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Resources:

www.naswca.org

www.socialworker.com

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News from the Field Director

The crisp cool temperatures in the morning tell me that fall is upon us. I, for one, relish the cool weather that this time of year brings.

Of course, fall also means that a new academic year has begun, and as I write this I am quickly flooded with reminders of all that there is to accomplish this year. Many of those accomplishments will be the result of our work with our community partners. Specifically, I am speaking of the learning experiences our students will have in the field. We have over 85 agencies providing placements for our students this year and 118 agency field instructors providing supervision. Each year I am impressed with the number of agencies and individuals that commit to participating in the professional development of our students. It is truly a community effort and one that benefits both our profession and our region.

There are a couple of changes you may have noticed this year with regard to the field program. We developed an online field orientation for field instructors this year for those supervisors that were not able to attend the face-to-face orientation.

The online modules are easily accessed and review the basic components of field education. We also added a link to our field website with access to various field instructor resources. There are handouts on this link that cover such subjects as integrating macro practice activities, promoting critical thinking, and elements of effective supervision, to name a few. You can find the field instructor training modules and the field instructor resources link at www.csuchico.edu/swrk/programs/field. Please check it out when you have a chance.

By now you have also noticed that the format for the learning contract has changed. We are working to help students integrate the Council on Social Work Education's (CSWE) competencies, and in particular helping them to understand the practice behaviors that are expected of them. Students who are participating in the various stipend programs are also being asked to reference the specific competencies that are based on the CSWE competencies. If you have questions or concerns about this, please don't hesitate to talk with your faculty field



liaison.

Finally, I am excited about Working with Military/Veterans, the fall Field Instructor training that we are offering on Oct. 24 from 9 a.m.-12 p.m. (please see our alumni feature on the next page). More than 2.6 million troops have been deployed to Iraq and Afghanistan over the last several years. Returning to civilian life can be a difficult transition, with depression, suicide, stress, and relationship challenges being just a few of the issues facing our service members. Developing a deeper understanding of these issues and more about the skills required to develop a relationship with a veteran should be a priority for our profession. I hope that many of you will be able to attend this training.

Again, thank you for your work with our students, and enjoy all that the fall season has to offer!

-Patty Hunter

FALL FIELD INSTRUCTOR TRAINING

- Oct. 24
- 9 a.m.-noon
- Colusa 100B

Alumni: Where Are They Now?

This fall the School of Social Work's Field Instructor Training will focus on working with members of the military. Presenter Bobby Walden is a School of Social Work graduate. He completed his MSW at USC and is currently employed with the U.S. Department of Veteran's Affairs working with the Homeless Social Work Services Division HUD-VASH (VA Specialty Housing). Bobby served five years as a Navy hospital corpsman assigned to a Marine Corps infantry unit. He is currently a captain in the Air Force Reserve serving as a clinical social worker stationed at Travis Air Force Base. His primary experience includes mental health and substance abuse treatment.

Bobby's presentation will include information to help participants understand services provided by the VA and who qualifies for those services; the culture of the military including core values and differences among the various branches; deployment and the psychological impact of war; and common struggles associated with coming home. Traumatic brain injury and military sexual trauma will also be discussed.

Please plan to attend if you are working with veterans, current members of the military, or their families. We are confident you will find the presentation both informative and enlightening.

Giving Back Time

Examples of things Time Bank members have exchanged include:

Sewing
Cooking
Child Care
Transportation
Massage
Computer assistance/
advice
Photography
Help packing/moving
Lawn mowing, raking,
weeding
Household tasks such as
changing light bulbs
Pet walking, sitting, and
training

In June of 2012, the Northern California Counties Time Bank (NCCTB) was founded by a group of community members, including two faculty members and a number of current students and graduates of the School of Social Work. The time bank is like a community bank but instead of keeping track of money, they keep track of hours. For every hour a member spends doing something for others, they bank an hour that they can use on any service offered in the Time Bank. It offers an alternative to money as a means to get and give services.

The NCCTB has about 130 active members who have traded over 700 hours of services in the past year. To join, you complete a short application using an online time banking program called hOurworld. After attending an orientation session to learn more about the Time Bank, you officially become a member. Members use the online program to set up a profile and list what they want to offer to others and receive from others. Time banking offers an opportunity for people to have their needs met even if they don't have money to pay. It is also a way to build community, acknowledging that we all need each other, all have something to give, and that helping works better when it is reciprocal.

Everyone is welcome in the NCCTB, and particular attention is being paid to outreach in communities that have traditionally been underserved. Non profit organizations can also join the Time Bank, receiving volunteer help when needed and helping the Time Bank in return by offering space, advertising, etc.

For more information, please visit:
<http://www.ncctimebank.org/>



Agency Field Instructor

Words of Wisdom

Featuring Chris Sims, LCSW

One of the true gifts for me, as a field instructor for MSW interns, is the reciprocal process of examining the thinking and methods behind the ways in which we interpret and work within this uniquely challenging field.

It is a true joy for me to watch as interns evolve from tentative and uncertain learners to more confident practitioners over the course of an academic year. The training process is best when their thinking and approaches contain some amount of personal and professional lack of assuredness. It is through discussion and analysis of these apprehensive interactions that budding MSWs work to develop both confidence and competence. This process may promote a better understanding of not only the professional world but also who they are and how they work best. For those who are willing to feel the fear of not knowing, and more, have the courage to examine these experiences, the internship is a unique time for positive growth both as a practitioner and as a person.

For me, too, I recognize that internships offer the opportunity to grow along similar lines. I engage in more

"It is a true joy for me to watch as interns evolve from tentative and uncertain learners to more confident practitioners over the course of an academic year."

reflection on my own work and processes when examining approaches, either my own or my interns', than I do when I work on my craft alone. More than once during supervision, I have noticed that I have developed habits of practice, perspective, or assumption that may deserve re-examination for the good of myself and others. Seeing the profession, and my own work, through the lens of a developing professional has gifted me insights about clients, systems, and policies that have contributed to im-

proving my practice as both a social worker and, at times, a human being. For me, this process of being the supervisor provokes both professional and personal growth that is hard to find in other contexts.

For my students, and any social work intern, it is my hope that above all else we promote a thoughtful, ethical, and compassionate practitioner to our field. The process by which this is done can be a gift to those they may work with in the future. However, it has also been a profound gift to be lucky enough to participate in the training of the present.

-Chris Sims

Chris is program manager for the Passages Connections Program



For more information on Passages, go to:

<http://www.passagescenter.org/>



Program Profile: HPPAE

Hartford Partnership Program in Aging Education

The Hartford Partnership Program in Aging Education (HPPAE) is an innovative program for students interested in gaining knowledge, skills, and experience working with older adults. The HPPAE was developed and is administered by the Social Work Leadership Institute at the New York Academy of Medicine (NYAM). The mission is to train social workers to be “leaders in supporting older adults and their caregivers to maintain independence” (NYAM, 2011). This initiative seeks to address the need for 70,000 “aging savvy” professional social workers by 2020. Statistics indicate that only 3 percent of social work students currently specialize in gerontology (NYAM 2011).

The HPPAE is a nationally recognized training model in the field of social work. As of 2011, 2,669 graduate social work students from 72 schools in 33 states have graduated with training from a HPPAE. Studies of HPPAE graduates indicate that 80 percent have chosen careers in the aging field. (NYAM, 2011).

The CSU, Chico School of Social Work HPPAE is currently available to second year (concentration) MSW students. A unique feature of the HPPAE program is the opportunity for students to participate in a field practicum placement that may include a rotation. The purpose of the rotation is to increase the student’s exposure to work in varying settings with older adults. The rotation is based on the individual interest of the student. Rotations may occur internally within the primary placement agency or include a second placement agency.

In addition, students attend three seminars/workshops per semester. The rotations and seminars provide students exposure to the challenges affecting social work with older adults ranging from legal concerns, mental health, physical health, spiritual aspects, planning and advocacy, policy, and wellness/health promotion. Students may receive a stipend, scholarship, or award for participation in the HPPAE. Amounts vary depending on the funding source.

The NYAM (2011) reported that 91 percent of HPPAE graduates indicated their “personal goals in learning to work with older adults were achieved through their field practicum.” Of the graduates, 94 percent would recommend the HPPAE. The HPPAE provides a unique opportunity to be a leader in the field of gerontology, with knowledge and skills to serve our older adult population and their families.

As a HPPAE student I had many unique and enriching opportunities. The program enabled me to work with older adults who were challenged by mental illness. The specialized education provided the tools to be an advocate, celebrating older adults and their many contributions to society. I was honored and humbled to have been accepted into the homes of older adults and given access to intimate details of their lives. These stories were rich with adversity and resilience, culture, knowledge, and activity.

Because of the HPPAE, I look forward to continuing my career in gerontology.
(P. Lal, MSW HPPAE: 2012-2013)

The rotation model of the PPP [HPPAE] has broadened my horizons and ability to practice social work across a variety of settings. My success with my macro project has increased my confidence in my ability to work in macro settings . . . I have learned valuable skills that will help me in my future work with older adults.

(K. Watson, MSW HPPAE: 2007-08)



Stay Plugged In...



SASW

The mission of the Student Association of Social Workers (SASW) is to be activists for social change at CSU, Chico and in our surrounding communities. We advocate for student educational concerns and issues and are group facilitators for projects, volunteer opportunities, and related educational experiences. We promote professional identity as a social worker, provide public speakers on issues of interest and concern, and foster a sense of community within the School of Social Work to include students and faculty. The SASW is a great way to stay connected with your fellow students and support each other through your Chico State experience. SASW meetings are open to all students and occur every first Thursday of the month from 5:30 p.m. to 6:30 p.m. in Butte 329. For more information, please visit the SASW Facebook page <https://www.facebook.com/sasw.csuc> or contact:

Amanda Harris, President
aharris29@mail.csuchico.edu
Kathy Cox, Faculty Advisor
kfcoc@csuchico.edu

MSW Student Association

The MSW Student Association is proud to represent a diverse and motivated group of current and future social workers! Each student in the program is a member of this prestigious student association. The MSWSA is pleased to participate in the coordination, funding, and planning of annual events such as the welcome luncheon, legislative action days, and the culminating event. This year the MSWSA is also proud to work with 6th Street Drop-In Center for Youth in its annual holiday party and prom project. This year, the MSWSA is focusing on the values community service, social justice, and activism and encourages all students to participate in local events. Please stop by the next meeting on Thursday, Oct. 24, at 5:30 p.m. at Woodstock's Pizza in downtown Chico. Meetings are held every other Thursday. Students can join the Chico State MSW Student Association Facebook group to stay updated on current events. For more information, contact:

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Today Decides Tomorrow!

