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Resources:

www.socialworkpulse.org

www.socialworkers.org

www.aswb.org

News from the Field Director

Happy New Year! I like to begin a new year reflecting on the opportunities that presented themselves in the previous year. I am keenly aware of how fortunate our social work program is to be located in a region where we enjoy the support of numerous community agencies and many dedicated professionals. Our students benefit immensely from the experiences they are provided in their field practicum placements. A dedicated group of professionals guide, teach, model, and share their knowledge, skills, and practice wisdom with our students year after year. I am thankful again this year for the many rich learning opportunities our students are provided and for the many dedicated professionals who provide these opportunities year after year. Agency field instructors take responsibility for ensuring that their students are exposed to experiences that encourage both professional and personal development. They provide this service in addition to their regular job assignments and receive no additional compensation other than the satisfaction of the contribution that their effort makes toward supply-

ing our field with ethical, skilled, and knowledgeable social workers! Please know that my reflections for the year always include a great deal of gratitude for this collaborative effort.

As we begin to gear up for next year's placement process, I would like to encourage all of our agency partners to think about what level of student they are interested in having placed with them this year and the number of students they would like to have. Understanding what your agency's capacity is for training students is critical. Space and availability of staff for supervision, orientation, training, and learning opportunities are just a couple of the areas to be considered. The School of Social Work is willing to support you in any way we can. We will once again be sending out a SurveyMonkey to try to get an initial assessment of which programs are interested in having students. In completing the survey, it will be helpful for programs to make a determination about the level of student that best meets their needs: BSW or first-year MSW student, or a second-year MSW student. Also, please let us



know in the survey how we can continue to support your efforts to host students in your agency.

Our annual Field Fair will be on Monday, March 10. A save the date flier will follow this newsletter with the specific time and location of the event. As always, it will be a great opportunity to share with students the placement options at your agency. We have also heard your interest in condensing the interview process and will be working on a timeline for BSW and MSW interviews that encompasses a shorter time span. We look forward to working with you again this year.

-Patty Hunter

March is Social Work Month!

**This year's theme is
"All People Matter"**

Please visit the NASW website for more information:
<http://www.socialworkers.org/pressroom/swmonth/default.asp>

IMPORTANT DATES

- **BSW Junior Field Orientation Friday, March 7, 2—5p.m.**
Location TBA
- **Field Fair, Monday, March 10, noon—3p.m., BMU Auditorium**
- **Field Instructor Training, Thursday, April 3, 2—5p.m.**
Location TBA.
- **Field Advisory Board Meeting, Wednesday, April 23, 10:30a.m.—12p.m.**
Location TBA
- **Field Reception, Tuesday, May 6, 5:30—7:30p.m., BMU Auditorium**

Alumni: Where Are They Now?

Michelle Kamla is a member of the 2012 graduating MSW class. During a recent visit with Patty Hunter she talked about her new position as director of the House of Hope. The House of Hope is a 17-bed residential facility for women. It is part of the New Life Recovery program offered by the Good News Rescue Mission in Redding. The New Life Recovery program was founded in 1997 to serve those who have struggled with substance abuse. The program provides a sober living environment, including food, shelter, personal hygiene items, and clothing. Residents participate in various classes, job readiness, and numerous community service activities. As new residents enter the program, they are assigned a “big sister” that acts as a mentor and really helps the resident make the transition to a clean and sober environment.

Michelle loves her position and said that she expects a miracle every day and is rarely disappointed. Her favorite part of the job includes sitting down with the residents one

on one, connecting with them heart to heart, and then watching the impact that this acceptance has on each of them. It is an environment that allows residents to flourish and,

perhaps for the first time, begin to believe they are lovable. Michelle shared that they will be moving to a new 10,000-square-foot facility that was recently donated to the Good News Rescue Mission. They are excited about the move and the expansion of the program it will allow for. They are currently fundraising to help remodel the facility. If you would like more information about the House of Hope, please contact Michelle at mkamla@gnrm.org.



Writing for Donuts

A few blocks from downtown Chico lies the 6th Street Center for Youth, where services are provided to homeless and runaway youth in Butte County. The services offered consist not only of housing, clothing, and meals but also of resources for self-empowerment. This is where the story of Writing for Donuts began. Back in 2008, Josh Indar, an employee at the center, began offering donuts to the youth who visited the center. In exchange they had to write something for him. The response was great, and so many writings were submitted that Josh created a one-page zine. The zine was a huge hit within the center and is now on its 93rd issue. From those writings, the book *Writing for Donuts* was created.

The poetry and short stories found in *Writing for Donuts* provide some insight into the homeless youth population in our community. We can read about the thoughts and struggles of these young adults and gain just a little perspective on an issue that many strive to understand. *Writing for Donuts* is an inspiring collection of writings that allows you to view homelessness in a whole new way. Seeing their writing published is an exciting gift to the youth at 6th Street Center, and it is also exciting that our community can now share in that.

Writing for Donuts can be purchased at the 6th Street Center, Lyon’s Books, for Kindle through Amazon, and for Apple iBooks. All proceeds go to the Youth Advisory Board which is a leadership group of 6th Street youth that plan events, field trips, and advise policy development at the center.



Agency Field Instructor

Melody Robinson began as an intern with the Butte County Department of Behavioral Health and is now a full-time clinician for the WIN Program. This is her fifth year as an agency field instructor.

- 1. What do you do to get your student interns ready for the spring semester?** I think it is important to reflect on accomplishments and learning experiences from the first half of practicum as well as review progress toward goals in the learning contract. It is also important at this point to review the remaining goals to determine if changes need to be instituted (as we all know, the learning contract is a “living” document) or deadlines adjusted. When working with student interns I often mistakenly call the learning contract the “treatment plan” (out of habit as I work in mental health) but I have come to realize that there is a benefit for the interns to recognize the many similarities between the learning contract and a client centered treatment plan. Both are documents that lay out specific goals, interventions to obtain those goals as well as deadlines. Those documents are client/student specific and are key to ensuring specific experiences. It is important for interns and supervisors as well as clients and treating staff to review these often and make adjustments as necessary.
- 2. How do you make sure your student gets the experiences that they had originally discussed at the beginning of the year?** Reviewing the learning contract be-

Words of Wisdom

Featuring Melody Robinson, ASW

fore the end of the semester is key to making sure that the students have been able to access specific experiences in the internship. In our program, we have set up weekly supervision in a group setting with other interns in the same building and then offer individual supervision as opportunities to discuss goals and learning experiences. The student interns are encouraged to be self-advocates with their task managers, and as a supervisor I encourage task managers and students to make sure those opportunities happen.



- 3. Any words of wisdom for students going into their last semester of practicum?** Do not be embarrassed about mistakes or the “woulda, coulda, shoulda’s” because so many opportunities for learning and growth can be experienced when discussing those with your supervisor or fellow interns. Take opportunities to step outside of your comfort zone because it is outside that zone where personal and professional growth have the best chance of taking place.

Program Profile: Distributed Learning Mentors



Mentor Danny Munguia and BSW student Sharon Pharn have a discussion at the Distributed Learning Program orientation reception in September.

Started in fall of 2012, the Distributed Learning (DL) Mentor Program offers our BSW and MSW students educational, professional, and personal support while they earn their degrees. Currently, the program consists of five mentors: Renee Brissey, Debi Foster, Danny Munguia, Analuisa Orozco, and Mary Schweickert, who have all graduated from the MSW Distributed Learning Program. Each of the mentors cover numerous counties in the Northern California region so that all of our DL students have access to the support of a mentor. Mentors communicate with students through email, phone calls, and texts and can also set up meeting times. In addition, the mentors come to the Chico State campus for the two face-to-face weekend meetings each semester. The mentors also serve the Humboldt State DL students. This program has proven to be a very effective tool for the Distributed Learning students and will soon be adding more mentors!

Valerie Peck's Retirement



At the end of the fall 2013 semester, the School of Social Work said goodbye to Valerie Peck as she headed into retirement. Valerie has received her bachelor's degree in psychology and social work from Chico State in 1980 and her MSW degree from Sacramento State in 1982. In 2002, she got hired on as the Title IV-E coordinator for the Chico State School of Social Work and helped to grow the IV-E program over the years. Since the start of the program, over 100 Title IV-E students have graduated and a majority of them have continued to work in the field. Valerie has worked hard to support these students during and after the program, and their success in the workforce is a result of that.

Valerie helped to establish the first BSW Title IV-E program in California and in her years as the IV-E coordinator has worked very hard to develop relationships with the many stakeholders in the Northern California counties. Valerie has created extensive trainings for the IV-E students and has also developed the child welfare course. In addition, she has done a lot of work with the County Welfare Directors Association of California (CWDA) and has received funding from the Council

on Social Work Education (CSWE) for development of a new field model that is currently being replicated in the state.

When asked what she most looks forward to after retirement, Valerie expresses her excitement for her travel plans. A trip to Washington, D.C., to visit her daughter is already on the books and she hopes to travel to Mexico and do a cross country road trip with her husband. Valerie loves to swim and run and hopes to participate in a triathlon! She also hopes to connect with friends outside of Chico and just spend some time reflecting on the next chapter of her life and what she wants to contribute. Valerie will miss the students, staff, faculty, and campus community at Chico State. We would like to thank Valerie for all that she has contributed to the School of Social Work and our community.

Vincent Ornelas, BSW Director

This year we welcomed Dr. Vincent Ornelas back as the BSW program director. Dr. Ornelas previously served as BSW director from 2007—2010. After receiving his PhD from USC in 2004, he came to work for the Chico State School of Social Work. He was hired to teach macro, research, policy, and community organizing. Dr. Ornelas taught at USC, UCLA and California State University, Los Angeles and guest lectured for California State University Long Beach, Whittier College, and Azusa Pacific University before coming to Chico State.

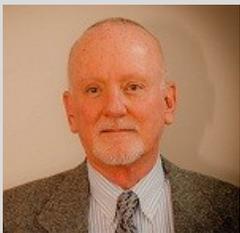


Dr. Ornelas' area of interest is hate crimes in our community and on our campus, and he has integrated this into his policy, community organizing, and research courses. This has also led to union involvement with the same agenda. He has started a hate crime task force with representatives from Chico State, Butte College, the city of Chico, and service providers from the local community.

After purchasing a home in Chapmantown, Dr. Ornelas became a part of the Love Chapmantown Community Coalition. He was elected as the vice chair of the coalition and now has several BSW and MSW students completing their field practicum with the coalition. The social work interns are focusing on the Chapmantown community gardens and an exciting asset map project in conjunction with the geography and communication design departments. The asset map will highlight the resources and strengths of Chapmantown, which will then be available to the community so that they can address their challenges and build on their strengths.

Dr. Ornelas is available for BSW advising and can be reached by email at vornelas@csuchico.edu.

David Bassett, Director



At the beginning of the 2013—2014 academic year, Dr. David Bassett began as the director of the School of Social Work. Dr. Bassett has worked in the School of Social Work since fall of 2002. He came to us from

the University of South Florida in Tampa where he taught since 1996. He received his bachelor's in literature from Eckerd College in St. Petersburg, FL, and went on to complete his MSW degree in 1978 at the University of Georgia. He completed his PhD in social work at the Smith College School for Social Work in 1996. Dr. Bassett was born in Morelia, Michoacán, and lived in Mexico City until the age of 14. He has also lived in Dallas, Atlanta, and New Orleans and spent a semester abroad in London.

Dr. Bassett's area of interest is clinical work, specifically explanatory and practice theories and practice methods. He has taught many graduate and undergraduate courses including Assessment, Advanced Practice, Advanced Family and Child Treatment, Social Work Methods, and Human Behavior and the Social Environment.

Dr. Bassett is excited about the school going up for re-accreditation in 2016, which has been a big focus of the faculty. And after a period of tremendous growth, he would like to focus on consolidating our gains. Dr. Bassett can be reached by email at jbassett2@csuchico.edu.

Student Highlights:

Jackie Burris



Every year, Catalyst Domestic Violence Services encounters the challenge of serving the monolingual Spanish-speaking population in Butte County in an empathic and effective way. Over the past several years, Catalyst has talked about the need for either increased numbers of bilingual staff members or the development of an interpreter-training program for volunteers. As a current MSW student, Jackie Burris wanted to take the opportunity to further explore the needs of Catalyst through the completion of a thesis project.

Currently, Jackie is working on a needs assessment to help identify the gaps in services for survivors of domestic violence who have tried or might try to access services in Spanish with Catalyst. This needs assessment includes questionnaires sent to current Catalyst staff, interns, and volunteers; community agencies who refer to Catalyst; and past, current, or potential participants of Catalyst. Through this process, she hopes to gain perspective on how Catalyst can provide services that are more accessible for survivors who are Spanish-speaking as well as how to develop services that are more culturally inclusive. Jackie is also hoping to identify the need for an interpreter-training program to increase the ways we utilize volunteers in providing services. As part of her thesis project, Jackie will be developing training curriculum to meet the identified needs expressed through her assessment. Overall, Jackie believes this project will have a positive impact on Catalyst as well as survivors in our community who need services.

Emily Martin

Emily Martin is completing her concentration year field practicum at Oroville High School. She is very grateful to have found a placement that has allowed her to integrate her thesis project as part of her field placement. Emily's thesis project is the creation of a youth organizing group and curriculum guide. Key staff on site helped her to identify and recruit interested students at the beginning of the school year. She is utilizing pre-and post-tests to measure any changes in self-efficacy, perceived empowerment, likelihood to intervene, and sense of community before and after 12 weeks of participation in the group. The group model is based on a compilation of research and curricula on community organizing and youth empowerment. Currently 10 students are working together to improve the nutrition value of school lunches. The school site has been a vital part of Emily's ability to create and implement this project. The school is also working with her in hopes of making the student group sustainable on campus.

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Today Decides Tomorrow!

Spring Field Instructor

**The Multigenerational Workforce:
Millennials, Gen-Xers, Baby Boomers, Traditionalist:
Who Do You Work For?**

The spring field instructor training will take a look at the multigenerational workforce that currently exists. This is the first time in our history that there are four different generations represented in the workforce, and it presents both challenges and opportunities. We will explore some of these and discuss what is important to keep in mind when supervising these various generations. Please plan to join us on April 3 from 2—5 p.m. Location TBA.