</p> <p>Critically analyze, monitor, and evaluate interventions.</p>	<p>Group project analysis Article Reviews</p> <p>Spirit Catches Paper</p> <p>Agency Analysis</p> <p>Quizzes</p> <p>Group project analysis</p>
<p>SWRK 610 Gen SWRK Theory & Practice III</p>	<p>10A1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <p>10B2: Assess client strengths and limitations;</p> <p>10B3: Develop mutually agreed-on intervention goals and objectives</p>	<p>Recognize on a basic level the importance of research in evaluation and program development.</p> <p>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</p>	<p>Class Discussion</p> <p>Think Pieces</p> <p>Community Organizing Paper and Presentation</p>

	<p>10B4: Select appropriate intervention strategies</p> <p>10C1: Initiate actions to achieve organizational goals</p> <p>10C3: Help clients resolve problems</p>	of community and organizational change efforts.)	
SWRK 612 Diversity and Social Justice	10D1: Social workers critically analyze, monitor, and evaluate interventions	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.	<p>Ally Project</p> <p>Cultural Inventory</p> <p>In-class activities</p>
SWRK 617 Research I: Methods of SWRK	10D4: Selecting most appropriate assessment and statistical tool, while evaluating practice	Show the ability to evaluate one's own professional practice including the selection of appropriate research designs and procedures.	<p>Single Subject Case Design</p> <p>Article analysis</p>
SWRK 644 Human Behavior & Soc. Environ. II (Macro)	10C1: Social workers initiate actions to achieve organizational goals	<p>Identify & describe the three most common approaches (top-down, bottom-up & prototyping) to the organization of information utilized to facilitate decision-making & the management of service outcomes.</p> <p>Differentiate collaborative forms including multi-system partnerships and networks and the phases and concomitant tasks associated with developing and implementing these collaborative forms.</p>	<p>Progressive Paper*</p> <p>Classroom Presentation</p> <p>Self-assessment</p>
SWRK 631&632 Foundation Practicum I & II	<p>10B1: Collect, organize and interpret client data</p> <p>C. Ability to negotiate, mediate and advocate for client systems</p> <p>10C1: Initiate action to achieve client system change,</p> <p>10D1: Critically analyze, monitor and evaluate interventions</p>	<p>Knowledge of systems framework to assess, plan, and evaluate social work intervention with multi-level client systems.</p> <p>Ability to perform the social work roles of advocate, linkage broker, enable, teacher, mediator, nurturer, and collaborator in social work interventions.</p>	<p>Weekly Journal</p> <p>Case Presentation</p> <p>Student Self-Assessment</p>
Concentration Year	EP 2.1.10 (a, b, c, d)	Course Competency	Measure

SWRK 642 Advanced Practice in Families, Children, and Youth Services	10A2: Use empathy and other interpersonal skills 10B1: Collect, organize and interpret client data 10B4: Select appropriate intervention strategies	Engage, assess, intervene with children, youth, and families to build on strengths and help resolve problems	Assessment Paper Simulated Client Exercise and Paper
SWRK 648 Advanced Practicum I	10A1: Substantively and effectively prepare for action with client systems. 10B1: collect, organize and interpret client data. 10B2: Assess client strengths. 10B3: Develop mutually agreed-on intervention and goals and objectives to enhance client capacities. 10 D1: Critically analyze, monitor and evaluate interventions with client systems.	Knowledge of various theoretical frameworks used in multi-level practice with families, children, youth and older adults across the lifespan . Ability to use the diagnostic and statistical manual of mental disorders and other approaches for assessment . Ability to evaluate practice interventions at micro, mezzo, and macro levels.	Weekly Journal Case Presentation
SWRK 653 Research II: Program Evaluation for Social Work	10D1: Critically analyze, monitor and evaluate interventions.	Demonstrate the ability to systematically monitor and evaluate social service programs, using qualitative and quantitative methods.	Mid-term exam Final exam Program Evaluation Paper
SWRK 656 Advanced SWRK Macro Practice	10C1: Social workers initiate actions to achieve organizational goals	Develop and explain the use of budgets and other financial data and reports to guide agency operations.	Grant proposal Proposal presentation

Concentration Competencies and Practice Behaviors

Concentration Year	EP 2.1.10 A, B, C, D	Course Competency	Measure
SWRK 658 Advanced Practicum II	A. Demonstrate empathy and other interpersonal practice skills in complex practice situations with diverse clients.	Ability to assess, plan, and intervene while practicing with individuals, families and groups from diverse cultural and ethnic backgrounds in need	Weekly Journal
SWRK 658 Advanced Practicum II	B. Demonstrate the ability to select culturally appropriate intervention goals in cooperation with clients.	Ability to assess, plan, and intervene while practicing with individuals, families and groups from diverse	Weekly Journal

		cultural and ethnic backgrounds in need	
SWRK 658 Advanced Practicum II	C. Demonstrate the ability to help clients resolve complex problems while maintaining a focus on cultural humility and cultural competence.	Ability to assess, plan, and intervene while practicing with individuals, families and groups from diverse cultural and ethnic backgrounds in need. Ability to develop intervention plans based on the results of evaluation and/or research for evidence based practice	Weekly Journal
SWRK 653 Research II: Program Evaluation for Social Work	D. Demonstrate the ability to develop a thoroughly researched and well-conceived plan to evaluate one's practice and or a program.	Demonstrate the ability to systematically monitor and evaluate social service programs, using qualitative and quantitative methods.	Program Evaluation paper

AS 2.1 – Field Education

Educational Policy 2.3—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 1200 hours of field practicum, students learn systematic approaches to assess, plan, and evaluate social work interventions with various size client systems. They also develop the ability to utilize results of evaluation and research to improve their practice effectiveness and the overall effectiveness of the agency in which they are placed.

The MSW 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 take on leadership roles to influence future policy development. The uniqueness of each practicum setting reinforces the students' appreciation for lifelong learning and the need for engaging in continuing professional education.

CSU, Chico offers four stipend programs: the Title IV-E program, Mental Health Services Act Stipend program, Behavioral Health Services-Transitional Aged Youth Stipend program (BHS_TAY) and the Hartford Practicum Partnership in Aging Education program (HPPAE).

- The California Social Work Education Center (CalSWEC) Title IV-E Child Welfare training program requires recipients of the stipend to complete their concentration year field practicum in a county child welfare agency.
- Recipients of the Mental Health Services Act stipend are required to complete their concentration year field practicum in a county mental health agency or community-based agency that contracts with a county mental health program to provide services. These students attend additional training outside of the field seminar to augment the completion of child welfare and mental health competencies.

Recipients of the Behavioral Health Services-Transitional Aged Youth stipend are required to complete their concentration year practicum in a field setting developing or currently providing integrated healthcare to at-risk children, adolescents and Transitional Aged Youth. The HPPAE program was originally awarded to CSU, Chico in 2006 through the John A. Hartford Foundation and the New York Academy of Medicine to increase the number of students working with older adults. The stipend funding has expired but the program is currently self-sustaining with the help of a local philanthropy group. A rotation model of practicums in agencies that serve older adults, along with required MSW coursework and additional specialized trainings and workshops help students meet the older adult competencies established by the HPPAE.

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.*

Students are enrolled in concurrent field practicum courses to provide opportunities 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 MSW program is necessary. A field orientation meeting and field trainings are held each year to provide a forum for the exchange of both formal and informal ideas and promote feedback between faculty, field instructors, agency administrators and students. The trainings provide the field practicum sites with an overview of the MSW curriculum, and generate ideas for integrating the 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.

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

AS 2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

The field education program places students in a variety of social service agencies located in the University's 12-county service region. In the foundation year, 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. In the concentration year, agencies are selected for their ability to provide a variety of advanced generalist practice opportunities.

Students attend a biweekly field seminar with their peers to facilitate the integration of classroom curriculum with their field experiences. Faculty Field Liaisons facilitate the seminar meetings and act as liaisons between the program and field sites. During the foundation year, students are encouraged to develop a professional identity and gain a working knowledge of the ethics, values, and roles of social workers. The emphasis during the concentration year practicum is on preparing students for advanced generalist practice and requiring students to demonstrate professional competence in their chosen area of focus, Mental Health, Older Adults or Families, Youth, and Children.

The requirement in the concentration year for students to apply multiple perspectives (such as research, practice, and policy) to their field practicum setting allows them to build on their foundation content and demonstrate a greater breadth and depth of understanding of concepts and methods being taught. Applying these multiple perspectives assists in preparing advanced social work practitioners who are: knowledgeable about theories relevant for practice at multiple system levels; skilled in analyzing social policies and services relevant to practice; able to provide leadership to influence, formulate, and advocate for policies consistent with social work values; and who are able to engage in research for effective practice and program evaluation.

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.

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 as well as the program's advanced competencies in the concentration year. 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

advanced knowledge and skills. This often provides leadership opportunities for students to share their knowledge with agency colleagues.

AS 2.1.3 *Provides for a minimum of 900 hours of field education for master's 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 foundation year, and 720 hours (three days per week for 15 weeks each semester) over the course of the concentration year. A total of 1200 hours of field practicum hours are completed during the Two-Year and Three-Year MSW program. Both the foundation and concentration year models are concurrent placement models and this is consistent across the One-Year, Two-Year, and Three-Year programs.

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 Master of Social Work program are admitted to the field practicum. Students are concurrently enrolled in a full complement of courses in addition to their field practicum and must complete all required courses in the foundation year prior to continuing on to the concentration year field practicum. Students must maintain a cumulative GPA of 3.0 to remain in the master's program and receive credit in field courses in order to continue on to the concentration year. Students who have received a BSW degree in social work from a CSWE accredited undergraduate program can apply and be accepted into the One-Year Program. Students in the One-Year Program must successfully complete SWRK 635: Foundations in Social Work Practice and 636: Foundations in Social Work Research during the summer prior to enrolling in the field practicum.

AS 2.1.5 *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 advanced generalist practice opportunities, quality field instruction, commitment to collaborative participation in professional education, and commitment to client and community service.

In determining the suitability of an agency for field placement, the Director of Field Education assesses an agency's interest and desire for a long-term commitment to the field education program. During preliminary discussions with the agency, the following areas are considered: auspices, target population served, nature and scope of services provided, size of social work staff, extent of community involvement, linkages with other agencies, standards of practice, availability of qualified staff for field instruction, facilities for students (e.g. space, telephone, etc.), and the willingness of the agency's administration to support the field education program.. 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 Student Placement 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, and placements with mental health and family, children, and youth populations for the concentration year;
- Compliance with Title IV of the Civil Rights Act of 1964; and in the delivery of services, no person shall be excluded from participation or denied benefits, or is

- otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, or national origin;
- Maintenance of a working and learning environment free from discrimination and harassment of students and employees (see CSU, Chico University Policies at <http://www.csuchico.edu/prs/EMs/1995/95-022.shtml>);
 - Respected standing by the professional community;
 - Commitment to the philosophy and mission of the School of Social Work and the MSW program, including the purpose and objectives of the field practicum;
 - Maintenance of sufficient staff to support the service mission of the agency without reliance on students;
 - Maintenance of sufficient staffing resources to provide a qualified Field Instructor or agrees to other supervision arrangements as required;
 - Agreement to sign a Student Placement Agreement with the university.

Selection of Agency Field Instructors

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

A field orientation is provided by the Director of Field Education at the onset of each academic year. Field Instructors who are unable to attend the field orientation 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 MSW curriculum, the University's academic policies, the student assessment process, and supervisory responsibilities.

Placing and Monitoring Students

The placement of students in their field practicum is facilitated by the Director of Field Education. The educational needs of the student and an agency's capacity to meet those needs are the factors considered in securing placements. This determination is made through a process that includes the student completing a field practicum 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 MSW 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 bi-weekly with their faculty liaison in a seminar format, providing further opportunity to discuss their experiences and receive feedback regarding their progress. Students keep a field journal and turn those entries into the faculty liaison for feedback. During the spring semester, students complete a self-assessment in which they are asked to address their progress towards meeting their educational goals, barriers and challenges they have faced, learning goals they need to address in their next placement, or areas for continued professional development, and the nature and quality of their field instruction. Students are also asked to complete an evaluation of their practicum setting and the Field Instructor upon the conclusion of the field placement. In turn, the agency Field Instructors complete an evaluation of the field program.

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

Task Supervisors

The Task Supervisor is provided with information about the curriculum objectives for students, the individual student learning objectives, and may attend an individual or

group orientation by the Field Director to ensure a clear understanding of their participation in the evaluation process. The Task Supervisor will meet with the off-site MSW Field Instructor during the placement period to assess student progress, identify potential difficulties or areas of concern, discuss changes in agency which may impact the student, and coordinate learning experiences. The Task Supervisor is also available for spontaneous consultation and/or supervision as needed. The designated off-site MSW Field Instructor maintains overall responsibility for the student's placement experience, and is accountable for the required evaluations and meetings with the faculty liaisons.

Benefits of Using Off-site Field Instructors

The use of off-site MSWs as Field Instructors and/or MSW faculty as Field Instructors has enabled the MSW program to meet the needs of agencies in some of our more rural communities that lack professional social workers. This model of supervision has also provided opportunities for greater integration of course and field experience, and has strengthened the relationships between the MSW program and community agencies. It is a supervision model that requires vigilant collaboration, but allows our students access to experiencing the skills and commitment often required of collaborative efforts.

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 practicum 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* (<http://www.csuchico.edu/swrk/programs/field/docs/2015-2016%20Field%20Handbook.pdf>) and other program materials to assist the agency and the Field Instructor in providing a quality education experience for students. A field practicum orientation is held each year prior to the beginning of the academic year to orient both students and their prospective Field Instructors as to the expectations and learning objectives of the field practicum. The MSW program also sponsors two additional trainings during the academic year addressing various supervision issues, current practice issues, cultural competency, and relevant social issues. In recent years the program has conducted the following trainings: *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 MSW program. The option of using the student's employment as the practicum site is considered on an individual basis by the Director of Field Education.

The following guidelines must be met in order for the placement to be considered: the student's agency Field Instructor may not be the administrative supervisor for the student in their job; the field practicum assignments must be clearly delineated and separate from employment responsibilities and educationally focused to meet both the individual learning objectives of the student and the overall MSW program objectives; and assigned hours for the practicum must be specifically designated and completed in another program or unit of the agency. Expectations for the student's performance are guided by the *Field Education Handbook* 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 another practicum site (**Appendix 1**).

M 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.

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.

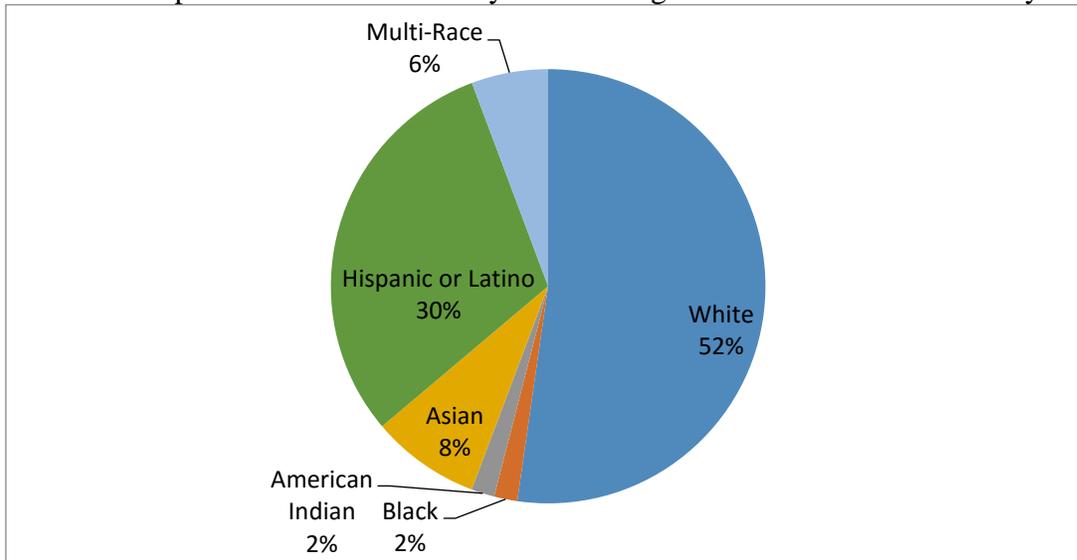
Our work around diversity is informed by the demographics of our region, the directives of the California State University system, the programs and goals of the CSU, Chico campus, and our School’s commitment to social work values and social justice.

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/>

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/eo/aa>; <http://www.calstate.edu/hr/eo>
- 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 on the cusp of becoming 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 MSW curriculum concerning compliance of course content with CSWE standards regarding human and cultural diversity and with the subject of non-discrimination in social welfare services. Every effort is 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
Cornell, Chelsea, MSW
Cox, Kathleen, PhD
Hunter, Patty, MSW, LCSW
Johansen, Pam, EdD, LCSW
Jones, Celeste A., PhD
Klungtvat-Morano, Meka, MSW
Ornelas, Vincent, PhD
Schuldberg, Jean, EdD, LCSW
Song, Kui-Hee, Ph.D.
Sehrawat, Seema, PhD
Steiner, Susan, Ph.D.
Roll, Susan, PhD

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+.

School of Social Work				
Full-time Faculty – 2015/16				
Ethnic, Gender & Sexual Orientation Diversity				
	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.

School of Social Work				
Adjunct Faculty – 2015/16				
Ethnic and Gender Diversity				
	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 members 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 612, formerly Social Work Practice in Multicultural Contexts, 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. An illustrative comment from the student evaluations of teaching from the first year we taught this new curriculum in the spring of 2015 is as follows:

Excellent course – the instructor has geared it well towards examining diversity in society as well as examining the self in content. It has changed my personal perception of self in terms of society – as well as in examining diversity in self and others.

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.

International Volunteer Experience – Thailand January 2010

In January 2010, seven MSW students participated in a two-week international volunteer experience in Bangkok, Thailand, Thailand. In addition to their volunteer and cultural activities, the students engaged in research to examine their written reflections on the preparation, duration, and post experience of volunteerism and cultural immersion. The focus of the research was on the development of cultural humility through a short –term international volunteer experience.

The research was participant directed and following completion of the trip, MSW students/participants collaboratively analyzed data from reflective journals. The reflections indicated development of awareness of ethnocentrism, professional goals, and self-awareness of personal values, and of values that may, or may not, cross cultures. The students co-authored a peer-reviewed article that was published in the *International Journal of Humanities and Social Science* entitled, *Same -but different: The development of cultural humility through an international volunteer experience*. (Schuldberg, Fox, Hunter, Jones, Bechard, Dornon, Gotler, Shouse, & Stratton, 2012).

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 MSW 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.

Some specific examples include, in the foundation Human Behavior and the Social Environment I Course the common case studies are drawn from TransGeneration, a documentary series about four transgender college students. In the group practice class, we have incorporated a segment on multicultural group work, viewed from a dialectic perspective. Students watch and discuss the film "Color of Fear" and write a journal entry in which they consider and discuss: reactions to the film and relevance of this 1994 documentary today.

In our advanced practice courses, we have incorporated a focus on the ways in which culture shapes family resiliency. We examine risk and protective factors within and across various groups including, ethnic groups, rural families, military families, LGBT families. Students read and discuss an article on gay affirmative practice. They view and discuss a video on PTSD and Native American medicine. In writing a family assessment paper, they include a section on family culture (beliefs, values, traditions,

rituals, experiences with oppression/stigma, community connections). The importance of cultural humility is emphasized throughout this course as a guiding principle of practice.

While we measure the competencies around diversity and social justice in SWRK 612 Diversity and Social Justice and in SWRK631/632 Field Practicum, virtually every course in the MSW curriculum contains both content and course assignments that ask students to consider and subsequently demonstrate competency in the EPAS standards with regard to diversity and social justice. Additionally, in the comprehensive exam, students are asked to consider how issues of diversity affected both the client they worked with and themselves in that process. A successful exam must have these elements sufficiently answered.

Masters Projects & Theses

Students in our program may choose to do a project or thesis in place of a comprehensive exam in order to complete their masters' degree. We believe the diversity of the topics that students have chosen to study reflects the support and encouragement of the faculty to explore areas of diversity and social justice.

Examples of several recent projects/these include:

- The perceptions of end-of-life decision making and hospice care of IU Mien elders. Saetern, Gain C. (2015)
- Personal and relationship shame experiences of lesbian women: an exploratory study. Brown, Alexandria (2015)
- Self-esteem and adaptation/integration of gender non-conforming, transgender and transexual (trans*) people. Kennedy, Aydin C. (2013)
- Second generation Latino's: exploring language choice. Hernández, Maria de Jesus (2012)
- The impact of oppression on lesbian relationships: a feminist analysis. Humphrey-Straub, Jackey (2012)

M3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

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: Combatting Mental Health Stigma;
- 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 Celeste Jones serves as the Director of ICOA and Jean Schuldberg and many of the School's adjunct faculty serve on the Board of Directors.

Two faculty members, Dr. Celeste 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. Sehwat 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. Sehwat 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. Sehwat 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 Schulberg was governor-appointed to the California Commission on Aging (CCoA). Dr. Schulberg 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 Vincent Ornelas has been a steadfast organizer in the Chapmantown neighborhood of 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 is 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 as innovative Integrated Health Care Center with a focus is 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.

MSW 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 MSW student applicant pool and then students enrolled, and students who graduated by race/ethnicity and gender between 2012 and 2015. Trends and comparisons are included in the discussion.

Student Recruitment

The School of Social Work is the only masters in social work program in the Northern California valley region. 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 master's 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.

2015 Admissions

In an effort to improve our diversity numbers, for our most recent admission cycle, we spent quite a bit of time as a faculty discussing our admission criteria and process. We worked on a weighting system that would give more points to those students who had come from diverse backgrounds and/or had worked in or volunteered in diverse communities.

In the spring of 2015 we were considering admission for three cohorts of students: 1-Year Advanced Standing, 2-Year traditional MSW program and the 3-Year part-time cohort.

We received a total of 161 completed applications. Of these, 88 (55%) were accepted into the program.

	All Applicants	Accepted	Percent Accepted	Percent by Category
Gender				
Male	33	18	55%	20%
Female	128	70	55%	80%
Race/Ethnicity				
Asian	6	2	33%	2%
Black	8	4	50%	5%
Hispanic	32	15	47%	17%
2 or more	8	5	63%	6%
White	92	50	54%	57%

We were pleased with the results of our process as the numbers show increases for both the number of men and students of color coming into our program, and at the same time we recognize that we still have more work to do. A comparison of the last three years of students demonstrates our efforts in this area of our program.

2012-2015 Enrolled by Gender

Year	Female	Male	Percent Male
2015	84	25	23%
2014	92	13	12%
2013	93	13	12%
2012	94	14	13%

2012-2014 Graduated by Gender

Year	Female	Male	Percent Male
2014	38	4	10%
2013	39	8	17%
2012	62	14	18%

2012-2015 Enrolled by Race/Ethnicity

Year	White	African American	Latino/Hispanic	Native American	Asian/Pacific Islander	Multiple Race/Ethnicity & other
2015	60 (55%)	5 (5%)	17 (16%)	2 (2%)	8 (7%)	5 (5%)
2014	65 (62%)	2 (2%)	12 (11%)	2 (2%)	8 (8%)	16 (15%)
2013	64 (60%)	2 (2%)	20 (19%)	2 (2%)	4 (4%)	14 (13%)
2012	60 (56%)	3 (3%)	21 (19%)	1 (1%)	7 (6%)	16 (15%)

**note: percentages include students who did not choose to identify their race/ethnicity*

2012-2014 Graduated by Race/Ethnicity

Year	White	African American	Latino/Hispanic	Native American	Asian/Pacific Islander	Multiple Race/Ethnicity & other
2014	21 (50%)	1 (2%)	11 (26%)	1 (2%)	2 (5%)	6 (13%)
2013	27 (56%)	1 (2%)	7 (15%)	0 (0%)	6 (13%)	7 (14%)
2012	45 (59%)	3 (4%)	9 (4%)	2 (12%)	7 (3%)	10 (9%)

While the quantities are still small, we see increasing numbers of both men and students of color. Also of interest is that in comparing our enrolled students versus those graduating we seem to be doing an adequate job of retaining both men and students of color compared to white females. We strive to not only admit a diverse student population, but to support them to be successful in the program. We do this in cooperation with University efforts and special initiatives.

By way of example, in 2014/2015 two of our masters' students were recipients of Graduate Equity Fellows scholarships that are awarded to diverse and first generation graduate students. With the support of this program, MSW student Alex Brown went on to win the CalSWEC Student Research Award – the first time a Chico State Social Work student has earned this recognition. MSW student Shauna Gowdy won the CSU Chico, Student Research Competition and went on with several others from our campus to the State competition.

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 MSW cohort is one of the most diverse classes we have enrolled since the inception of our master'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. At our faculty retreat in the fall of 2015, we again discussed our admissions process and 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 SWRK612: Diversity & Social Justice course in the foundation year of the master's program was implemented for the first time in the spring of 2015. 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 that 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*
M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.*

Admission to the CSU, Chico School of Social Work is a two-step process. Students must apply to the University via an application available on the Office of Graduate Studies website (<http://www.csuchico.edu/graduatestudies/apply/graduate-admissions.shtml>). They must also apply to the School of Social Work using application information and forms available on the School of Social Work website (http://www.csuchico.edu/swrk/programs/msw/application_materials.shtml).

Applicants to the MSW Program must have a bachelor’s degree from a college or university accredited by a recognized regional accrediting association and a minimum GPA, as is noted in the following statement on the Graduate Studies website (<http://www.csuchico.edu/graduatestudies/apply/graduate-admissions.shtml>):

To be admitted to graduate and post-baccalaureate study, a student must hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or must have completed an equivalent degree acceptable to the Graduate School at California State University, Chico.

Applicants who wish to pursue a master's degree must have an undergraduate grade point average of at least 2.75 in the last 60 semester units of course work attempted and at least 3.0 in the last 30 units attempted.

Additional criteria for admission to the MSW Program include completion of a number of prerequisites that are listed on the MSW Prerequisites and Liberal Arts Worksheet, which can be found in **Appendix 2**.

California State University, Chico (CSU, Chico) MSW Admission Requirements

Applicants are required to have a cumulative grade point average of 3.0 (on a 4.0 point scale) or higher in his/her academic course work. Those who have a cumulative grade point average less than 3.0 (on a 4.0 point scale) may be given a graduate status of "conditionally classified" during their first semester of graduate work. If all requirements are met after the first semester, then the graduate status will be changed to "classified." MSW students are required to maintain an average 3.0 GPA at all times during their program.

Application Procedures

The MSW Application Process was created through an online database for the 2016 Admissions. On the SWRK website we have the MSW Application Walk Through that explains step by step who to apply (**Appendix 3**). In order to be considered as an applicant to the MSW Program, the following must occur:

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

Prerequisites for Admission to Conditionally Classified Status

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

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

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

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.

All applications are initially reviewed through random assignment to two members of the faculty. A rating sheet is utilized that reflects the material requested for the application (**Appendix 4**). The total score of the rating sheet, along with comments by the faculty reviewers, are compiled on a spreadsheet for the Admission Committee to review. Those admission packets are also accessible to the entire Committee.

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

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

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

All undergraduate degrees and prerequisites must be completed and be awarded a baccalaureate degree before the applicant begins their MSW program. The program has a waiver policy for courses when any student believes such courses will duplicate content. This is to ensure that students do not repeat foundation content. An explanation of the waiver process is included in the MSW Student Handbook (**Appendix 5**) (<http://www.csuchico.edu/swrk/2015-2016%20MSW%20Student%20Handbook%20.pdf>, p 23) and is as follows:

Students who have graduated with an accredited baccalaureate in social work within the last five years may request to challenge one or more of the following Foundation Year courses based on mastery of the material:

SWRK 601 Human Behavior & Social Environment

SWRK 605 Social Welfare Policy and Services

SWRK 612 Diversity and Social Justice

SWRK 617 Research Methods for Social Work Knowledge and Practice

Mastery of the material is determined by written examination. The student must have taken a comparable course within the last five years and received a grade of “B” or higher in order to request to challenge the course. Students may not challenge any practice or field practicum course. Students qualified to challenge a course must follow the procedure below:

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

A written examination for the challenged course must be scheduled during the week before the first semester begins. The MSW Program Director reviews the submitted material, and administer and grade the examination in consultation with the School of Social Work faculty course lead for that particular course. The student must pass the examination with a grade of “B” or higher.

The MSW Program Director notifies the student of the outcome of the exam before the semester begins. If the student passes the examination successfully, he/she is required to enroll in a substitute course to maintain the 61-unit requirement for the program. The MSW Program Director, in consultation with the student, determines the course substitution, which is generally an MSW elective. The student and the MSW Program Director must complete this process before the semester begins to avoid violation of university academic deadlines.

Advanced Standing

The policies and procedures for awarding advanced standing in the MSW Program are described in the University Catalog (<http://catalog.csuchico.edu/viewer/15/SWRK/SWRKNONEMW.html>). It states:

Applicants who have completed all social work program requirements and obtained a social work baccalaureate degree accredited by the Council on Social Work Education (CSWE) within five years of entry into the MSW program, and who meet the School of Social Work's criteria for acceptance in the One-Year program (entry into the concentration year), must complete 36-38 units of 600-level social work courses,

including a minimum of 720 hours of field practicum. The One-Year program (concentration year) includes the 30-32 units listed above plus two courses (6 units) completed during the summer prior to entering the program. The only exception to the required 600-level courses in the One-Year MSW program is that a student may enroll in one 500-level elective in lieu of one 600-level elective following approval by the MSW Program Director.

Criteria for acceptance to the One-Year program are

1. qualifies for admission to classified status;
2. has a cumulative GPA of 3.0 or higher (on a 4.0 scale) and a B average or better in professional undergraduate social work courses;
3. has completed all courses required in the social work major, earning a baccalaureate degree in social work, within five years of entry.

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

The policies for transfer of credit are included in the MSW Student Handbook (**Appendix 5** pp. 21-22) and are as follows:

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

Transfer of Social Work Courses from Other Institutions

CSWE Accredited Programs Transfer Credit

The MSW Program accepts up to 9 units (University Policy) of transfer credit for foundation social work graduate courses taken at other CSWE accredited MSW programs. Only social work courses with a grade of "B" or higher can be used as substitutions for the required course work in the program.

In order to be considered for transfer status, students must be in good standing with the transferring institution, apply during the regular application cycle between October 1st and January 5th, and be accepted to the MSW program.

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

CSU, Chico, School of Social Work MSW Handbook 2015-2016 22 Transfer credit will not be given for the concentration year. However, if students have completed a course similar to a concentration course in the Chico MSW curriculum and received a "B" or higher, the course may be considered for waiver by the same process used for transfer of credit. In this case, students will substitute the course that has been waived with an elective.

Applicants Who Have Completed the Foundation Year at a CSWE Accredited MSW Program

Applicants who have completed the first year (Foundation Year) at a CSWE Accredited MSW Program within the last four years with a 3.0 (on a 4.0 scale), and are considered in good standing with the previous institution, must apply to the CSU, Chico Two-Year Program. Once accepted into the CSU, Chico Two-Year MSW Program, the student may request that his/her coursework at the previous MSW Program be evaluated to ensure it is reflective of the Foundation Year coursework in the CSU, Chico MSW Program.

If the courses from the previous CSWE Accredited MSW Program are comparable and meet the CSU, Chico MSW Program's Foundation Year competencies, the student may request admittance to the One-Year MSW Program. Thus, the student begins studies in the summer of the year accepted with the first courses enrolled being the SWRK 635 and SWRK 636 summer bridge courses. Upon completion of these courses with a 3.0 GPA (out of 4.0), the student may progress to the Concentration Year of the MSW Program in the fall semester, following the course sequencing outlined on of the MSW Student Handbook. Note that all program requirements must be met within the five-year time limit.

Other Master's Degree Programs

The MSW program may accept up to six units of elective credit from CSU, Chico or another regionally accredited college or university provided:

1. The course work transferred represents valid graduate credit from the institution accredited to offer master's degree level work and willing to accept such credit toward its own master's degree.
2. The coursework has not been counted toward another degree.
3. A grade of "B" or better has been earned.

4. The credit is within the program time limit (All program requirements must be completed within five years; at the time of admission, the course should be no more than three years old for two-year students).
5. The credit is consistent with the mission, goals, and objectives of the CSU, Chico MSW program.
6. The credit is not for a practicum; only practicum credits are given for transfer students from other CSWE accredited MSW programs.

Each course will be evaluated according to the same methods used for evaluating courses from CSWE-accredited programs. No credit will be approved for correspondence courses, continuing education courses, or for life or employment experience.

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.

It is clearly stated in written policy in the School of Social Work MSW Handbook that the School of Social Work does not grant credit or waive any MSW Program requirements for life and/or previous work experience are in the *MSW Student Handbook*, (**Appendix 5**). The specific language in the Handbook read: “No credit will be approved for correspondence courses, continuing education courses, or for life or employment experience” (MSW Student Handbook, p. 22).

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

Advisement by Faculty

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

- To assess her/his aptitude and motivation for social work
- To become knowledgeable regarding potential field settings

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

Advising Policies and Procedures

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

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

The CSU, Chico Graduate School's publication, *A Guide to Graduate Studies: Policies, Procedures, & Format* (www.csuchico.edu/gis/gs/pdf/fall_grad_guide.pdf) and the *MSW Student Handbook* (**Appendix 5**) provide information necessary to make informed decisions graduation, withdrawal, or Educational Leaves. A hard copy of the *MSW Student Handbook* (**Appendix 5**) is provided to incoming students at the One-Year Program Orientation in May and the fall orientation for the Two and Three-Year students. These two handbooks are available on-line for students and faculty.

Advisement by School Staff

Staff in the School also provide assistance and advising appropriate to areas outside of academic planning. The MSW Program Administrative Support Coordinator provides

information for students on program details and refers to other CSU, Chico Services as needed. The staff disseminates news, information from other campus offices, as well as emails to students regarding procedures and material relevant for graduation. The Title IV-E and Mental Health Stipend Programs also have administrative support to assist prospective candidates and current students.

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 MSW Program* (**Appendix 5** p. 15), *MSW Field Education Handbook* (<http://www.csuchico.edu/swrk/field/handbooks.shtml> (**Appendix 6**), University Catalog (<http://catalog.csuchico.edu/viewer/15/ACAREGS.html#GradingSystem>), and in the syllabus for each course.

University Grading Requirements

CSU Chico requires all graduate students to maintain a minimum 3.0 cumulative grade point average. CSU Chico grading policies are listed in the *University Catalog* (<http://www.csuchico.edu/graduatestudies/documents/guidelines/a-guide-to-graduate-studies-policies-procedures-and-format.pdf>, p. 9).

School of Social Work MSW Grading Standards

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

Definition of Letter Grade

An “A” grade at the graduate level means that a student is performing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the graduate level means that a student is performing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “C” grade at the graduate level means that a student is performing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

An “F” at the graduate level means that a student is performing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Note: There are no “D” grades in the graduate program

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		

The School of Social Work’s minimum grade requirement for MSW courses is a “C” (C- is not acceptable). If a student earns less than a “C” grade in a MSW course, s/he will be required to repeat the course.

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 *Field Education Handbook, Appendix 6*).

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 MSW Program* and the *MSW 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 MSW Program Director no later than the third week of the semester following the semester in which the grade was earned. The MSW Program Director provides a report to the student and instructor regarding her/his decision regarding the outcome of the meeting.
3. **Student-Instructor-School Director Meeting**
If the meeting between the student and the MSW Program Director did not satisfactorily resolve the issue, the student may request a meeting with the instructor and the School of Social Work Director within 10 days of receiving the report from the MSW Program Director. If this meeting fails to resolve the issue, the student may choose to begin the formal appeal process in accord with university guidelines.

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 MSW 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
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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 student's file in the School Office within five working days from the meeting with the student, referring faculty member and Advisor.</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 MSW Program Director to determine if the matter should be referred to the Student Review Committee.</p>

Formal Review of Academic Performance

Step 1 – Student Review Committee²	
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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

<p>If this is determined to be the case, a faculty member, MSW 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>A faculty member, MSW 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.</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>
<p><u>Step 1a Student Review Committee Initial Notification</u></p>	<p>The Chair of the Student Review Committee forwards the request and supporting materials to the committee members,</p>

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.
- 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.

	<p>informing them that the committee will meet within one week to review the request.</p> <p>If the committee determines the request is legitimate, the student must be given written notification five instructional days before the review date.</p> <p>The student, student’s Advisor, MSW 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.</p> <p>Note: The CSU, Chico email is the official form of communication and notification.</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 MSW 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> <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 MSW 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 MSW Program Director makes a determination of the action to be taken, if any, and notifies the student by registered letter. Any action will be carried out by the MSW Program Director and, possibly, other interested parties in accordance with the terms of the decision.</p>

	<p>If the student agrees with this determination of action, the MSW 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 student by registered mail within five (5) instructional days.</p>
<p>Student Judicial Affairs 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.

Decisions to terminate a student from the MSW Program are made through the process described in 3.2.7 above. As noted above, these are spelled out in the MSW Student Handbook. Additional information about the process and types of situations where problems typically occur are described in the Field Handbook and are included here and in (**Appendix 6**).

RESOLUTION OF PROBLEMS IN FIELD EDUCATION

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

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

- Situational: transportation difficulties, illness, personal crisis, unreliable childcare, etc.
- Environmental: lack of adequate opportunity provided by the agency to accomplish learning objectives, little or unsatisfactory field instruction, personality conflict between the student and AFI, 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. A Performance contract should be developed in consultation with the liaison to identify strategies to resolve the issue(s) and a timeline by which the situational issue(s) need to be resolved. The liaison will monitor the Performance Contract 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 will be terminated. 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 AFI. 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. Termination from a field placement will result in the student receiving no credit for the field practicum and a referral to the Student Review Committee. Please see the grievance table on page 90.

Environmental Issues

Occasionally problems in fieldwork are related to the agency's or the AFI'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 AFI first, clarifying the problem area or issue and identifying possible strategies for improving the situation. If the student and AFI are not able to come to some agreement as to how to address the concerns the liaison should be contacted. The liaison should be informed of the concerns and a Performance Contract initiated to resolve the concerns and establish a time frame in which the concerns will be addressed.
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 AFI 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 Performance Contract extended and the reasons they are making this recommendation. If the recommendation is to keep the student in the placement a revised Performance Contract will be submitted with the recommendation and strategies identified to resolve the issue. The liaison will notify the student and the AFI of their recommendation and the plan. If either the student or the AFI 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 the student or AFI rejects the plan submitted by the Director of Field they can appeal the decision to the MSW Program Director.
4. If the student or AFI rejects the decision submitted by the Director of the MSW Program they can appeal the decision to the Chair of the School of Social Work.

5. If the student or AFI rejects the decision of the Chair 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 AFI, 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 student will be terminated from the field placement. An immediate referral will be made to the Student Affairs Committee. If a student is not meeting the expectations for professional behavior they may be terminated from the program or a Field Remediation Plan may 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 AFI will address their concerns with the student **first**, clarifying the problem area or issue and identifying possible strategies for improving the situation. If the student and AFI are not able to come to an agreement as to how to address the concerns the liaison should be contacted. The liaison should be informed of the concerns and a Performance Contract initiated to resolve the concerns and establish a time frame in which the concerns will be addressed. It is recommended that this initial time frame be no longer than two weeks. 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, AFI, liaison and the Director of Field Education. The liaison will closely monitor the student's progress.
2. 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 AFI 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.

3. If a student does not show satisfactory progress during the established timeframe the student will be terminated from the placement. Termination from a field placement will result in the student receiving no credit for the field practicum and a referral to the Student Review Committee. If a student wishes to grieve the decision he/she will notify the Student Review Committee (see table below).

Termination from Field Practicum

Step 1 – Student Review Committee	
<p>If a student is terminated from their field practicum placement the Director of Field Education will notify the student that they will not receive credit for the field practicum and will be referred to the Student Review Committee. The committee will make a determination regarding the student’s continued status in the BSW/MSW program. The referral will be made to the committee <u>within five (5) instructional days</u> of the student being terminated from their field placement.</p>	<p>The Director of Field Education will provide the Chair of the Student Review Committee a summary of the issues that contributed to the student’s termination from field practicum within five instructional days.</p>
<p>Step 1a – Student Review Committee Initial Notification</p>	<p>The Chair of the Student Review Committee will recruit one ad hoc faculty member for the committee and forward the referral and supporting materials to all committee members, including the student’s faculty field liaison, and practice course instructor informing them that the committee will meet with the student within ten days to hear the student’s perspective and make a recommendation to establish a remediation plan or terminate the student from the program.</p> <p>The student must be given written notification five instructional days before the review date.</p>

¹ The Student Review Committee is a standing committee of two 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. The Student Review Committee is the primary mechanism for resolution of the matter. When the performance issue concerns a field practicum issue the committee will also include the faculty field liaison, the practice course instructor and the Director of Field Education. The committee will make a determination as to whether the student continues in the BSW or MSW program. If the committee feels that circumstances warrant the student being provided

another opportunity to complete a field practicum a Student Field Remediation Plan will be developed. If the committee recommends termination of the student from the program the student may access the University’s grievance process and contact Student Judicial Affairs to proceed with the established grievance process. In the interim the student will not participate in a field practicum course.

Some examples of concerns warranting a recommendation for dismissal from the program based on a student’s performance in the field include:

- a. Student engages in behavior that is disrespectful of other students, instructors, practicum personnel and that disrupts the classroom, office, or practicum, alienates self from others related to the program, results in repeated complaints and requires undue time from faculty, staff, or practicum personnel.
- b. Student displays attitudinal or unethical behaviors that question the student’s fitness for the profession of social work.
- c. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.
- d. Student acts out unresolved personal issues that affect classroom behavior and/or relationships with colleagues, faculty, staff or professionals in the field setting.
- 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 fails to meet the terms of a performance contract in their field practicum and the placement agency terminates the student from their field practicum.
- g. Lack of acceptance by three or more field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences without undue inconvenience to the student.

	<p>The student, student’s advisor, BSW/MSW 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.</p> <p>Note: The CSU, Chico email is the official form of communication and notification.</p>
<p>Step 1c – Attendees and Participants at Student Review Committee</p>	<p>At the discretion of the committee, the Director of Field Education may be present during the Student Review Committee review.</p> <p>The student has the right to present material on his/her behalf that challenges</p>

	the allegations, including asking others to address the Student Review Committee on his/her behalf. The advocate may be a student or any other advocate save a licensed attorney.
Step 1d – Questioning Process	The student has the right to question anyone participating in the proceedings.
Step 1e – Student Review Committee Procedure	<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>Inform student of the date by which a recommendation will be made to the Director of BSW or MSW Program. .</p> <p>Notification to student of date and location for securing a copy of the minutes as well as a written explanation that any amendments to the minutes must be made within six weeks.</p> <p>The Student and any other attendees that are not members of the committee are excused from the meeting at this time.</p> <p>The committee will engage in a discussion with the goal of reaching concurrence on the nature of the difficulty and possible solutions including dismissal from the School of Social Work or development of a Field Remediation Plan to address areas of concern.</p> <p>Adjournment.</p>

	<p>Note: The designated Student Review Committee member records the proceedings and arranges for faculty attendees to receive copies.</p> <p>In addition, the secretary provides a copy of the committee's recommendation to the BSW or MSW Program Director.</p> <p>A copy of the report is kept in the student's file within the School of Social Work.</p>
Step 1f – Determination of Action	<p>The committee makes a determination of the action to be taken, if any, and the committee chair notifies the student by via CSUC email. If a *Field Remediation Plan is developed the student will be responsible for meeting the recommendations of the remediation plan and meeting with the Program Director to develop an alternate education plan for course completion. Prior to returning to field the student will meet with the Director of Field Education who will be responsible for assessing the student's progress towards meeting the requirements of the Field Remediation Plan.</p> <p>*Refer to the Appendix 7</p>
Student Judicial Affairs	
The student may request advice and guidance from Student Judicial Affairs.	<p>Students wanting assistance in responding to a negative evaluation of their performance, dismissal, 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 Student 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</p>

	<p>student's attention. See EM 94-22. The <i>Student Grievance Procedures</i>. 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>
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A student may be removed from a practicum placement for the following reasons:

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

Closure

Regardless of the reasons for early termination, it is expected that the student with direction from the AFI, 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 clients served.

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 MSW Program policies relate to students' rights and responsibilities while enrolled in the MSW Program. The CSU, Chico catalog (available at: <http://www.csuchico.edu/catalog/cat05/8EndMaterials/02UniversityPolicies.html>), Graduate School handbook (available at: <http://www.csuchico.edu/catalog/cat07/06GradSchool/05GradEdPolicies.pdf>) and *MSW Student Handbook* (**Appendix 5**, p.32) 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 MSW 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 MSW 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 MSW 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 MSW Student Association (MSWSA).

The MSW Student Association is an official campus organization for graduate 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) Lobby Days in Sacramento, and opportunities for students to experience group work including leadership activities. It also provides MSW 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 MSW students are members of the MSWSA. 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 BSW Club for fundraising, School activities such as the all School Picnic, and NASW Lobby Days. Students are encouraged to participate in this organization and participate in 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 MSWSA 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 Association 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 all 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 Sehrawat, 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 Klungvet-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	Tenured/ Associate- professor	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: 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	
Patrick Borel	2006	MSW	Yes	M	Caucasian
Ken Crandall	2011	MSW	Yes	M	Caucasian
Molly Heck	2007	MSW	Yes	F	
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

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.

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 8**).

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	
Patrick Borel	MSW,	
Lorie Cavanaugh	MSW, LCSW	
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	
Molly Heck	MSW, LCSW	
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	
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	

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	
Laura Nielson	MSW, LCSW	
Vincent Ornelas	MSW, PhD	Immigration, Social justice, Cross cultural practice, Policy practice, Latinos, and inner cities schools
Melody Proebstel	MSW, LCSW	
Andrea Rioux	MSW, LCSW	
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 Schulberg	MSW, LCSW, PhD	Medical, gerontological, and behavior health social work, cultural competency and the Iu-Mien, Distributed Learning, Administration and Leadership, International Social Work, 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 populations
Sue Steiner	MSW, PhD	Policy, community practice, Teaching effectiveness, Social and economic justice, Strategic planning, Needs assessment, Organizing, Fundraising, Program evaluation, Assessment
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	
Heather Werner	MSW, LCSW	

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, 600, 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, 612, 631, 632, 655
Jean Schuldberg, EDD Director of MSW Program	MSW Program	SWKR 425, 435, 445, 478, 608, 642, 674, 678
Seema Sehrawat, PhD Director of Distributed Learning Programs	BSW Program	SWRK 330, 489/490 A & B, 305, 617, 674, 636, 653
Sue Steiner, PhD Assessment Coordinator	MSW Program	SWRK 170, 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 M3.3.3—Faculty (MSW Program Qualifications)

The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

As is shown above, seven full-time faculty members are assigned to the MSW Program. All seven of these faculty members hold a master's degree from CSWE-accredited programs. Additionally, all seven have a doctorate, six in social work or social welfare and one person has a doctorate 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 churning 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 9**.

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 our faculty. For example, 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: Combatting the Stigma of Mental Illness”; “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.

	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.

Table 7: Summary of Faculty Service					
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	4
College Committees	8	8	6	6	6
University Committees	2	3	2	5	5
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 612, 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.

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 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 MSW degree program. It makes the critical decisions regarding the School's mission, program and curricular goals, MSW 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 MSW degree rest in the hands of the social work faculty.

The California State University System

The California State University system consists of 23 individual campuses governed by the Board of Trustees whose members are appointed by the Governor. The Trustees appoint the Chancellor (currently Dr. Charles B. Reed) who is the chief executive officer

of the system, and the presidents of the 23 CSU campuses. The Trustees, the chancellor and the campus presidents develop policy for the system and implementation at the campus level takes place through a broadly based consultative process. The Academic Senate of the California State University, consisting of academic senate representatives from each campus, recommends further academic policy to the chancellor.

The California Postsecondary Education Commission

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

Administrative Levels of Governance External to the School of Social Work		
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 Schuldberg); (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 Schuldberg). 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 and certificate 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>

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 MSW 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 MSW Governance Committees (**Appendix 10**). Recommendations from all Committees (**Appendix 11**) 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 12**) and the CSUC Faculty Personnel Policies and Procedures (FPPP) (**Appendix 13**). 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 12**).

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

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

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

Dr. Schuldberg has multiple publications including two books, book chapters, and articles in refereed journals. Since her appointment as a tenure-track professor in 2002, she has provided 23 conference and 25 formal community presentations. As the MSW Program Director, Dr. Schuldberg demonstrates leadership ability through teaching, scholarship, curriculum development, administrative experience, and other activities. Please see Faculty Bios Forms for Dr. Schuldberg in **Appendix 14**.

***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 MSW Director, Dr. Jean Schuldberg, is a full-time faculty member. She receives .50 FTE for directing the MSW program with compensation for summer work at 50% of her full-time salary. She receives .1 assigned time for School committee work, .2 assigned time for the Practicum Partnership Program Coordinator position. Currently she does not teach while she directs the MSW program. The .50 assigned time is sufficient for directing the MSW program. Assigned time for all School administrators is listed in the School's Personnel Policies, which are included in **Appendix 12**.

***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 16 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 50% 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 12**.

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.

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 15**.

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 16**.

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. See **Appendix 17**.

Mental Health 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 18**.

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 19**.

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 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 tract 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 unicond 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 uniconds. The library has two Cash Value Terminals where students can put money on their cards. Meriam Library has recently gone cashless; only uniconds, 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 uniconds 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
Fall 2015	4	137

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 foundation curriculum, the faculty adopted the recommended EPAS 41 practice behaviors. The faculty developed an additional 17 practice behaviors for the Advanced Generalist Concentration. The Advanced Generalist Concentration practice behaviors were developed to assess the specific types of work students are likely to engage in, with the diverse populations found in both the rural and urban environments in our 16 county catchment area. The 17 Advanced Generalist Practice Behaviors can be found in Table 4.3 below. The assessment plan described below addresses both the MSW Program’s explicit curriculum and implicit curriculum.

The School employs a number of measurement tools to assess practice behaviors and core competencies at the Foundation and Advanced Generalist levels. 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 80% 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	Quantitative 1-5 numeric score	At least 80% of students score “4” or above

	student progress and alert faculty to areas of concern. Spring semester scores are used to assess the core competencies.		
Embedded Assignments	Assessed by faculty on assignments completed by students throughout the program.	Quantitative 1-5 numeric score	At least 80% of students score “4” or above
Comprehensive Exam	Taken by students six weeks prior to graduation. Scored by the Comprehensive Exam Committee comprised of faculty members.	Quantitative 1-5 numeric scores	At least 80% of students score “4” or above
Exit Survey	Student self-assessment completed just prior to graduation	Quantitative 1-5 numeric score	At least 80% of students score “4” or above
Alumni Survey	Alumni self-assessment completed by prior students who have graduated within the past five years.	Quantitative 1-5 numeric score	At least 80% of alumni score “4” or above

Implicit Curriculum

Assessment Measure	Method, Frequency of Implementation	Data Collected	Benchmark
Exit Focus Groups	All graduating MSW 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 Foundation 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 in **Appendix 20**.

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 15 classes to measure the 41 Foundation practice behaviors and 6 classes to measure the 17 Advanced Generalist Concentration 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 21**.

Comprehensive Exam

More than 90% of graduating MSW students complete a Comprehensive Exam that is due in March of their Concentration year. A small number of students opt to complete a thesis or project instead. The Comprehensive Exam consists of a 12-page case study based on a case (broadly defined – micro, mezzo, or macro) the student was involved with during their Concentration year field placement. Much of the required material is directly related to a number of the core competencies and practice behaviors.

Each Exam is scored by two faculty members. These faculty members complete a rubric with the five-point scale described above for each practice behavior assessed by the Exam at the same time they are scoring to determine if students pass the exam. The Comprehensive Exam can be found in **Appendix 22**.

Exit Survey

Students complete an Exit Survey in the weeks before graduation. Students assess their mastery of the Advanced Generalist Concentration practice behaviors associated with the

core competencies by rating themselves on the five-point scale described above. The survey is available to students using Survey Monkey. All graduating MSW students receive a link to the survey and several emails reminding them to complete the survey. The data in this report was collected at the end of the spring semester, 2015. The survey link was sent to 80 graduating students. Sixty students completed the survey, resulting in a 75% response rate. The Exit Survey can be found in **Appendix 23**.

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 asked alumni to rate their level of mastery of all the Advanced Generalist Concentration practice behaviors using the five-point scale described above. It also asked for information about various aspects of the School's curriculum, areas of focus, 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 110 alumni responded to the survey. For assessment purposes the 69 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 MSW Program. In the future the Alumni Survey will be sent out every three years. The Alumni Survey can be found in **Appendix 24**.

Exit Focus Groups

Graduating MSW students participate in focus groups several weeks prior to graduation. The groups are held during class time to encourage the widest possible participation. There are usually 10-12 students per group. Former MSW students facilitate the groups and School of Social Work staff members are present to take notes. The Assessment Coordinator and other members of the Assessment Committee code the notes from the groups to look for themes. Students are asked to discuss what was effective in supporting their learning, what hindered effective learning, what suggestions they have for change, and other questions to clarify data gathered in other program evaluation measures.

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 25**.

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 26**.

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 27**.

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 28**.

Measurement of Practice Behaviors

Each practice behavior is evaluated by at least two measures. The vast majority of foundation 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 or a course and the Comprehensive Exam. The concentration practice behaviors are all measured using the Exit and Alumni Surveys, as well as an embedded assignment in a course. A list of the foundation and concentration competencies, practice behaviors and measures used to evaluate them can be found below in Table 4.2 and Table 4.3.

Table 4.2 Measures for Foundation Competencies and Practice Behaviors

Foundation Competencies and Practice Behaviors	Assessment Measures
1. Identify as a professional social worker and conduct oneself accordingly.	
A. advocate for client access to the services of social work;	608 Bio-psycho-social-spiritual AFI and Student Field Evaluation
B. practice personal reflection and self-correction to assure continual professional development;	631/632 – Case Presentation AFI and Student Field Evaluation
C. attend to professional roles and boundaries;	641 – Papers 1&2 642 – Role Play AFI and Student Field Evaluation
D. demonstrate professional demeanor in behavior, appearance, and communication;	654/655 Advocacy Testimony AFI and Student Field Evaluation
E. engage in career-long learning;	Comprehensive Exam 641 – Papers 1&2 642 – Role Play
F. use supervision and consultation.	652 – Supervisory Interview Assignment AFI and Student Field Evaluation
2. Apply social work ethical principles to guide professional practice.	643 – Assessment Paper AFI and Student Field Evaluation

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 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;	Comprehensive Exam AFI and Student Field Evaluation
C. tolerate ambiguity in resolving ethical conflicts;	643 – Assessment Paper AFI and Student Field Evaluation
D. apply strategies of ethical reasoning to arrive at principled decisions.	643 – Assessment Paper AFI and Student Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments.	Comprehensive Exam AFI and Student Field Evaluation
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;	643 – Assessment Paper AFI and Student Field Evaluation
C. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	SWRK 608 Presentation of Theory and Practice and Development of Handout AFI and Student Field Evaluation
4. Engage diversity and difference in practice.	612 – Cultural Inventory AFI and Student Field Evaluation
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;	612 – Cultural Inventory AFI and Student Field Evaluation
C. recognize and communicate their understanding of the importance of difference in shaping life experiences;	Comprehensive Exam AFI and Student Field Evaluation
D. view themselves as learners and engage those with whom they work as informants.	631/632 – Case Presentation AFI and Student Field Evaluation
5. Advance human rights and social and economic justice.	605 – Policy Analysis AFI and Student Field Evaluation
A. understand the forms and mechanisms of oppression and discrimination;	
B. advocate for human rights and social and economic justice;	612 Ally Project AFI and Student Field Evaluation
C. engage in practices that advance social and economic justice.	612 Ally Project AFI and Student Field Evaluation
6. Engage in research-informed practice and practice-informed research.	617 – Research Proposal 653 – Program Evaluation
A. use practice experience to inform scientific inquiry	

B. use research evidence to inform practice.	Comprehensive Exam 653 – Program Evaluation
7. Apply knowledge of human behavior and the social environment. A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;	601 - Human Development Analysis Paper AFI and Student Field Evaluation
B. critique and apply knowledge to understand person and environment.	644 – Progressive Paper AFI and Student Field Evaluation
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. A. analyze, formulate, and advocate for policies that advance social well-being;	654/655 - Policy Analysis Paper and Advocacy Assignments AFI and Student Field Evaluation
B. collaborate with colleagues and clients for effective policy action.	605 – Policy Analysis Paper 610 – Community Organizing Paper
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;	617 – Qualitative & Quantitative Article Review AFI and Student Field Evaluation
B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	644 – Progressive Paper AFI and Student Field Evaluation
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;	610 – Community Organizing Paper AFI and Student Field Evaluation
2. use empathy and other interpersonal skills;	608 – Videotaped Interview AFI and Student Field Evaluation
3. develop a mutually agreed-on focus of work and desired outcomes	610 – Community Organizing Paper AFI and Student Field Evaluation
B. Assessment Social workers 1. collect, organize, and interpret client data;	601 - Human Development Analysis Paper AFI and Student Field Evaluation
2. assess client strengths and limitations;	601 - Human Development Analysis Paper AFI and Student Field Evaluation
3. develop mutually agreed-on intervention goals and objectives;	610 – Community Organizing Paper AFI and Student Field Evaluation
4. select appropriate intervention strategies.	610 – Community Organizing Paper AFI and Student Field Evaluation

C. Intervention Social workers	644 – Progressive Paper AFI and Student Field Evaluation AFI and Student Field Evaluation
1. initiate actions to achieve organizational goals;	
2. implement prevention interventions that enhance client capacities;	642 – In-Class Writing Assignments AFI and Student Field Evaluation
3. help clients resolve problems;	Comprehensive Exam AFI and Student Field Evaluation
4. negotiate, mediate, and advocate for clients;	608 Bio-psycho-social-spiritual and 635 Person in Environment Paper
5. facilitate transitions and endings.	648 –Self Assessment AFI and Student Field Evaluation
D. Evaluation Social workers	Comprehensive Exam AFI and Student Field Evaluation
1. critically analyze, monitor, and evaluate interventions.	

Table 4.3 Measures for Concentration Competencies and Practice Behaviors

Advanced Competencies and Practice Behaviors	Assessment Measures
1. Identify as a professional social worker and conduct oneself accordingly.	
Practice personal reflection and self-correction in practice with a particular attention to diverse populations	Exit Survey Alumni Survey 658 – Case Presentation
2. Apply social work ethical principles to guide professional practice.	
Use critical thinking skills to address complex ethical situations and respond appropriately based on the NASW Code of Ethics.	Exit Survey Alumni Survey 641 and 642
3. Apply critical thinking to inform and communicate professional judgments.	
Demonstrate the ability to communicate professional judgments to others in both verbal and written form.	Exit Survey Alumni Survey 658 – Case Presentation
Demonstrate the ability to consider and integrate multiple perspectives into the decision making process, with a particular focus on the situations of diverse populations	Exit Survey Alumni Survey 641 and 642
4. Engage diversity and difference in practice.	
Seek out situations in an effort to broaden cultural understanding	Exit Survey Alumni Survey 641 and 642
Note when personal biases arise and take initiative to discuss them with a supervisor or instructor	Exit Survey Alumni Survey 643

5. Advance human rights and social and economic justice.	
Actively participate in an effort to promote social and/or economic justice	Exit Survey Alumni Survey 654/655 Policy Advocacy Assignments
6. Engage in research-informed practice and practice-informed research.	
Systematically collect, analyze and report data that informs practice decisions	Exit Survey Alumni Survey 653 – Final Program Evaluation Plan
7. Apply knowledge of human behavior and the social environment.	
Assess multiple conceptual frameworks, choose an appropriate one, and apply it to a practice situation	Exit Survey Alumni Survey 641 and 642
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	
Actively advocate for a policy that is affecting the lives of members of an oppressed or underserved population	Exit Survey Alumni Survey 654/655 Policy Advocacy Assignments
9. Respond to contexts that shape practice.	
Demonstrate the ability to utilize scientific and/or technological knowledge to solve problems	Exit Survey Alumni Survey 653 - Final Program Evaluation Plan
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	
A. Engagement	
Demonstrate empathy and other interpersonal practice skills in complex practice situations with diverse clients	Exit Survey Alumni Survey 658 Case Presentation
B. Assessment	
Demonstrate the ability to select culturally appropriate intervention goals in cooperation with clients	Exit Survey Alumni Survey 658 Case Presentation
C. Intervention	
Demonstrate the ability to help clients resolve complex problems while maintaining a focus on cultural humility and cultural competence	Exit Survey Alumni Survey 658 Case Presentation
D. Evaluation	
Demonstrate the ability to develop a thoroughly researched and well-conceived plan to evaluate one’s practice and or a program	Alumni Survey Comp Exam 653 - Final Program Evaluation Plan

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

Tables 4.4 and 4.5 below provide outcome data from the academic year 2014/2015 for each foundation and concentration 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 29**.

Table 4.4 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	80% score “4” or above	94
Apply social work ethical principles to guide professional practice	80% score “4” or above	93
Apply critical thinking to inform and communicate professional judgments	80% score “4” or above	92
Engage diversity and difference in practice	80% score “4” or above	94
Advance human rights and social and economic justice	80% score “4” or above	90
Engage in research-informed practice and practice-informed research	80% score “4” or above	86
Apply knowledge of human behavior and the social environment	80% score “4” or above	87
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	80% score “4” or above	84
Respond to contexts that shape practice	80% score “4” or above	85
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	80% score “4” or above	90
Engagement	80% score “4” or above	93
Assessment	80% score “4” or above	91
Intervention	80% score “4” or above	89

Evaluation	80% score “4” or above	85
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Table 4.5 Average Scores for Advanced Generalist Concentration Competencies

Average Score of all Advanced 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	80% score “4” or above	92
Apply social work ethical principles to guide professional practice	80% score “4” or above	87
Apply critical thinking to inform and communicate professional judgments	80% score “4” or above	93
Engage diversity and difference in practice	80% score “4” or above	89
Advance human rights and social and economic justice	80% score “4” or above	88
Engage in research-informed practice and practice-informed research	80% score “4” or above	78
Apply knowledge of human behavior and the social environment	80% score “4” or above	83
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	80% score “4” or above	80
Respond to contexts that shape practice	80% score “4” or above	81
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	80% score “4” or above	94
Engagement	80% score “4” or above	94
Assessment	80% score “4” or above	87
Intervention	80% score “4” or above	89
Evaluation	80% score “4” or above	84

The data at both the foundation and advanced levels indicate that students are meeting the benchmarks set by the faculty. The one area where the benchmark was not met was in concentration Competency 6, “Engage in research-informed practice and practice-informed research.” On the three measures for the practice behavior, 78% of students achieved the benchmark, just shy of the 80% benchmark. As will be discussed in AS

4.0.3 below, MSW students have scored lower on the research practice behaviors and competency than they have in other areas. The School has been working to address this issue and appears to be making progress on it.

Outcomes from Assessment of Implicit Curriculum

The faculty has gathered a great deal of 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 MSW 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 and 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 curricular and other change, including alternative models for field practicum, more career support including additional opportunities for mock interviews, bringing alumni into the School more often to meet and support current students, and the possibility of creating some type of support for alumni working in the area.

The School also gathers important information about the MSW 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 Assessment 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 MSW 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 80%. When this information was originally reported to the faculty, they sent the issue to the Research Curriculum Committee. The Research 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 MSW students. The focus group results suggested 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 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 added a research lab to the existing research course. The also sent the issue to the Field Committee to address application of research in the field practicum.

The Field Committee recommended adding more of an emphasis on research in the Field Orientation for all Agency Field Instructors. They also recommended that during field visits Faculty Field Liaisons should emphasize to students and AFIs the importance of students having more opportunities to engage with, read about, and understand how research and evidence-based practice inform their experience in the field. 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. Finally, the Field Committee recommended adding a research component to the Case Presentation assignment that all students complete in their Field Seminar class. 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, students have scored above the 80% benchmark at the foundation level. This year students were just below the benchmark at the concentration level. 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 612 from “Social Work Practice in Multicultural Contexts” 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 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 612 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.

Facilitating Transitions and Endings

For two years beginning in 2010/2011 scores on the practice behavior 10C5, “facilitate transitions and endings” were below the 80% benchmark. Faculty discussions revealed that this material did not really have an ongoing home in a course in the curriculum. We discussed where this material best fit in our curriculum, and added some coverage of it in the foundation year in SWRK 609, Generalist Social Work Theory and Practice II. We decided to have a more thorough focus of the material in the Concentration year in the two Advanced Practice courses, SWRK 641 Advanced Practice in Mental Health Services and SWRK 642 Advanced Practice in Family, Children, and Youth Services. We have seen a consistent increase in scores on this practice behavior with more than 80% of students scoring above the benchmark since instituting these changes.

Legislative Advocacy and Policy Practice

Student scores on policy-related courses were consistently below the 80% benchmark for several years. This was particularly true for measures related to legislative advocacy. The primary focus for material on legislative advocacy had been in our first policy course, taught fall semester of the foundation year. After conversations in the Macro Practice Curriculum Committee, with field instructors, with instructors of the policy courses, and with students, we decided that a more appropriate place for this material was in the concentration year advanced policy courses. The faculty agreed with this change, and we instituted it in AY 2012/2013. As part of this change, the second year policy courses also added a day-long field trip to the state capitol in Sacramento for all concentration year students. On this trip, students meet with legislators, agency directors and have an opportunity to practice giving testimony in the Health & Human Services hearing room.

The trip helps students become more comfortable with the advocacy process, and makes legislative advocacy come alive for students.

Focus group feedback also informed us that students were concerned that they were not having enough opportunity to practice legislative advocacy skills in their field practicums. The Macro Practice and Field Curriculum Committees recommended, and the faculty agreed, that we should add additional content about policy practice into the field orientation. We also added a training for field instructors on the topic and developed material to help AFIs work with students to have more opportunity to engage in policy practice. Since instituting these changes, scores on competencies 5 “Advance human rights and social and economic justice” and 8 “Engage in policy practice to advance social and economic well-being and to deliver effective social work services,” have improved, though we still have room for more improvement. The faculty, students, and AFIs continue to discuss ways to more effectively help students build knowledge and skills in these areas.

Content about Effective Group Process

Feedback from student focus groups and student meetings with curriculum committees suggested that students were struggling to work effectively in group activities and assignments early in the foundation year. A faculty discussion about this topic revealed that students were not receiving material about effective group process until spring semester of the foundation year. The faculty decided to add material about effectively working in groups to SWRK 605 Social Welfare Policies and Services, which is taught in the fall semester of the foundation year.

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 updates (minimally every 2 years) these postings.*

The School of Social Work MSW Program uses Form AS4 (M) to report recent assessment outcomes. The Form is posted on the Schools’ website (<http://www.csuchico.edu/swrk/docs/MSW%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 **Appendix 29**.