



CALIFORNIA STATE UNIVERSITY
FULLERTON

DEPARTMENT OF SOCIAL WORK
Master of Social Work Program

Reaffirmation Self-Study Volume I

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Reaffirmation Self-Study Volume I

TABLE OF CONTENTS

INTRODUCTION	4
PROGRAM MISSION AND GOALS	5
Accreditation Standard 1.0: Program Mission and Goals	5
Accreditation Standard: 1.0.1:	5
Accreditation Standard: 1.0.2	6
EXPLICIT CURRICULUM	8
Accreditation Standard 2.0: Curriculum	8
Accreditation Standard: M2.0.1:.....	8
Accreditation Standard: M2.0.2:.....	8
Accreditation Standard: M2.0.3:.....	9
Accreditation Standard: M2.0.4:.....	11
Accreditation Standard: M2.0.5:.....	21
Accreditation Standard: M2.0.6.....	42
Accreditation Standard: 2.1	79
Accreditation Standard: 2.1.1:	79
Accreditation Standard: M2.1.2:.....	79
Accreditation Standard: 2.1.3:	82
Accreditation Standard: 2.1.4	83
Accreditation Standard: 2.1.5	83
Accreditation Standard: 2.1.6	85
Accreditation Standard: 2.1.7	86
Accreditation Standard: 2.1.8	87
IMPLICIT CURRICULUM	89
Accreditation Standard 3.1 – Diversity	89
Accreditation Standard: 3.1.1:	89
Accreditation Standard: 3.1.2:	91
Accreditation Standard: 3.1.3:	96
Accreditation Standard 3.2 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation	97
Accreditation Standard M3.2.1 – 3.2.5: Admissions	97
Accreditation Standard M3.2.6 – 3.2.8: Advisement, retention, and termination	109
Accreditation Standards M3.2.9 and 3.2.10: Student Participation	118
Accreditation Standard 3.3 Faculty	119
Accreditation Standard: 3.3.1	119
Accreditation Standard: 3.3.2:	182
Accreditation Standard: M3.3.3:.....	184
Accreditation Standard: 3.3.4:	185
Accreditation Standard: 3.3.5:	186
Accreditation Standard: 3.3.6:	188
Accreditation Standard: 3.4.1:	190
Accreditation Standard: 3.4.2:	194
Accreditation Standard: 3.4.3:	194

Accreditation Standard: 3.4.4:	198
Accreditation Standard: 3.4.4 (a):	201
Accreditation Standard: 3.4.4 (b):	202
Accreditation Standard: 3.4.4 (c):	202
Accreditation Standard: 3.4.5, 3.4.5a, and 3.4.5b:	203
Accreditation Standard: 3.4.5 (c):	203
Accreditation Standard: 3.5.1:	203
Accreditation Standard: 3.5.2:	223
Accreditation Standard: 3.5.3:	224
Accreditation Standard: 3.5.4:	225
Accreditation Standard: 3.5.5:	233
Accreditation Standard: 3.5.6:	234
Accreditation Standard 4: Program Assessment and Continuous Improvement	255
Accreditation Standard: 4.0.	255
Accreditation Standard: 4.0.1	255
Accreditation Standard: 4.0.2	297
Accreditation Standard: M4.0.3 T.....	311
Accreditation Standard: M4.0.4 T.....	313
Accreditation Standard: M4.0.5 T.....	313

INTRODUCTION

California State University, Fullerton

California State University, Fullerton (CSUF), founded in 1957, is one of the largest of the 23 campuses in the California State University (CSU) system, with an enrollment of 38,325 students (Fall 2013 figures). CSUF is a comprehensive, urban university with approximately 2020 full- and part-time faculty and 1,880 staff. The student body is extremely diverse with Hispanic/Latino(a) students composing the highest proportion of students representing any race/ethnicity at 35% of the student body. CSUF is strongly committed to achieving excellence through cultural diversity. CSUF has been officially recognized as a Hispanic Serving Institution by the U.S. Department of Education since the university awards more degrees to Hispanic students than all other universities in California and is the 8th highest degree-awarding university to Hispanic students in the nation (combined undergraduate and graduate degrees). In addition to fully meeting its obligations under federal and state law, CSUF is committed to creating a community in which a diverse population can live, work, and learn in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual.

The student body at CSUF has an average age of 24 years and is 56% female. International students representing 79 nations compose 6% of the student body.

The campus is located in Orange County, about 30 miles southeast of central Los Angeles. Orange County is the second largest county in California and the 5th most populous county in the United States. In 2010, the population of Orange County totaled over 3.1 million people, representing 8.3% of the population of California. Most of the communities in Orange County are multiethnic. The ethnic composition of the population in Orange County as of 2010 included: African American (1.5%); Asian American and Pacific Islanders (17.7%); Hispanic/Latino(a) (33.7%); White (44.1%); and all other races (3.1%). In addition, about 30% of individuals in Orange County are foreign-born, with 41.4% of the population speaking a language other than English at home.

The university offers a broad spectrum of programs, with 55 baccalaureate and 50 master's degrees in liberal arts and sciences and in applied and professional fields. California State University, Fullerton attempts to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. Research and other creative activities are enhanced by the proximity of the campus to nationally-recognized businesses as well as cultural and educational institutions.

PROGRAM MISSION AND GOALS

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0: Program Mission and Goals

Accreditation Standard: 1.0.1: The Cal State Fullerton Social Work Program submits its mission statement and describes how it is consistent with the profession's purpose and values and program context.

The mission of the Master of Social Work (MSW) program is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups, as well as older adults and their families, in a socially, culturally, and economically diverse urban environment, with special sensitivity to the multicultural populations of the Orange County and southern California regions. The program's mission includes a commitment to develop competent and accountable social workers who will contribute to the generation of practice knowledge and to provide leadership in addressing social problems and inequitable social policies affecting individuals, families, groups, organizations, and communities. This mission is consistent with the purposes of the social work profession as defined by the Council on Social Work Education (CSWE) in that it is driven by the history, values, purpose, and philosophy of the social work profession.

The MSW program at California State University, Fullerton fits well with the overall mission and goals of the university, which begin with a dedication to learning in our region and toward professional development: "Learning is preeminent at California State University,

Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.”

The campus places a strong emphasis on the character of our student population and on serving local needs. In addition, the mission of CSUF is to pursue partnerships with educational, public sector, and business communities by developing programs that address contemporary social concerns while fulfilling the university’s commitment to teaching and learning, research, scholarship, creative activity, and service. The university is situated in a large, urban setting, rich with potential corporate and community partners which represent an array of opportunities for collaboration, education, training, and employment without relocation. The CSUF MSW program serves as a model in the immediate community and beyond, at county, state, and national levels, for how an urban university can partner effectively with its surrounding community.

Accreditation Standard: 1.0.2: The Cal State Fullerton Social Work Program identifies its goals and demonstrates how they are derived from the program’s mission.

The California State University, Fullerton MSW program is designed to address the growing need for social workers to work with individuals, families, groups, organizations, and communities in public and non-profit social service agencies. The goals of the MSW program reflect Accreditation Standard 1.0.2 and are driven by the program’s mission. CSUF’s MSW program goals appear below and each of the six goals is linked to a relevant statement from the CSUF MSW program mission. These linkages are presented in bold type:

Program Goals:

- 1) Preparing social work students to take leadership roles in public social service organizations charged with responding to societal problems such as poverty, family instability, mental illness, and child abuse; ***to educate professionals and develop social workers who will provide leadership in addressing social problems***

- 2) Preparing students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by teaching strategies to involve targeted populations in accomplishing goals, developing resources, and preventing and alleviating distress; ***to educate students to work with underserved clients***
- 3) Preparing social work students to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities; ***reflecting our students' training and commitment to working in culturally- and economically-diverse urban environments***
- 4) Preparing social work students to understand the impact of racism, sexism, homophobia, and other forms of oppression in creating and maintaining barriers to effective participation in American society; ***addressing the education of students to provide leadership in addressing social problems and inequitable social policies***
- 5) Preparing social work students to understand the relationship of the economic, political, and social system to the maintenance of poverty and oppression in American society; ***focusing on creating leaders who understand that social policies contribute to both social and economic justice and injustice***
- 6) Preparing students to develop and use research, knowledge, and skills that advance social work practice; ***develop competent and accountable social workers who will contribute to the generation of practice knowledge***

EXPLICIT CURRICULUM

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.

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.

Accreditation Standard 2.0: Curriculum

Accreditation Standard: M2.0.1: The Cal State Fullerton Social Work Program identifies its concentrations. (EP M2.2)

The program offers three concentrations: Child welfare, community mental health, and aging. These concentrations prepare students for MSW-level social work practice in three of the primary fields in which professional social workers serve clients regularly.

Accreditation Standard: M2.0.2: The Cal State Fullerton Social Work Program discusses how its mission and goals are consistent with advanced practice. (EP M2.2)

The California State University, Fullerton MSW program concentrations are consistent with the mission and goals of the program. The CSUF mission clearly articulates that the program is committed to producing direct practice professionals who will focus on working with vulnerable populations; specifically, populations engaged in the systems that provide mental health, aging, and child welfare services. In addition, the program goals depict the preparation of students with knowledge that builds on foundation curriculum concerning the aspects of social work practice framed by direct practice, research, and policy.

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.

- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
- EP 2.1.2—Apply social work ethical principles to guide professional practice.
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.
- EP 2.1.4—Engage diversity and difference in practice.
- EP 2.1.5—Advance human rights and social and economic justice.
- EP 2.1.6—Engage in research-informed practice and practice-informed research.
- EP 2.1.7—Apply knowledge of human behavior and the social environment.
- EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- EP 2.1.9—Respond to contexts that shape practice.
- EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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.

Accreditation Standard: M2.0.3: The Cal State Fullerton Social Work Program identifies its program competencies consistent with EP 2.1 through 2.1.10 (d) and EP M2.2.

In the CSUF MSW program curriculum, the CSWE Educational Policy 2.1 core competencies are addressed as follows:

- **Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1).** Identification with the profession is taught throughout the curriculum; however, it is particularly emphasized in the practice and field courses. The faculty at CSUF consistently reinforce to students that they are in the process of developing into professional social workers and ask them to actively reflect on the process as they experience it. An important facet of student professional development is the intentional mentorship offered by faculty members and field instructors as students matriculate through the program.

- **Social work values and ethics (EP 2.1.2).** Content on core social work values and principles concerning ethical decision making is integrated throughout the curriculum that is delivered in foundation courses and expanded in a concentration-specific manner in advanced curriculum. Students are challenged to analyze ethical dilemmas and arrive at difficult ethical decisions with vignettes/scenarios in many classes and, of course, in actual situations in field placements. Students are encouraged to process ethical dilemmas in the field with their field seminar professors and field instructors in fieldwork placements.
- **Apply critical thinking to inform and communicate professional judgments (EP 2.1.3).** Critical thinking is incorporated in all coursework in the MSW program, with explicit content and assignments on critical thinking included particularly in the human behavior and the social environment (HBSE), research, and policy sequences of courses. In addition, in practice courses, students are challenged to apply the results of critical analyses to implementation decisions in their work with clients.
- **Engage diversity and difference in practice (EP 2.1.4).** Diversity related content is integrated throughout the foundation and concentration-specific curriculum. However, an entire course in the foundation year, MSW 550, is devoted to the wide variety of dimensions of diversity social workers must address in professional practice.
- **Advance human rights and social and economic justice (EP 2.1.5).** The CSUF MSW program curriculum includes content on human rights and social and economic justice which is integrated throughout both foundation and concentration-specific coursework. Courses in social policy and diversity have assignments and learning experiences with specific foci on social and economic justice.
- **Engage in research-informed practice and practice-informed research (EP 2.1.6).** Students in the MSW program at CSUF must engage in a research course during the foundation year in which they learn research in an applied manner. Examples used in class are “real world” social work examples and students are encouraged to relate major papers to their experiences with clients in the field. Similarly, practice courses draw on the research knowledge-base and students are encouraged to use an evidence-based practice approach when selecting interventions to use with clients.
- **Apply knowledge of human behavior and the social environment (EP 2.1.7).** At CSUF, students must take a three-course sequence of HBSE curriculum. The instruction and assignments in those courses challenge students to apply the theory they analyze to their practice with clients in their field placements and beyond.
- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8).** The curriculum in CSUF policy courses instructs student in the analysis of policy but does not stop at analysis. Students are challenged to plan how they can apply what they learn to alleviate injustices like scarce services availability, discrimination, and oppression, and aid client groups

through policy changes that will enhance client empowerment and improve service delivery.

- **Respond to contexts that shape practice (EP 2.1.9).** Students are consistently challenged through the curriculum to adopt a person-in-environment perspective when assessing and intervening with clients. In addition, they are encouraged to link what they learn in policy courses and the required course in professional social work issues (MSW 564) to organizational and community contexts and actual service provision to clients.
- **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a-d).** These facets of social work practice with clients at each of the ecological levels mentioned in EP 2.1.10 are addressed in the curriculum at CSUF. The most apparent specific foci on these practice emphases are in practice courses in both the foundation and advanced levels.

Accreditation Standard: M2.0.4: The Cal State Fullerton Social Work Program 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)

The CSWE competencies are listed below with the matching operational definitions used in the CSUF MSW program in both curriculum design and assessment. Through these operational definitions, the practice behaviors that reflect the competencies are measurable. See the foundation-level and advanced-level matrices in section M2.06 for further explication of the linkages between CSWE curriculum competencies, CSUF operational definitions/practice behaviors and the manner in which they are measured in the CSUF MSW program.

Foundation Curriculum

Operational definitions for *foundation-level* curriculum are listed below under each of the CSWE competencies they define in the CSUF MSW program.

- **Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1).**

Students will:

- Advocate for client access to social welfare services. (Understand, value, attitude)
- Acquire knowledge of social welfare policies and historical context—evolution and development—of social welfare and the social work profession in the United States.

- Practice personal reflection and self-correction to assure continual professional development.
 - Acquire skills and attitudes to keep and utilize a self-reflective journal as part of practice and rely on practice recordings for feedback on development of practice skills.
 - Attend to professional roles and boundaries.
 - Understand how to integrate personal values with social work values in practice.
 - Demonstrate professional demeanor in behavior, appearance, and communication.
 - Present themselves as professionals in conduct and appearance, and use written and oral communication in a professional and thoughtful manner with consumers and colleagues in a culturally sensitive manner.
 - Engage in career-long learning.
 - Understand and commit to the pursuit of learning and recognize the relationship between career-long learning and practice.
 - Use supervision and consultation for professional development.
 - Utilize supervision and consultation effectively to guide practice and learning as well as to mediate conflicts that arise in practice.
- **Apply social work ethical principles to guide professional practice (EP 2.1.2).**

Students will:

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, of the International Federation of Social Workers.
- Understand the NASW Code of Ethics and apply ethical standards to decision making in practice.
- Tolerate ambiguity in resolving ethical conflicts.
- Demonstrate capacity to perceive diverse viewpoints of clients, community, and others in cases of value conflicts by applying professional practice principles.
- Apply strategies of ethical reasoning to arrive at principled decisions.
- Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research.
- Apply strategies of ethical reasoning to arrive at principled decisions.
- Demonstrate knowledge of ethical decision making methods and the capacity to apply them in practice, policy, advocacy, and research.

- **Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)**

Students will:

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.
- Demonstrate ability to integrate and apply evidence-based knowledge and practice principles as well as client and other knowledge in conducting assessments and interventions.
- Analyze models of assessment, prevention, intervention and evaluation.
- Demonstrate the ability to gather and evaluate information to inform practice model design that includes assessment, intervention and evaluation.
- Demonstrate effective oral and written assessment communication in working with individuals, family groups, and organizations, communities and colleagues.
- Understand and apply the principle that oral and written communication must conform to audience needs.
- Demonstrate effective oral and written assessment communication in working with individuals, family groups, and organizations, communities and colleagues.

- **Engage diversity and difference in practice (EP 2.1.4).**

Students will:

- Recognize the extent to which structures and values may oppress, marginalize, and alienate, create, or enhance privilege and power.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Demonstrate awareness of bias when assessing and working with diverse populations.
- Recognize and communicate understanding of the importance of difference in shaping life experiences.
- Demonstrate the ability to understand the effects of individual variation in human development processes and its importance to shaping life experiences in diverse groups.
- View themselves as learners and engage those with whom they work as informants.
- Demonstrate the capacity to learn from and consult/collaborate with others to engage constituents/consumers in the practice process.

- **Advance human rights and social and economic justice (EP 2.1.5).**

Students will:

- Understand the forms and mechanisms of oppression and discrimination.
- Demonstrate through assessment, intervention, and evaluation practice a working understanding of the roles and function, social, political, and economic factors as the underlying mechanisms of oppression and discrimination.
- Advocate for human rights and social and economic justice.
- Demonstrate a functional knowledge of advocacy skills, theory, and techniques and engages in activities/tasks designated to promote social and economic justice with all clients.
- Engage in practices that advance social and economic justice.
- Develop case planning strategies to address discrimination barriers, gaps, and fragmentations that impede client access, functioning and optimum use of resources.

- **Engage in research-informed practice and practice-informed research (EP 2.1.6)**

Students will:

- Use research evidence to inform practice.
- Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice.

- **Apply knowledge of human behavior and the social environment (EP 2.1.7)**

Students will:

- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
- Demonstrate beginning ability to apply conceptual behavioral frameworks to social environments as part of interventions, assessment, and evaluation.
- Critique and apply knowledge to understand person and environment.
- Demonstrate a beginning ability to gather and interpret behavioral knowledge in perceiving person and environment.

- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)**

Students will:

- Analyze, formulate, and advocate for policies that advance social well-being.

- Begin to systematically collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic wellbeing.
 - Collaborate with colleagues and clients for effective policy action.
 - Demonstrate ability to identify and collaborate for effective policy formulation and action.
- **Respond to contexts that shape practice (EP 2.1.9)**

Students will:

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant service.
 - Demonstrate a beginning capacity to comprehend changing local and social contexts that affect practice, with an emerging ability to identify and provide relevant services.
 - Provide leadership in promoting sustainable changes in service delivery and practice to improve quality of social services.
 - Demonstrate capacity to discern and promote sustainable practice change to improve service quality.
- **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a-d)**

Engagement

Students will:

- Substantially and effectively prepare for action with individuals, families, groups, organizations, and communities.
- Demonstrate the knowledge base and effective readiness to intervene constructively with individuals and groups.
- Develop mutually agreed-upon focus of work and desired outcomes.
- Demonstrate the ability to work with and individuals, families, and groups to identify and work toward accomplishment of shared goals.
- Use empathy and other interpersonal skills.
- Demonstrate the capacity to exercise empathy and use self in engagement and service delivery.

Assessment

Students will:

- Collect, organize, and interpret client data.

- Demonstrate the ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information coherently.
- Assess client strengths and limitations.
- Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies client strengths and needs.
- Develop mutually agreed-on intervention goals and objectives.
- Demonstrate the ability to involve individuals, family members and community service providers to develop coordinated intervention plans.
- Select appropriate intervention strategies.
- Demonstrate the ability to critically determine the most appropriate intervention strategy to implement a plan.

Intervention

Students will:

- Initiate actions to achieve organizational goals.
- Demonstrate a beginning ability to initiate efforts consistent with social and organization goals.
- Implement prevention interventions that enhance client capacities.
- Demonstrate the capacity to identify and use prevention measures that enhance individual client strengths and protective factors.
- Help clients resolve problems.
- Demonstrate the capacity to identify and prioritize challenges and to foster solutions that call on client/consumer strengths.
- Negotiate, mediate, and advocate for clients.
- Demonstrate the capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources, and services.
- Facilitate transitions and endings.
- Recognize the importance of understanding the transition and termination process and demonstrate the capacity to sensitively terminate work.

Evaluation

Students will:

- Critically analyze, monitor, and evaluate interventions.
- Demonstrate a beginning ability to systematically monitor, analyze, and evaluate interventions, applying knowledge to determine future action.

Advanced Curriculum

The CSUF operational definitions for *advanced-level* curriculum are listed below under each of the CSWE competencies they define in the CSUF MSW program. The behaviors specified as indicators of student learning in advanced-level courses are similar to the behaviors specified for foundation-level students. However, the expectations for fulfillment of the behaviors are higher for advanced-level students who should have already fulfilled the behavioral expectations at the foundation-level prior to beginning the advanced-level courses.

Behavioral expectations are measured differently in the advanced-level courses than they are in foundation-level courses in order to reflect heightened expectations at the advanced-level. In addition, though the specified advanced-level behaviors are the same across the three specific concentrations in the CSUF MSW program they are measured uniquely in each concentration in a manner that fits the linkages between each of the behaviors and either child welfare, mental health, or aging-specific curricula. See both the foundation-level and advanced-level matrices in section M2.0.6.

- **Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1).**

Students will:

- Articulate the roles of a professional social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles.
 - Interact positively with clients, colleagues, and supervisors and demonstrate skill in seeking out suitable client services and insuring clients have access to those services.
 - Maintain appropriate professional demeanor and boundaries in practice situations, demonstrate skill in articulating professional knowledge and effective use of self, and utilize appropriate resources to insure professional growth.
- **Apply social work ethical principles to guide professional practice (EP 2.1.2).**

Students will:

- Critically evaluate personal and cultural values and norms in all practice situations, applying ethics and concentration practice principles to make decisions and resolve conflicts among perspectives.
- Effectively apply decision making strategies that are grounded in social work values and ethics and practice principles.

- **Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)**

Students will:

- Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment to synthesize information, to practice effectively in the fields of child welfare, mental health, or aging and to communicate professional judgments.
- Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients.

- **Engage diversity and difference in practice (EP 2.1.4)**

Students will:

- Consistently demonstrate and articulate both accurate awareness of self, and knowledge of [historical and contemporary] variables contributing to power imbalances and interpersonal and intercultural conflict in order to work effectively with individuals, families, groups, organizations and communities regarding the fields of child welfare, mental health, or aging.
- Demonstrate an acute awareness of both historical and societal variables at the micro, mezzo and macro levels that influence interaction and the consistent ability to work effectively with diverse individuals, families, and communities to eliminate disparities.

- **Advance human rights and social and economic justice (EP 2.1.5).**

Students will:

- Use knowledge of variables that contribute to injustice, human behavior, and advocacy theory to provide leadership in application of social work skills to promote social and economic justice at the micro, mezzo and macro levels in the fields of child welfare, mental health, or aging.
- Engage in policy practice to improve social and economic justice in the fields of child welfare, mental health, or aging.

- **Engage in research-informed practice and practice-informed research (EP 2.1.6)**

Students will:

- Regularly assess and use child welfare, mental health or aging-specific research to guide, evaluate, and disseminate findings in order to improve child welfare, mental health or aging practice.

- Demonstrate skill in conducting case research and interpreting evidence based research, applying findings to practice, in program evaluation, and in dissemination of knowledge.
- **Apply knowledge of human behavior and the social environment (EP 2.1.7)**

Students will:

- Integrate knowledge and theory of human behavior and the social environment from diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations in the fields of child welfare, mental health, or aging.
 - Demonstrate the ability to knowledgably apply information about human behavior and the social environment, while evaluating practice [engagement, assessment, planning, intervention and evaluation] from diverse perspectives.
- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)**

Students will:

- Articulate knowledge of current agency, state, and federal child welfare, mental health, or aging policies and engage in effective practice development and implementation of ethical and effective child welfare, mental health, or aging policies.
 - Use/propose policy practice interventions that demonstrate knowledge of relevant policies [including those specific to cultural groups], social work values, and assessment of service effectiveness.
- **Respond to contexts that shape practice (EP 2.1.9)**

Students will:

- Identify trends among micro, mezzo, and macro variables that affect practice and provide leadership to respond to those trends in effective and culturally competent ways.
- Identify changing factors in agencies and services that affect services and initiates culturally competent action to promote responsive, sustainable services and collaboration.

- **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a-d)**

Engagement

Students will:

- Establish working relationships with clients and community partners and utilize those relationships in forging goals and positive outcomes.
- Demonstrate the ability to develop relationships and manage power differentials in routine and challenging situations with clients and partners in a manner that reflects core social work values as they address child welfare, mental health, or aging practice.

Assessment

Students will:

- Gather qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet standards for social work practice in the fields of child welfare, mental health, or aging.
- Create service plans that reflect data collection and assessment methods which demonstrate mutuality and respect for clients from diverse backgrounds.

Intervention

Students will:

- Demonstrate the ability to comfortably shift between the roles of a social worker in the fields of child welfare, mental health, or aging and intervene effectively in those roles, including enhancing client strengths, acting as client advocate, and skillfully handling transitions and terminations.
- Demonstrate effective child welfare, mental health, or aging interventions while embracing multiple social worker roles and phases of service that recognize client strengths and self-determination.

Evaluation

Students will:

- Use reliable and valid methods for monitoring and evaluating practice interventions and use the results to improve child welfare, mental health or aging policy and practice.

- Engage in practice evaluation using reliable and valid methods and use the results to benefit child welfare, mental health, or aging clients.

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.

Accreditation Standard: M2.0.5: The Cal State Fullerton Social Work Program 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).

The California State University, Fullerton MSW program is the result of careful and consistent consultation with the major social work agencies and community groups in Orange County, including the Orange County Social Service Agency and the Orange County Health Care Agency. The direct practice method and three substantive concentrations in the program—child welfare, community mental health, and aging—are the outcome of on-going consultation with these agencies as well as the result of studies that demonstrated the shortage of professionals prepared for leadership roles in social work practice in the fields the concentrations represent. These community organizations, which have considerable influence among the various types of agencies that provide social services in Orange County (public and private) have partnered with the Department of Social Work to disseminate information about the CSUF MSW program throughout Orange County.

The California State University, Fullerton MSW curriculum has been developed to provide students with social work knowledge and skills within the context of the previously described program mission, goals, and objectives. In section 1.0, the mission of the program was connected to program goals to demonstrate how program goals interact with course activities and assignments. In essence, this was done to clearly demonstrate that the curriculum is consistent with program goals and competencies. The MSW program requires completion of 60 semester credit hours over a two-year or three-year course of study. In both models, students must meet the same program admission criteria. The two- and three-year models appear below. These models are fully integrated with foundation courses building a base for advanced and concentration-specific courses in community mental health, child welfare, or aging.

Foundation coursework is founded on a generalist social work practice curriculum that prepares students for subsequent advanced academic work. The concentration options are

designed to allow students to focus on a particular population; it is expected that the education received by students in the MSW program at CSUF will include sufficient generic content to allow them to transfer this knowledge to any population or service setting. Throughout the program, direct practice methodology is emphasized. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and non-profit social services agencies serving children, youth, families, and older adults. Presently the program does not offer an advanced standing format.

The CSUF MSW program curriculum has been developed to address the CSWE core competencies. The specific desired behaviors have been identified that reflect each of the competencies. See the explication of the competencies and the behaviors linked to each competency in the section that addresses accreditation standard M2.0.3 and in the foundation- and advanced-level matrices included in the section on accreditation standard M2.0.6.

PROGRAM MODELS

TWO-YEAR PROGRAM MODEL

First-Year Foundation Curriculum

1st Semester (15 Units)

Course	Course Title	Units
MSW 501	Social Work Perspectives on Human Behavior I	3
MSW 510	Social Work Practice I	3
MSW 520	Social Welfare Policy and Services I	3
MSW 550	Social Work Practice with Diverse Populations	3
MSW 540	Social Work Field Instruction I	3

2nd Semester (15 Units)

Course	Course Title	Units
MSW 502	Social Work Perspectives on Human Behavior II	3
MSW 511	Social Work Practice II	3
MSW 521	Social Welfare Policy and Services II	3
MSW 530	Applied Social Work Research Methods	3
MSW 541	Social Work Field Instruction II	3

Second-Year Advanced Curriculum

3rd Semester (15 Units) Child Welfare Concentration

Course	Course Title	Units
MSW 503	Social Work Perspectives on Human Behavior III	3
MSW 512	Child Welfare: Advanced Practice	3
MSW 522	Child Welfare Policy and Social Work	3
MSW 542	Advanced Social Work Field Instruction I	3
MSW 596	Master's Project Development	3

3rd Semester (15 Units) Community Mental Health Concentration

Course	Course Title	Units
MSW 503	Social Work Perspectives on Human Behavior III	3
MSW 514	Community Mental Health: Advanced Practice	3
MSW 523	Mental Health Policy and Social Work	3
MSW 542	Advanced Social Work Field Instruction I	3
MSW 596	Master's Project Development	3

3rd Semester (15 Units) Aging Concentration

Course	Course Title	Units
MSW 503	Social Work Perspectives on Human Behavior III	3
MSW 516	Aging: A Multigenerational Perspective: Advanced Practice	3
MSW 524	Aging: A Multigenerational Perspective: Policy and Social Work	3
MSW 542	Advanced Social Work Field Instruction I	3
MSW 596	Master's Project Development	3

4th Semester (15 Units) All Concentrations

Course	Course Title	Units
MSW 564	Professional Issues in Social Work: Supervision, Ethics, and Finances	3
MSW 543	Advanced Social Work Field Instruction II	3
MSW 597	Master's Project	3
	Practice Elective*	3
	Elective*	3

THREE-YEAR PROGRAM MODEL

First Year

Fall Semester 1 (9 Units)

Course	Course Title	Units
MSW 501	Social Work Perspectives on Human Behavior I	3
MSW 520	Social Welfare Policy and Services I	3
MSW 550	Social Work Practice with Diverse Populations	3

Spring Semester 1 (9 Units)

Course	Course Title	Units
MSW 502	Social Work Perspectives on Human Behavior II	3
MSW 521	Social Welfare Policy and Services II	3
MSW 510	Social Work Practice I	3

Summer 1 (3 Units)

Course	Course Title	Units
	Elective* (optional - see list above)	3

Second Year

Fall Semester 2 (9 Units)

Course	Course Title	Units
MSW 503	Social Work Perspectives on Human Behavior III	3
MSW 511	Social Work Practice II	3
MSW 540	Social Work Field Instruction I	3

Spring Semester 2 (9 Units)

Course	Course Title	Units
MSW 522/523	Advanced Policy and Social Work: In Concentration	3
MSW 512/514	Advanced Practice: In Concentration	3
MSW 541	Social Work Field Instruction II	3

Summer 2 (6 Units)

Course	Course Title	Units
MSW 530	Applied Social Work Research Methods	3
	Elective* (optional – see list above)	3

Third Year

Fall Semester 3 (9 Units)

Course	Course Title	Units
	Practice Elective	3
MSW 542	Advanced Social Work Field Instruction I	3
MSW 596	Master's Project Development	3

Spring Semester 3 (6 Units)

Course	Course Title	Units
MSW 564	Professional Issues in Social Work: Supervision, Ethics, and Finances	3
MSW 543	Advanced Social Work Field Instruction II	3
MSW 597	Master's Project	3

*Two 3-unit electives: Students will select two of the following courses. One must be a practice-specific elective.

Practice-specific electives:

- MSW 561: Social Work Practice and the Law
- MSW 570: Social Work Practice in Substance Abuse Treatment
- MSW 572: Spirituality, Religion, and Social Work
- MSW 573: Trauma-Focused Social Work
- MSW 574: Social Work Practice in Palliative Care: Death and Dying
- MSW 575: International Social Work
- MSW 580: Social Work Practice with the Poor and the Homeless

Non-practice-specific elective:

- MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context

The MSW program is grounded in the liberal arts, which allows students to achieve a broad base of knowledge and understanding about methods of inquiry and models of critical thinking across the humanities and the physical and behavioral sciences. The liberal arts education nurtures an appreciation for critical thinking, lifelong learning, and respect for the dignity of all persons and cultures, and their right to self-determination. The premises and outcomes of a liberal arts education are fundamental to the goals, values, and ethical base of professional social work education and practice. The CSUF MSW program values the liberal

arts background as reflected in both the requirements for student admission, and the integration of this perspective in the MSW foundation and advanced practice curricula.

CSUF Integrative Curriculum Model – (Horizontal Integration)

This model is presented to visually illustrate how courses in both the foundation year and advanced year of the CSUF MSW program are horizontally integrated. In other words, this serves as a model for students to understand how the courses they are taking relate to one another, support and complement each other and, in fact, as a whole, reflect the profession of Social Work.

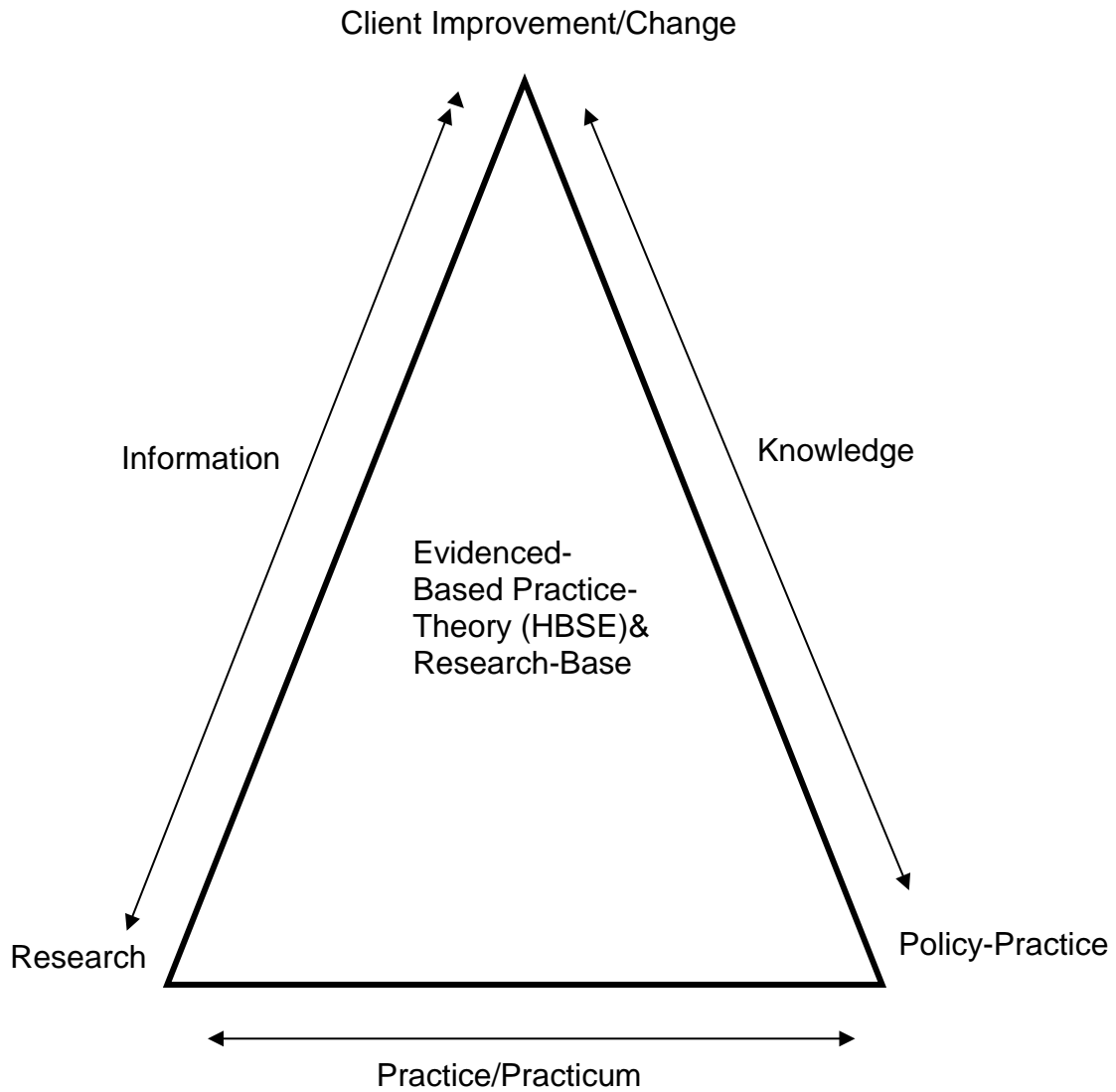
The narratives in this section are designed to provide comprehensive views of the depth, breadth, and specificity of the foundation and advanced curriculum and to demonstrate the connections between advanced and concentration-specific courses and the foundation curriculum (i.e., vertical integration). The model provided below is offered as a depiction of the organizing principle used to deliver the curriculum and denotes the horizontal integration of the curriculum. The model simply suggests that practice and field seminars (practicum courses) generate information, which students use as knowledge (research) to evaluate practice and to better understand client issues.

This process of knowledge development leads to the application of knowledge in order to take action, which is the basis of policy-practice (policy). Policy impacts the lives of clients and social workers. Lastly, the whole model is driven by evidence-based practice, which is informed by sound theories (i.e., those taught in HBSE courses) and, of course, research. This educational process is intended to lead to positive outcomes for clients. Student actions (i.e., implementation of practice behaviors), hopefully, lead to client change and improvement that is informed by all of other aspects of their educational experience. The whole process is meant to be reciprocal and reflective in nature.

The relationships of courses to one another in horizontal integration form a mosaic that enables students to understand how practice courses use the knowledge generated through theory in HBSE courses, as well as studies examined in research courses and policies analyzed in policy courses to systematically help social workers gain insight into the application of knowledge in various practice settings. Research classes connect to policy and practice courses by providing social workers with the methodology they need to produce information and gain knowledge that can be used to inform policy making and practice decisions with various client populations. Policy classes in this horizontal model are viewed as generating policy-practice knowledge, in order to facilitate social work students' engagement in policy advocacy that will produce systemic changes and promote improvements in social services agencies that ultimately aid their clients.

The faculty in the MSW program emphasizes the horizontal integration of the curriculum in each class for students throughout the program. This is viewed as a way to help students see how the entire curriculum is designed to fit together. The ultimate goal of the horizontal integration in the program, and the explicit education of students concerning this integration, is to produce well-rounded students who are able to access all aspects of social work and

apply a comprehensive approach to their practice with clients as professional social workers upon graduation from the MSW program.



CSUF Integrative Curriculum Model

For a full description of all the courses in the MSW program curriculum, please see the section below and course syllabi in Volume II of this document.

FOUNDATION CURRICULUM

In this section each of the areas of the foundation curriculum will be described in narratives that provide summaries of overall course content. These narratives include elucidation of the connections between the content in the courses within each subject area represented in the foundation curriculum. The following components of the foundation curriculum will be illuminated below: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Education.

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Social Work Perspectives on Human Behavior I and II (MSW 501 and 502)

The foundation curriculum includes social work courses MSW 501 and 502 that provide students with content on HBSE.

MSW 501: The first of two courses which cover the lifecycle beginning at birth through adolescence. The focus of this course is to understand and apply an ecological systems perspective as a conceptual framework to view and interpret behaviors at the individual, group, organization, and community levels. A bio-psycho-social-spiritual approach is used that emphasizes the interconnectedness between human beings and their environments. Key to this examination is knowledge of the interrelationships among biological, social, psychological, and cultural systems and human behavior. The dynamics of oppression, especially as it affects disabled, poor, and/or minority children and adolescents are explored. Concepts of resilience, including the balance of risk and protective factors in human development and behavior, are discussed in these courses. The strengths perspective is also applied to examinations of development.

MSW 502: Prerequisite: MSW 501. MSW 502 is the second of the HBSE foundation-level courses and covers the period from young adulthood through middle age, old age, and the process of death. A central theme in this course is the nature of transactions between the progressively differentiated individual and the existing complex social environment. An additional focus of this course is the application of a generalist social work perspective as a framework to view and interpret behaviors at the individual, group, organization, and community levels. Key to this examination is knowledge of the interrelationships among human biological, social, psychological, and cultural systems as these are affected by human behavior and as they impact human behavior. The dynamics of oppression, especially as it affects such minority groups as persons with disabilities, people of color, and same-sex communities are explored in course content. Concepts from the strengths perspective and resilience approach, including the balance of risk and protective factors in human behavior, are introduced.

SOCIAL WORK PRACTICE

Social Work Practice I and II (MSW 510 and 511)

MSW 510: Social work practice takes place within a variety of contexts; therefore, understanding and intervening at the individual, family, group, organizational, and community levels are essential for effective social work. This course provides students with an integrative framework that combines direct practice with individuals, families, groups, organizations, and communities. However, wise evidence-based intervention decisions and the mastery of skills that must be used in order to provide effective direct practice services (e.g., interviewing and assessment) with individuals are emphasized in this course.

MSW 511: Prerequisite: MSW 510. MSW 511 builds upon the content in MSW 510 and applies generalist practice knowledge and practice behaviors to social work practice with families and groups. The course deals with the values, knowledge, practice behaviors, issues and processes which are relevant to social work practice regardless of agency setting. Particular attention is paid to cultural diversity and the dynamics of oppression in relationship to social work practice. This course provides students with an integrative framework that combines direct practice with individuals, families, groups, organizations, and communities with particular emphases on direct practice with groups and families.

SOCIAL WELFARE POLICY AND SERVICES

Social Welfare Policy and Services I and II (MSW 520 and 521)

MSW 520: This is a required foundation course for all first-year MSW students. Students become knowledgeable about issues and problems related to social welfare programs and deepen their understanding of how political and social conditions and values are translated into the articulation of social problems, the process of policy formulation, and the implementation of such policies in social welfare programs. Therefore, this is a knowledge-building course, essential for becoming a social worker with a fundamental knowledge of the policies that inform social welfare programs.

MSW 521: Prerequisite: MSW 520. MSW 521 is a required foundation course for all first-year MSW students. Students learn to apply policy analysis frameworks and key concepts in the analysis of contemporary social welfare policies and service delivery, particularly among vulnerable and oppressed populations. The implications of personal values and the values and ethical standards of social work as a profession on policy-practice are also emphasized. When appropriate, the use of theoretical frameworks that are supported by empirical evidence are analyzed and discussed. Competencies that are targeted include policy, analysis, formulation, implementation, political strategy, and advocacy. Skill development takes place in areas such as policy analysis techniques, interpreting laws and regulations, translating

policy into practice, and legislative, direct service, and administrative advocacy. Students also learn key strategies for policy advocacy practice in social work settings.

RESEARCH

Applied Social Work Research Methods (MSW 530)

Curriculum on research methodology is delivered in a foundation course. All research courses are taken by all students regardless of their chosen concentration. Research coursework is designed to flow logically from general knowledge and an appreciation of research towards applied social work research methodology (e.g., program evaluation).

MSW 530: This course is designed to develop competent research skills among social work practitioners. It examines the role of research in the social work profession both in terms of informing individual practice and successfully achieving agency goals. In this course, students learn about all stages of the research process, beginning with formulating research questions within theoretical frameworks and existing research literature, conceptualizing and operationalizing experimental constructs, utilizing appropriate quantitative and qualitative research methods, and evaluating results in the context of social work practice.

The goal of MSW 530 is to provide students with the necessary background, knowledge, skills, and expertise that must be applied when critically studying professional social work practice outcomes and conducting effective research and program evaluation through analysis and critical interpretation. As a result, students begin the process of becoming knowledgeable and informed consumers of research literature in this course. Ethical issues and considerations involving research design, particularly related to working with disadvantaged and marginalized populations in social work practice, are also addressed.

FIELD EDUCATION

Social Work Field Instruction I and II (MSW 540 and 541)

MSW 540: This is the first of a two-semester field work experience that focuses on the application and integration of micro- (i.e., individual), mezzo- (i.e., group), and macro-level (i.e., agency or organizational) practice, directly connected to the social work perspectives learned in the foundation (generalist content) courses.

MSW 541: Prerequisite: MSW 540. MSW 541 is the second of a two-semester fieldwork course experience that builds upon the first-year foundation in social work field instruction. In this course, students gain the additional knowledge and practice skills that enhance their development as social work practitioners, bolster confidence levels and encourage a sense of professionalism for each student. This course provides learning in an experiential way via supportive, educationally-focused contexts.

DIVERSITY

Social Work Practice with Diverse Populations (MSW 550)

MSW 550: This is a required foundation-level course. Many diversity dynamics are considered in the course as students are challenged to explore their own assumptions and, potential biases, concerning those who are different than themselves. Personal self-reflection is combined with vital aspects of professional development through instruction on the core social work values concerning diversity and the parts of the NASW Code of Ethics that are devoted to this subject. Cultural competence in social work practice is used as a unifying construct for this course. The manner in which cultural competence is presented in the course focuses on engaging students in investigating many conceptual frameworks and theories, analyzing research findings, and practicing in an ethnically and culturally sensitive manner.

ADVANCED CURRICULUM

Advanced courses build upon foundation courses preparing students for autonomous professional social work direct practice in the areas of child welfare, community mental health, or aging practice. At the advanced level, students are expected to have mastered a foundational-level understanding of theory, the ability to analyze theories concerning contextual properties, and foundation-level skills concerning the implementation of culturally empathic practice in one of the specialization areas. Additionally, students are prepared to evaluate their practice, the programs in which they serve, and to create research questions that demonstrate advancement of ideas with specific populations. Furthermore, students are expected to understand the connection between individual problems and social issues, and realize that social change is a natural extension of social work practice at all levels of practice. Students will, therefore, be prepared to advocate and organize to promote social change on a foundational level when they enter advanced and concentration-specific courses.

While students participate in the advanced curriculum they will practice under the supervision of program-approved field instructors, completing internship hours that allow them to fulfill advanced curriculum competencies. In addition, by the conclusion of their course of study, students will prepare a capstone project that reflects their knowledge, skills, and values as professional social workers.

The California State University Fullerton MSW program has three concentration options: child welfare, community mental health, and aging. The program emphasizes a direct practice approach. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and non-profit social services organizations that serve children, youth, and families in child welfare settings, agencies that provide community mental health services to the chronically and seriously mentally ill, and organizations that provide services that are protective, health, and/or mental health in nature,

or related services to older adults and their families. The direct practice method essentially focuses learning in the advanced practice year on engagement in client systems. Students are expected to learn and work with interventions that are germane to their area of specialization. It is from this direct practice orientation that the CSUF MSW program fosters a belief that social work students can work with clients in their environments and use the knowledge they gain to take action that will affect change throughout the clients' living systems. The program utilizes the direct practice orientation as a "grounding" for the delivery of social work services. Students learn through the medium of direct practice that effective change at all levels of the client system can be successful.

The following sections provide a brief introductory overview of the advanced curriculum and the connection between concentration or specialization classes and the foundation curriculum. The infused content in the advanced year builds on this content in the foundation year and the advanced knowledge and practice behaviors are discussed as a product of assignments and readings in those courses in order to address the EPAS competencies. It should be noted that the advanced content differs from the foundation content in that students are expected to begin to apply and understand issues of diversity, social justice, policy, etc., as they relate to specific specialization intervention models and as they apply to a direct practice orientation. Following this brief introductory overview, there is a discussion of the advanced year curriculum with an overview of the theories and the general framework for the advanced year.

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Social Work Perspectives on Human Behavior III (MSW 503)

In the advanced-level class, MSW 503, the material is centered around advanced diagnostic skills with a focus on the life span. The impact of agencies and institutions and how they facilitate or hinder the provision of quality services in child welfare, mental health, and aging is also studied.

MSW 503: Prerequisites: MSW 501 and 502. MSW 503 is the third course in the Human Behavior and the Social Environment sequence of coursework. The first two courses emphasize "normal" physical, cognitive, and emotional growth and development throughout the lifespan as influenced by a pluralistic society and the dynamics of diverse ethnicity, race, socioeconomic status, sexual orientation, and culture. This course, in contrast, emphasizes psychopathology and focuses on a variety of possible cognitive, psychological, and emotional consequences resulting from adverse environmental influences that have created interruptions in healthy development and functioning to the point that individuals are in need of intervention by mental-health-oriented social work practitioners. Social work practice requires that the practitioners demonstrate competence in evaluating and assessing social dysfunction, as well as providing a professional response that assists clients to improve mastery of themselves and their environments.

SOCIAL WORK PRACTICE

Advanced Social Work Practice (MSW 522: Child Welfare; MSW 523: Community Mental Health; MSW 524: Aging)

Advanced social work practice courses teach students to effectively work with concentration-specific populations in child welfare, mental health, and older adult settings. In addition, emphasis is placed on practice, program, and agency evaluation, as well as significant exposure to evidenced-based intervention modalities.

MSW 512: Prerequisites: MSW 510 and 511. MSW 512 is designed for students preparing for careers in public child welfare. It builds on the concepts taught in MSW 510 and 511, which presented core concepts from social work practice theory, methods, and techniques. This course is designed to assist students in acquiring the skills required to apply relevant theories and research findings to professional practice with child welfare-specific consumer systems at the micro, mezzo, and macro levels of professional social work practice. Course content includes assessment and intervention models, and the practice of social work within the legal context of the California Welfare and Institutions Codes and dependency court processes related to the protection of children and preservation of families.

MSW 514: Prerequisites: MSW 510 and 511. MSW 514 is required in the first semester for second-year students in the community mental health concentration. Students learn theoretical concepts underpinning a range of interventions and the appropriate selection and application of evidence-based interventions. Emphasis is placed on the acquisition of skills and knowledge relevant to treating individuals, families, and groups, encountered in public mental health systems, and applications related to social work practice with these populations. In addition, an overview of models linked to psychosocial rehabilitation and the mental health recovery model are presented. Students also review the principles and values of psychosocial rehabilitation and mental health recovery in an effort to gain knowledge of philosophies, theories, models and practice behaviors, applying many techniques related to contemporary treatment approaches applied in social work practice with psychiatrically-disabled clients. These emphases are coupled with a focus on evidence-based practice.

MSW 516: Prerequisites: MSW 510 and 511. MSW 516 is designed for students preparing for careers in aging, particularly offering services to older adults and their families. It builds on the concepts taught in MSW 510 and 511, which presented core concepts from social work practice theory, methods, and techniques. The course is designed to assist students in acquiring the practice behaviors required to apply relevant theories and research findings to professional practice with aging-specific consumer systems at the micro, mezzo, and macro levels of professional social work practice. Course content focuses on protection, prevention, and intervention applied to older adult populations and their families. In this course, the evidence-base is emphasized, particularly concerning treatment models and interventions. Social work practice from a multigenerational perspective is also presented (e.g., grandparents serving as guardians for grandchildren).

SOCIAL WELFARE POLICY AND SERVICES

Advanced Social Welfare Policy and Services (MSW 522: Child Welfare; MSW 523: Community Mental Health; MSW 524: Aging)

The advanced courses in social welfare policy are designed to cover concentration-specific content in child welfare, mental health, and aging policy. Examples of policies from these courses include, the Adoption and Safe Families Act (Child Welfare), Community Mental Health Centers Act (Community Mental Health), and Older Americans Act (Aging). The intent here is to equip students with knowledge in their concentration areas to be able to assist consumers with regulations and fiscal issues and to analyze the delivery of services with the intended delivery system delineated in regulations and legislation. Advanced policy courses also have a strong emphasis on policy-practice in each concentration-specific area.

MSW 522: Prerequisites: MSW 520 and 521. MSW 522 is a required course for second-year MSW students who choose the child welfare concentration. This course examines social policies affecting children and families in relation to political, social, economic, and cultural factors. Particular emphases include policy related to family violence, mental illness, substance abuse, and poverty that shape agency-based, public child welfare and social work practice. The course also examines alternatives to current social welfare policy related to children and families including the approaches of other nations (industrialized and otherwise) and innovative approaches in the United States.

MSW 523: Prerequisites: MSW 520 and 521. MSW 523 is a required course for second-year MSW students who choose the community mental health concentration. The process of mental health policy construction and maintenance as well as epidemiological findings related to the incidence and prevalence of disorders and the utilization of mental health services are examined. The course also analyzes the character of mental health politics (e.g., interest groups, such as professional organizations, consumer groups, and financial stakeholders and their perceptions of mental health issues and needs). U.S. mental health policy is analyzed as it is enacted in programs and services, social entitlements, financing arrangements, and organizational missions. Individual rights, especially as they relate to involuntary treatment, conservatorship, and professional conduct are discussed. Special attention is given to persons with severe and persistent psychiatric disabilities.

MSW 524: Prerequisites: MSW 520 and 521. MSW 524 is a required advanced-level course for those students who choose the aging concentration. Policies concerning older adults and their families are considered in-depth in this course. This course presents policy and services information from traditional social work perspectives, as well as a multigenerational perspective. Students are challenged to analyze existing policies and the policy challenges that face society as larger numbers of people join the population of older adults in the immediate future (especially in the U.S.). These challenges include protective policies and the difficulties surrounding fiscal policies that generate programs that benefit older adults (i.e., social security).

FIELD EDUCATION

Advanced Social Work Field Instruction I and II (MSW 542 and 543)

Our advanced field education is the nexus of theory, practice knowledge, and the application of skills designed to meet the needs of specific populations and consumers.

MSW 542 and 543: Prerequisites: MSW 540 and 541. MSW 542 includes advanced supervised social work practice in a community agency with a focus on the range of professional social work roles in child welfare or community mental health settings. This course requires 3 hours per week of seminar and 16 hours per week in agency placements. MSW 543 is a continuation and intensification of supervised social work practice in community agencies with emphases on advanced practice skills in community mental health or child welfare settings. This course requires 3 hours per week in seminar and 16-20 hours per week in an agency placement.

MACRO-LEVEL SOCIAL WORK IN ORGANIZATIONS

Professional Issues in Social Work: Supervision, Ethics, and Finances (MSW 564)

This advanced-level course is designed to give students a working knowledge and skill set that will enable them to provide supervision, resource development, and financial leadership in the modern human services organization. The curriculum in this course includes introduction to the knowledge, skills, and tools required for supervising a working unit or units in the modern human services/social welfare organization. Additionally, students will acquire the working knowledge to assist the modern human services organization with resource development through both an understanding of fiscal issues and their knowledge of grant writing and public and private funding processes.

RESEARCH

Master's Project Development and Master's Project (MSW 596 and 597)

Research in the advanced-level curriculum includes two capstone master's project courses. Each of the research courses are taken by all students regardless of their chosen concentration. This requires students to design, write and finalize a project that requires integration of the knowledge and skills learned throughout the program: methods of practice, policy, research and evaluation. The master program's capstone research project is the student's culminating educational experience at the university.

MSW 596 and 597: Prerequisite: MSW 530. The master's project is a culminating, integrative, capstone experience under the direction of a faculty project advisor who

supervises small groups of MSW students. The capstone project is developed through a two-course series taken over two semesters in the second or third year of the program; with MSW 596 offered in the fall semester and MSW 597 scheduled in the spring semester. Students must apply the knowledge and skills they have gained in the program to the development of a year-long research project. Course content is designed to flow logically from general knowledge and appreciation of research towards program evaluation and the completion of a secondary data analysis or original project with concentration-specific public or original data sets. Students must formulate a testable research question, conduct a literature review, test research questions with concentration-specific data, present the results of statistical tests with the data, and draw conclusions from those results.

CONNECTION OF ADVANCED CURRICULUM TO FOUNDATION CURRICULUM

Narratives are provided below highlighting the curriculum design and content in the MSW program with regard to the vertical integration of the advanced curriculum to the foundation curriculum.

The foundation curriculum is designed to provide a solid basis for students that will lead them to be able to engage in a concentration area of practice. Essentially, the aim is to encourage students to progress from foundation knowledge and practice skills to applying those skills, with advanced knowledge, in an area of practice with a specific population. In order to demonstrate this, the following narratives demonstrate the linkage between foundation courses and related advanced and concentration-specific courses.

As an overall design concept, foundation and advanced courses have been linked through an approach which moves from general to applied skills. In addition, this process has been integrated into the capstone experience, which all students must complete.

ADVANCED HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

MSW 503: Human Behavior and the Social Environment III

The advanced-level human behavior and the social environment course builds on theoretical perspectives learned in foundation-level HBSE coursework. In the foundation-level coursework, students focused on the healthy developmental processes related to clients' physical, psychological, and social welfare across the lifespan. In the advanced-level HBSE course, students turn their focus toward the assessment and diagnosis of abnormal psychological constructs and maladaptive functioning; their effects on individual, family, and group systems; and various interventions required to return clients to healthy social and psychological functioning. Social work practice behaviors sensitive to culture and other areas of human diversity, as well as specific to child welfare, community mental health, and aging are emphasized.

ADVANCED SOCIAL WORK PRACTICE

MSW 512: Child Welfare: Advanced Practice

The goal of this course is to assist students in gaining a better understanding of the public child welfare system, the role of social work within that system, as well as necessary competencies and guiding principles. Assigned course readings and papers allow students to gain an increased awareness of the interplay between research, policy and practice within the public child welfare system. Students are assigned case formulation papers, which require them to assess cases from all levels of practice and develop appropriate case plans. In this course, students are challenged to build on their foundation knowledge of tasks and strategies appropriate to the beginning, middle and end phases of practice specifically with children and families in the child welfare system. Also, students are able to gain a greater understanding of the legal process related to dependency; from the removal of children, the initial petition, disposition, through dismissal of the petition or termination of parental rights, via reading assignments and videos shown in class.

In addition, students are required to write a sample court report based on the requirements of the public child welfare services agencies in which they are placed for field practicum. Through group exercises with peers, students have the opportunity to gain a greater understanding of various programs within the public child welfare system. Students utilize consumer-focused, strengths-based methods of assessment and intervention in their case formulation papers and presentations. Ecosystems theory is utilized in assessment and case formulation, as well. Students learn to utilize appropriate evidence-based tools such as Structured Decision Making in developing case assessments and intervention plans. Students also use higher levels of critical analysis, synthesis, and evaluation in order to apply various practice theories to the expansion of self and cultural awareness in developing case plans sensitive to their clientele's community, culture, ethnicity, lifestyle, age, religion and sexual orientation.

MSW 514: Community Mental Health: Advanced Practice

Building on the foundation skill set of data collection, assessment, treatment planning, intervention implementation, goal setting, and evaluation, students in MSW 514 focus on honing those skills with a specific population: individuals with psychiatric disabilities or related difficulties (and their families). Students expand their knowledge of systems by exploring the service delivery systems in the national and local area. Analysis of these systems in terms of the accessibility, utility, and effectiveness of the systems for students' clientele is encouraged through readings and class discussion. With critical analysis of systems that offer services to this population and of various intervention models as the context, students explore a variety of treatment options for individuals with affective, thought, personality, or cognitive disorders and practice implementing interventions through exercises, such as role playing. Students draw examples from their field placements and focus on culturally empathic interventions that are both evidence-based and client-centered.

This advanced practice course builds on the knowledge and practice behaviors delivered in the foundation practice courses MSW 510 and 511. The content in this course significantly extends the general knowledge gained by students in foundation practice courses concerning multiple therapeutic intervention models and evidence-based practice. For instance, the main text utilized in the course takes students through a wide variety of intervention models which include psychodynamic, behavioral, rational emotive behavioral therapy, cognitive-behavioral therapy, interpersonal therapy, gestalt therapy, existential therapy, various types of family therapy, and interventions based on the transtheoretical model. Interventions from several other treatment models are included as well. A substantial portion of each week's class session is devoted to a specific model. Students must also write a brief written response to a case study concerning each of the models on a weekly basis.

The mental health recovery paradigm (or the mental health recovery model) is covered in depth due to its great importance in current community mental health-related social work practice. Significant periods during three class sessions are committed to the mental health recovery paradigm. Students read several articles on the topic and an expert on recovery from "The Village" (a mental health clinic in Long Beach, California, that is nationally recognized as a pioneer in implementation of the recovery paradigm) presents to the class. A fieldtrip to "The Village" or another organization that implements the mental health recovery paradigm is included in the class.

Two other major emphases in the course are evidence-based practice and a "mock orals" licensed clinical social worker (LCSW) exam assignment that require students to combine much of what they have learned in an oral presentation to the class. A major assignment in the course requires students to engage in the evidence-based practice process (after reading several chapters on the process) by utilizing both a general literature search and a search for systematic reviews and meta-analyses on websites devoted to these types of studies, such as the Cochrane Collaboration, the Campbell Collaboration, etc.

Another major assignment requires students to combine much of the knowledge they have gained throughout the program. The assignment follows the oral exam format that was used formerly for the most difficult aspect of the LCSW exam in California. Students are presented with a vignette. They have 30 minutes to take notes, then they must present the following concerning the vignette within a 30-minute period: a bio-psycho-social-spiritual assessment, risk/protective factors in the case, diversity considerations, a brief mental status exam and a DSM-5 diagnosis, a treatment plan with at least one long-term goal and three short-term goals, planned interventions that link to each of the goals, resources the client will be referred to, legal and ethical issues in the case, how they will evaluate progress toward the case goals and, finally, projected dynamics concerning professional use of self.

MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice

This course is designed conceptually to cover the changing demography of American families; overview of processes in and structures of families with older adults; introduction to

principles of marital and family therapy, and program and policy development for families in the middle and later years of life. A multigenerational perspective is emphasized. This class offers a didactic background for working with families with older adults. The first part of the class reviews basic theories and research about families in middle and later life. The second part of the class introduces students to principles of individual and family therapy and to ways of intervening in families with older adults at the counseling, program development, and policy levels. In the third part of the course, students will develop their own research and intervention programs focused on families in the middle and later years of life.

The goal of this seminar is to introduce students to basic counseling skills and intervention strategies that can be applied in jobs offering services to older adults and their families.

ADVANCED SOCIAL WELFARE POLICY AND SERVICES

MSW 522: Child Welfare Policy and Social Work

During the foundation year, students study basic concepts and historical developments of social welfare policy. Students also learn policy analytic frameworks that help them critically examine social welfare policies while simultaneously being trained as policy practitioners who proactively engage in policy advocacy.

Building on the foundation-year courses, the advanced child welfare policy course (MSW 522) focuses on helping students apply the knowledge gained from the foundation-year policy courses to social policies specifically affecting children and families. A particular emphasis is related to policies concerning family violence, mental illness, substance abuse, and poverty that shape agency-based, public child welfare services. The course includes assignments that link some of the conceptual frameworks mentioned above to policy-practice in public child welfare services. For instance, the assignments in the course are designed to help students master the concepts of risk, resilience, and protection through reading and discussion of articles about risk and resilience frameworks (e.g., Jenson & Fraser).

In the final term paper, students complete a critical analysis of a specific child welfare policy and discuss policy alternatives using a risk and resilience framework. The concept of evidence-based practice is also emphasized. Students are required to use empirical evidence to aid the identification of risk and resilience factors that are related to the child welfare problems policies seeks to address. Finally, the course emphasizes diversity by asking student to discuss discriminatory elements in child welfare policy that, for instance, fail to take into account racial, gender, and/or cultural differences.

MSW 523: Social Welfare Policy in Community Mental Health

MSW 523 is a required course for second-year MSW students who choose the community mental health concentration. In this advanced policy course, students use descriptive and interpretive analytical skills learned in foundation policy coursework to examine and

understand the mental health system of care in the United States. The historical and conceptual evolution of mental health policy in the United States is presented, as are the key mental health policies and programs that comprise the current American mental health system. Interpretation of mental health policies and programs is demonstrated from a number of theoretical perspectives, including social conflict, social constructionist, social control, and social systems theories.

The following is an example of the types of analytic tasks that are required of students in MSW 523. Students are required to complete a term-paper assignment designed to synthesize skills and knowledge learned in their foundation policy courses with newly-acquired mental health policy knowledge. This assignment requires higher levels of critical thinking, such as, analysis, synthesis and evaluation. Students are required to describe and analyze a specific mental health policy or program from a student-chosen sociological perspective (e.g., ecological perspective, constructionist perspective) in the assignment. Competent mental health policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations and consistent with the values and ethics of the social work profession is emphasized. The final section of the assignment requires students to demonstrate knowledge of effective policy-practice and advocacy skills for persons with severe and persistent mental health problems.

MSW 524: Aging: A Multigenerational Perspective: Policy and Social Work

This advanced graduate social welfare policy course is required for all MSW students in the aging concentration. The course examines social policies affecting older adults and their families in relation to political, social, economic, and cultural factors. The course uses a policy-practice framework to provide a conceptual foundation for thinking about possible alternatives to current aging and family policy choices. Tenets of ecological theory and life course development are introduced as essential parts of the framework. A multigenerational perspective is emphasized.

The goal of this seminar is to make students aware of and responsive to the conditions of disadvantaged and vulnerable groups, being sensitive to the needs of diverse populations and consistent with the values and ethics of the social work profession. Students will become familiar with the social, organizational, and political theories and principals for service delivery systems to older adults that guide federal, state, and local policy-making and service provision.

ADVANCED FIELD EDUCATION

MSW 542 and 543: Advanced Social Work Field Instruction I & II

In the advanced year, students are enrolled in MSW 542 and 543. These two-semester field seminar courses prepare the student to transition from their roles as students to entry level professional social workers.

In the foundation year, students learned basic interviewing, assessment, and treatment planning skills. In the advanced year, these basic skills are revisited and supplemented with more complex and sophisticated social work practice skill and interventions. For example, in the foundation year, the skill acquisition is primarily focused on the bio-psycho-social-spiritual approach and systems theory. In the advanced year, these theories continue to be utilized, while techniques such as cognitive restructuring and motivational interviewing are practiced. Assignments that illustrate this level of skill acquisition include oral case presentations involving a psychosocial assessment template, the development of treatment plan goals that follow specific, measurable, achievable, result-focused, and time-bound (SMART) guidelines and a videotaped or digital recording of an interview utilizing an evidence-based approach. In addition, students are given assignments to reflect on their own resilience and begin to develop a personal plan for self-care.

ADVANCED MACRO-LEVEL SOCIAL WORK IN ORGANIZATIONS

MSW 564: Professional Issues in Social Work: Supervision, Ethics, and Finances

This advanced-level course integrates knowledge and skills from a variety of foundation-level coursework, including policy, practice with groups and organizations, macro-level human behavior, and program evaluation. This course builds on that knowledge base to introduce students to such organizational social work practice behaviors as supervision, resource development, budgeting, and grant writing. Ethical decision making related to administration and management in social service agencies and organizations is also presented.

ADVANCED RESEARCH

MSW 596 and 597: Master's Project Development and Master's Project

The research element of the advanced-level curriculum is embedded in the capstone master's projects. The nature of this effort necessitates integration of the majority of the content the students have learned and many of the skills students have acquired in throughout the MSW program. In developing and implementing a capstone master's project, students synthesize theory, practice, policy, and research methodological knowledge into a cohesive culminating learning experience. Capstone master's project courses are highlighted in the attached syllabi for courses MSW 596 and 597. Students' specific capstone projects must focus on a topic within their concentration (child welfare, community mental health, or aging).

Accreditation Standard: M2.0.6: The Cal State Fullerton Social Work Program describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Foundation Curriculum: Generalist Social Work Practice Framework

The CSUF MSW program is committed to educating students in a manner that prepares them for generalist social work practice. The foundation-level courses are created and delivered to students within a generalist practice framework. Consequently, the foundation curriculum composes an integrated, multilevel approach to social work that addresses all levels of human experience and systems: micro, mezzo, and macro. Students are prepared to practice with clients on all of these levels, with: individuals, families, groups, organizations, neighborhoods, communities, and societies. Throughout foundation-level coursework, students learn that similar social work processes may be used with any of these human systems.

Consonant with the generalist practice framework, a problem solving approach is applied to clients at all of the levels mentioned above in order to modify interactions between clients and their environments. In addition, students are taught to maintain their focus on all applicable levels simultaneously. This multilevel approach produces students that are prepared to focus on the specialized study involved in the advanced level of the curriculum without sacrificing the generalist perspective they have gained through foundation courses. The generalist practice problem solving approach, as it is delivered in the curriculum, can be characterized as a search for solutions within the interactions between human systems and their environments. This focus is combined with instruction on a resilience approach and the strengths perspective in order to balance conceptualization, planning, and implementation of service provision for client systems at any level.

Advanced Curriculum: Conceptual Framework and Relevant Theories

The California State University, Fullerton MSW program aims to prepare advanced child welfare professionals as change agents who have a current knowledge of theories related to children, youth, and family services. The overall conceptual framework is based upon ecological and systems perspectives which focus on the fit and interactions of a person or system in relation to the various social and cultural environments that form the contextual reservoirs in which they have developed and currently interact. The MSW program prepares students to become professional child welfare social workers that have mastered theories which describe, explain, and predict child development, family dynamics, organizational dynamics, social and economic factors, etc. that affect their future clientele.

The advanced curriculum in the MSW program also aims to prepare community mental health and aging practitioners with current knowledge of theories related to care, support and advocacy in the community mental health and aging arenas. As with the child welfare concentration, the community mental health and aging advanced-level curricula provide a

conceptual framework that builds on ecological and systems perspectives. Other relevant theories and perspectives that have been introduced in the foundation curriculum and inform the advanced curriculum in all of the concentration options include:

- Empowerment theory
- Social systems theory
- Race relations theories;
- Culture and gender theories
- Inter-organizational relationships and action theories
- Psychodynamically-oriented theories (i.e., attachment theory, object relations theory, self psychology)
- Cognitive and behavioral theories
- Humanistic theories
- Developmental theories
- Risk and resilience
- Strengths perspective

These theories are utilized in the advanced curriculum beyond their general constructs and are connected to concentration-specific content and practice interventions germane to each individual concentration. As an example, **inter-organizational relationships and action theories** are considered in the child welfare specialization as related to the foster care process and the workings of public institutions with community-based organizations that impact immediate family and extended family systems. Senge and Schon's work on organizational learning is used in this area to instruct students with regard to organizational dynamics and in order to build knowledge that impacts action and change in organizations. Content on organizational learning is taught in the in the MSW 564: Professional Issues in Social Work: Supervision, Values and Ethics, and Finances course in the advanced curriculum.

Social systems theory and open systems theories form the basis of the curriculum in the advanced year. This approach is used in the MSW 512: Child Welfare: Advanced Practice, MSW 514: Community Mental Health: Advanced Practice, MSW 516: Aging: A Multigenerational Perspective: Advanced Practice, and MSW 503: Social Work Perspectives on Human Behavior III courses to teach assessment and case planning techniques by grounding this work in the open systems model. **Culture, gender and feminists theories** are used as frameworks in the advanced-level curriculum. This emphasis builds on the focus on cultural competence in the foundation-level curriculum and is expanded in the advanced curriculum by engaging students in analyzing theory and research, and practicing with an ethnically and culturally sensitive perspective. In the advanced child welfare practice class, for instance, practice with children and families in the public child welfare system is framed using Samantrai's culturally competent emphasis.

Empowerment theory is also infused throughout the program in foundation as well as advanced-level practice and field seminar classes. The theory is introduced in MSW 510: Social Work Practice I concerning practice with groups; in MSW 511: Social Work Practice II; and is utilized throughout advanced curriculum practice courses. As empowerment theory

is taught, the focus is on built in, systematic inequities that preclude people of color (as one example), and other groups that experience oppression and discrimination, from accessing needed services and programs. The theme of empowerment is a particularly important element of the advanced practice courses within the child welfare, community mental health, and aging specializations and the policy-practice curriculum delivered in the advanced policy courses in each of the concentration areas. Professional concern for marginalized populations is emphasized as students are taught to advocate effectively for their clients in the social and political policy arenas and the clients served by them.

In a focus on direct-practice micro theories in the advanced curriculum a number of theories that are introduced in the foundation curriculum are used to expand and deepen students' understanding in the advanced curriculum. **Psychodynamic theories, such as attachment theory, object relations, and self psychology** are used as informative aspects of the advanced practice courses. For instance, object relations and attachment theory are covered in the child welfare advanced practice course as they relate to children in foster care and throughout the public child welfare system. Specifically, Bowlby, Ainsworth, and Main, are used to explore attachment dynamics and difficulties that may arise among children that endure separation from their parents/caretakers. These theories, along with other psychodynamically-oriented theories, such as object relations and self psychology, are also used to consider trauma reactions in children.

The constructs introduced in all of these theories are also utilized in the mental health concentration to offer psychodynamic perspectives on assessment, treatment planning and intervention. For instance, in the advanced mental health practice course (MSW 514), students are exposed to classic psychoanalytic and contemporary psychodynamic interventions (i.e., self psychology) since they consider material on a wide variety of theoretically informed interventions in the course.

In MSW 512, the advanced child welfare practice course, in MSW 514, the advanced mental health practice course, and in MSW 516, the advanced aging practice course, students are exposed to several treatment models/theories including: **Cognitive and behavioral theories; humanistic theories; developmental theories; risk and resilience related approaches; the strengths perspective; and the mental health recovery model.** The cognitive-behavioral model of intervention is built on both cognitive and behavioral theories. Cognitive-behavioral therapy (CBT) is covered in the foundation practice courses, with content and exercises in order to provide students with practice applying CBT interventions. However, cognitive and behavioral theories and interventions developed from those theories, including CBT, are covered in more depth in the advanced curriculum, especially in MSW 514: Community Mental Health: Advanced Practice. In this course, students gain more in-depth knowledge about CBT interventions than they gathered in the foundation curriculum.

Humanistic theories and the interventions that have emerged from those theories, especially Roger's person centered approach are used in all three specializations but particularly in the advanced mental health practice course (MSW 514). For instance, in MSW 514, students are provided content through videos of various master therapists, including Rogers, working with clients, and in written assignments responding to a case study on the use of person-centered

therapy in social work practice. Since listening and affective attunement are vital approaches and skills when working with older adults and their families, Roger's approach (and other humanistic approaches) are important elements of the advanced aging practice course. This content significantly expands the coverage offered in foundation practice courses including the use of Roger's person-centered approach by the creators of motivational interviewing, Miller and Rollnick.

Developmental theories are also a significant part of the child welfare advanced curriculum and are taught as aides and tools to assessment and developmentally appropriate treatment plans. Content on developmental theories builds on the knowledge gained by students in the foundation Human Behavior and the Social Environment courses (MSW 501 and MSW 502).

The **risk and resilience model** is a major component of the child welfare concentration. It plays a significant role in assessment and treatment of children and also provides a framework for evaluating policy in MSW 522: Child Welfare: Social Welfare Policy and Services. This model essentially focuses on the factors that mitigate risks in children's micro, mezzo, and macro environments and posits that protective factors may be implemented or increased in order to buffer clients and help them overcome hardships.

The **strengths perspective** is emphasized throughout all coursework in the program; in both the foundation and advanced curriculum. By the time students enter advanced-level courses, they have already been acculturated to the use of the strengths perspective in assessments and treatment planning. In the specializations, they learn to use the strengths perspective to improve their practice as they plan and implement interventions in child welfare, community mental health, or aging

Finally, the mental health recovery model is a major aspect of the advanced community mental health practice course (MSW 514). In MSW 514, students must read several articles and book chapters on mental health recovery, a special presentation is made in class by a national advocate for the recovery paradigm, and required to visit agencies that use the mental health recovery model as the guiding principle to structure delivery of services to their clientele on a daily basis (e.g., The Village, in Long Beach, California)

While students focus on social work practice with specific populations, as discussed earlier, the direct practice method is utilized in the advanced-level curriculum. In each concentration, students are offered instruction with a focus on their engagement with client systems from individual systems to families, groups, communities, agencies, and institutional systems that frame their environments. Through this orientation, students are expected to learn to deliver services to clients and to be able to mediate between clients, larger systems of influence, and policies that impact clients' lives. The operative notion in using direct practice methodology is the importance of social workers "engaging actively" in meeting the needs of clients.

Within this methodological context and in order to build strong practice skills, all advanced-level students take an assessment class, MSW 503. While the assessment class provides necessary information on using the DSM, the class also provides a universal appreciation of person-in-environment-oriented assessment and teaches students a set of skills that will aid

them to accomplish assessments with client systems in general. In addition, the MSW program at CSUF is embedded within a metropolitan service area, and the agencies in the area have provided significant feedback to the program emphasizing the need for all MSWs to be familiar with the diagnostic tools that are used on a regular basis in agency practice. For instance, along with the DSM in MSW 503, the use of SDM in public child welfare organizations and the evidence base that supports this tool are covered in advanced child welfare practice course (MSW 512).

In addition, all students are exposed to MSW 564: Professional Issues in Social Work: Supervision, Ethics, and Finances. This course focuses on supervision skills, financial management skills, and ethics in the workplace. The course is designed to give students the needed organizational practice and policy practice skills to become supervisors in organizations. Past research has shown that 70 to 80% of MSWs become supervisors in the first five years of practice, post-graduation. Research also shows that 90% of these individuals do not have important supervisory skills when they take these positions.

The goal of the CSUF MSW program is to prepare students to have the requisite knowledge and skills when they become supervisors. Finally, each concentration has a specialization-specific policy class covering policy that governs the practice area of choice. In a sense, this class is an organizing, or integrative class, blending concentration-specific policy issues with general policy issues that govern practice in all of the fields in which social workers serve. These courses make the clear point that social work is indeed the “policy profession.”

Finally, the culminating experience in the program is the capstone requirement that challenges students to develop research projects that must include theoretical and conceptual considerations in the research literature applied to students’ chosen topics. The topics relate to the child welfare, community mental health, or aging concentrations. These projects are developed in a year-long process and are designed to provide students with an integrative experience, since they must draw on the knowledge they have gained through classes and field work in their journeys through the MSW program.

Curriculum Matrix

What follows are two matrices that, together, form our curriculum matrix blue print described above.

The first matrix is for the foundation year of our program and the second matrix is for the advanced (or concentration) year of our program. In reality, they form a single matrix with 10 columns, but for display purposes in the self study, the matrix was broken into two parts. If they are put side by side, a single matrix exists that flows from the foundation competencies to the advanced competencies; the EPAS competencies are repeated in the advanced curriculum matrix for orientation purposes. The entire matrix is explained below prior to its appearance in this document.

The overall matrix, again, is the blueprint for the curriculum. It serves both as the program logic model, indicating flow of the program from course to course and from foundation to

advanced curricula. The matrix also serves as the foundation for the program's evaluation; it is an integral part of the program's efforts toward continuous improvement. It is with the combination of competencies, behaviors and assignments that the program is articulated, defined, and operationalized. In other words, the competencies, behaviors, and assignments make explicit and measurable the knowledge, skills, and attitudes (KSA's) that define an MSW-level graduate from our program.

The foundation matrix contains the 10 foundation competencies in column 1. Those are numbered as they are presented by CSWE. For each competency, the bulleted behavior that further articulates that competency is listed in column 2 and, in addition, in column 2 is the CSUF-specific course content that further operationalizes the practice behavior. The behaviors are taken directly from CSWE.

This articulation was done in collaboration with the California Social Work Education Center (CalSWEC) in an attempt to begin to provide clarity and consistency throughout social work education in California. Each school was to take the work provided by the CalSWEC curriculum committee and adapt those behaviors to their curriculum. That was the case here at Fullerton.

Following the second column, column 3 provides the course and assignment, indicator, and measureable language that operationalizes the specific practice behavior indicated in the preceding column. Column 4 indicates where that assignment and its corresponding course objective can be found in the course syllabi. The last column provides the weighting of the course in the overall curriculum. Other than surveys, all measures as noted in the matrix indicate a 3-unit equivalent. The foundation competencies and behaviors, therefore, cover the first 5 columns of our overall matrix.

The advanced curriculum matrix repeats the EPAS competencies in the first column; for each competency an advanced behavior is provided in the second column. In addition, in the second column language appears regarding the practice behavior taken from CSUF course content. These behaviors were developed by the faculty. There are fewer advanced behaviors than in the foundation curriculum since advanced level behaviors build on those already mastered in the foundation year. The third column provides the indicators for those behaviors, as well as the course and assignment that operationalize those behaviors. The remaining columns of the advanced matrix, again, articulate where in the course syllabi behaviors can be found as course objectives and the weighting (i.e., unit equivalents of those measures).

Together, these matrices define and operationalize the curriculum. These matrices also inform student exit survey responses and alumni survey responses. In the case of these surveys, their questions synchronize with each behavior and provide another aspect of looking at the curriculum through students, pre- and post-graduation. The survey questions and discussion appear in the self-study appendix (Volume III) and are discussed in the evaluation section (Section 4) of this self study.

With regard to the advanced curriculum matrix, advanced behaviors have been developed that fit and apply to the program's three concentrations. Therefore, separate behaviors have not been developed for child welfare, community mental health, and aging. It is, however, recognized that some KSA's in each of these areas should be germane to that area with regard to policy/practice issues and clinical skills. There are also common advanced skills that bridge these areas. In order to accommodate this reality and to tie, where necessary, skills to a specific field, course content is delineated in the form of indicators or measures for class assignments in concentration-specific courses. You will see in those cases where, in the assignment column, three courses that are separated by an "or" have been listed and indicate a student's achievement in a specific concentration area. This was to recognize the concentration-specific content within the advanced curriculum without creating an overly blotted program curriculum matrix.

Foundation Curriculum/Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Course and Assignment Measures</i>	<i>Syllabus Objective Location</i>	<i>Program Units or Equivalent</i>
2.1.1 Identify as a professional social worker and conduct oneself accordingly (Professional core values history)	<p>Advocate for client access to the services of social welfare. (Understand, value, attitude)</p> <p>Students acquire knowledge of social welfare policies and historical context—evolution and development—of social welfare and the social work profession in the United States.</p>	<p>1. Student successfully completes MSW 520, Social Welfare Policy and Services I, with a mean score of 3.2 or higher final grade</p> <p>2. Student successfully completes MSW 521, Social Welfare Policy and Services II, with a mean score of 3.2 or higher final grade</p>	<p>1. MSW 520: Objectives 1-4</p> <p>2. MSW 521: Objectives 1-4</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
2.1.1 (Continued) Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)	<p>Practice Personal reflection and self-correction to assure continual professional development</p> <p>Student will acquire skills and attitude to keep and utilize a self-reflective journal as part of Practice and rely on Practice Recordings for feedback on development of practice skills.</p>	<p>1. Student receives a passing grade of “credit” on Reflective Journal in MSW 540</p> <p>2. Student receives a passing grade of “credit” on Reflective Journal in MSW 541</p> <p>3. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation in area of Practice Personal Development, Items 1-4 in MSW540</p> <p>4. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation in area of Practice Personal Development, Items 1-4 in MSW 541</p>	<p>1. MSW 540: Objectives 1, 10</p> <p>2. MSW 541: Objective 1, 10</p> <p>3. MSW 540: Objectives 1, 10</p> <p>4. MSW 541: Objectives 1, 10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

<p>2.1.1. (Continued) Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)</p>	<p>Attend to professional roles and boundaries</p> <p>Student will understand how to integrate personal values with social work values in practice by . . .</p>	<p>1. Student receives a mean score of 3.2 or higher on Personal Identity Paper in MSW 502</p> <p>2. Student receives a mean score of 3.2 or higher on Cultural Autobiography, Assignment 1, in MSW 550</p>	<p>1. MSW 502: Objective 3</p> <p>2. MSW 550: Objective 3</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.1. (Continued) Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)</p>	<p>Demonstrate professional demeanor in behavior, appearance, and communication</p> <p>Student presents self as a professional in conduct, appearance, and uses written and oral communication in a professional and thoughtful manner with consumers and colleagues that is culturally sensitive as demonstrated by . . .</p>	<p>1. Student completes mock video interview session with clients, Assignment 2, with a mean score of 3.2 or higher in MSW 510</p> <p>2. Student completes group curriculum development project on client-group session: Trauma, Assignment 2, in MSW 511 with a mean score of 3.2 or higher, demonstrating written client communication</p> <p>3. Student receives a mean score of 3.2 or higher on Cultural Autobiography, Assignment 1, in MSW 550</p>	<p>1. MSW 510: Objective 1</p> <p>2. MSW 511: Objective 4</p> <p>3. MSW 550: Objective 1</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.1. (Continued) Identify as a professional social</p>	<p>Engage in career-long learning</p> <p>Student understands and</p>	<p>1. Student successfully creates, as indicated by a passing grade of “credit,” a Learning Agreement Plan in MSW 540</p>	<p>1. MSW 540: Objective 9</p> <p>2. MSW 541:</p>	<p>All courses are 3 units</p>

<p>worker and conduct oneself accordingly (Prof. core values History)</p>	<p>commits to the pursuit of learning and recognizes the relationship between career-long learning and practice development by . . .</p>	<p>2. Student successfully creates, as indicated by a passing grade of “credit,” a Learning Agreement Plan in MSW 541</p>	<p>Objective 9</p>	<p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.1. (Continued) Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)</p>	<p>Use supervision and consultation</p> <p>Student utilizes supervision and consultation effectively to guide practice and learning as well as to mediate conflicts that arise in practice by . . .</p>	<p>1. Student uses Comprehensive Skills Evaluation weekly in supervision as part of field internship in MSW 540, as indicated by mean score of 1 or higher</p> <p>2. Student uses Comprehensive Skills Evaluation weekly in supervision as part of field internship in MSW 541, as indicated by mean score of 2 or higher</p>	<p>1. MSW 540: Objectives 3-10</p> <p>2. MSW 541: Objectives 3-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.2 Apply Social Work Ethical principles to guide professional practice</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice</p>	<p>1. Student successfully completes, with mean score of 3.2 or higher, Assignment 4, Case Assessment Paper, in MSW 510</p> <p>2. Student receives a 1 on Fall Comprehensive Skills Evaluation Competency 2, Items 1-2 in MSW 540</p> <p>3. Student receives a 2 on Spring Comprehensive Skills Evaluation Competency 2, Items 1-2 in MSW 541</p>	<p>1. MSW 510: Objective 1</p> <p>2. MSW 540: Objectives 2-3</p> <p>3. MSW 541 Objectives 2-3</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

<p>2.1.2 (Continued)</p>	<p>Make ethical decisions by applying standards of NASW Code of Ethics and as applicable of the International Federation of Social Workers</p> <p>Students understand NASW Code of Ethics and to apply standards to decision making in practice</p>	<p>1. Student utilizes NASW Code of Ethics in developing case planning in MSW 510, as demonstrated by a mean score of 3.2 or higher on all Quizzes</p> <p>2. Student utilizes NASW Code of Ethics Values/ Principles applied to practice in internship, as demonstrated by receiving a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 2, Items 1-4 in MSW 540</p> <p>3. Student utilizes NASW Code of Ethics Values/ Principles applied to practice in internship, as demonstrated by receiving a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 2, Items 1-4 in MSW 541</p>	<p>1. MSW 510: Objective 2</p> <p>2. MSW 540: Objective 2</p> <p>3. MSW 541 Objective 2</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.2 (Continued)</p>	<p>Tolerate ambiguity in resolving ethical conflicts</p> <p>Student demonstrates capacity to perceive diverse viewpoints of clients, community, and others in cases of value conflict by applying professional practice principles</p>	<p>1. Student completes all quizzes in MSW 550 with a mean score of 3.2 or higher, on average, indicating their understanding of competence in Diversity of values in practice at all levels</p> <p>2. Student successfully demonstrates ability to comprehend differences in SYS as a way to identify principles to apply to practice in MSW 511 Genogram Assignment with a mean score of 3.2 or higher</p>	<p>1. MSW 550: Objective 2</p> <p>2. MSW 511: Objective 8</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.2 (Continued)</p>	<p>Apply strategies of ethical reasoning to arrive at</p>	<p>1. Student successfully demonstrates ethical decision making applied to field of</p>	<p>1. MSW 510: Objective 1</p>	<p>All courses are 3 units</p>

	<p>principled decisions</p> <p>Student demonstrated knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research</p>	<p>practice, by completing the recorded interview with a mean score of 3.2 or higher in MSW 510</p> <p>2.Student passes the practice quizzes, with a mean score of 3.2 or higher, which cover ethical reasoning, in MSW 511</p>	<p>2.MSW 540: Objective 8</p>	<p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.2 (Continued)</p>	<p>Apply strategies of ethical reasoning to arrive at principled decisions (Continued)</p> <p>Student demonstrated knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research (Continued)</p>	<p>1.Student completes Policy Analysis (Policy Brief) Paper Assignment in MSW 521 with a mean score of 3.2 or higher</p> <p>2.Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 2, Items 2-3 in MSW 540</p> <p>3.Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 2, Items 2-3 in MSW 541</p>	<p>1.MSW 521: Objectives 3-4</p> <p>2.MSW 540: Objectives 2, 5</p> <p>3.MSW 541: Objectives 2, 5</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.3 Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom</p> <p>Student demonstrates ability to integrate and apply evidence-based knowledge and practice principles as well as client and</p>	<p>1.Student receives mean score of 3.2 or higher on Group Presentation Assignment in MSW 501, demonstrating the ability to critically analyze and integrate practice knowledge on human development and synthesize and communicate information</p> <p>2.Student receives a mean score of 3.2 or higher on Assignment 4, Interactive Practice Quizzes, in MSW 511, demonstrating the ability to apply various</p>	<p>1.MSW 501: Objectives 1-4</p> <p>2.MSW 511: Objectives 2, 3, 5</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit</p>

	other knowledge in conducting assessments and interventions	selected evidence based practice model interacting with families and groups		equivalents
2.1.3 (Continued) Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)	<p>Student will analyze models of assessment, prevention and intervention and evaluation</p> <p>Student demonstrates ability to gather and evaluate information to inform practice model design that includes assessment, intervention and evaluation</p>	<p>1. Students receives a mean score of 3.2 or higher on Practice Quizzes in MSW 511, demonstrating the ability to analyze and evaluate evidence based practice intervention</p> <p>2. Students receives a mean score of 3.2 or higher on Assignment 2, Group Project: Development and Presentation of Group Curriculum in MSW 511, demonstrating the ability to successfully develop a group therapy session using evidence based knowledge</p>	<p>1. MSW 511: Objectives 2, 3, 5</p> <p>2. MSW 511: Objectives 2, 3, 5</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
2.1.3 (Continued) Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)	Demonstrate effective oral and written assessment communication in working with individuals, family groups, and organizations, communities and colleagues	<p>1. Student successfully completes department and university graduate writing requirement by receiving a mean score of 3.2 or higher on Final Paper Assignment in MSW 520</p> <p>2. Student receives a mean score of 3.2 or higher on Recorded Interview Assignment in MSW 510</p>	<p>1. MSW 520: Objective 5</p> <p>2. MSW 510: Objectives 2-5</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
2.1.3 (Continued) Apply critical thinking to inform and communicate	Student understands and applies the principle that oral and written communication must conform to audience	1. Student receives a mean score of 3.2 or higher on Oral Practice/Client Issue Presentation in MSW 502, which requires synthesis and presentation to an	<p>1. MSW 502: Objective 2</p> <p>2. MSW 540: Objective 8</p>	<p>All courses are 3 units</p> <p>Surveys are non-</p>

<p>professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)</p>	<p>needs</p>	<p>audience of peers, utilizing evidence based practice articles 2. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 3, Items 1-5 in MSW 540 3. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 3, Items 1-5 in MSW 541</p>	<p>3. MSW 541: Objective 8</p>	<p>unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.4 Engage diversity and difference in practice. (Social Workers understand how diversity characterizes and shapes human experience and is critical to identity formation)</p>	<p>Recognize the extent to which structures and values may oppress, marginalize, and alienate or create, or enhance privilege and power</p>	<p>1. Student receives mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 4, Items 1-2 in MSW 540 2. Student receive mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 4, Items 1-2 in MSW 541 3. Student receives a mean score of 3.2 or higher in MSW 550</p>	<p>1. MSW 540: Objective 4 2. MSW 541: Objective 4 3. MSW 550: Objectives 1-6</p>	<p>All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.4 (Continued) Engage diversity and difference in practice. (Social Workers understand how diversity characterizes and</p>	<p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups Student demonstrates awareness of bias when assessing and working with</p>	<p>1. Student receives a passing grade of "credit" in MSW 540 2. Student receives a passing grade of "credit" in MSW 541 3. Student receives a mean score of 3.2 or higher on Personal Identity Paper in MSW 502</p>	<p>1. MSW 540: Objectives 1-10 2. MSW 541: Objectives 1-10 3. MSW 502: Objective 3</p>	<p>All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive</p>

shapes human experience and is critical to identity formation)	diverse population			Skills Evaluation are also 3-unit equivalents
2.1.4 (Continued) Engage diversity and difference in practice. (Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)	Recognize and communicate their understanding of the importance of difference in shaping life experiences Student demonstrates ability to understand the effects of individual variation in human development process and its importance to the shaping life experiences in their diverse groups	1. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 4, Items 1-4 in MSW 540 2. Student receives mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 4, Items 1-4 in MSW 541 3. Student receives a mean score of 3.2 or higher on Population Immersion Study in MSW 550	1. MSW 540: Objective 7 2. MSW 541: Objective 7 3. MSW 550: Objective 4	All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents
2.1.4 (Continued) Engage diversity and difference in practice. (Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)	View themselves as learners and engage those with whom they work as informants Students demonstrate capacity to learn from and consult/collaborate with other to engage constituents/consumers in the practice process	1. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 4, Item 4 in MSW 540 2. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 4, Item 4 in MSW 541	1. MSW 540: Objective 7 2. MSW 541: Objective 7	All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents

<p>2.1.5 Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights</p>	<p>Understand the forms and mechanisms of oppression and discrimination</p> <p>Student demonstrates, through assessment, intervention, and evaluation practice a working understanding of the role and function, social, political and economic factors as the underlying mechanisms of oppression and discrimination</p>	<p>1. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 5, Item 1 in MSW 540</p> <p>2. Student receives a mean score of 1 or higher on Spring Comprehensive Skills Evaluation Competency 5, Item 1 in MSW 541</p> <p>3. Student receives a mean score of 3.2 or higher on all Quizzes in MSW 510, Mezzo Practice, Macro Practice Assignments, demonstrating the ability to identify in practices phases of oppression</p>	<p>1. MSW 540: Objective 5</p> <p>2. MSW 541: Objective 5</p> <p>3. MSW 541: Objectives 4-5</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.5 (Continued) Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights</p>	<p>Advocate for human rights and social and economic justice</p> <p>Student demonstrates a functional knowledge of advocacy skills, theory and techniques and engages in activities/tasks designated to promote social and economic justice with all clients</p>	<p>1. Student receives a mean score of 3.2 or higher on MSW 521 Midterm and Final</p> <p>2. Student receives a mean score of 3.2 or higher on Policy-Practice Paper Lobby Days activities in MSW 521, and successfully completes Lobby Days Activity</p> <p>3. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 5, Items 2-3 in MSW 540</p> <p>4. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 5, Items 2-3 in MSW 541</p>	<p>1. MSW 521: Objective 3</p> <p>2. MSW 521: Objectives 3-4</p> <p>3. MSW 540: Objectives 4-5</p> <p>4. MSW 541: Objectives 4-5</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

<p>2.1.5 (Continued) Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights</p>	<p>Engages in practices that advance social and economic justice</p> <p>Student develops case planning strategies to address discrimination barriers, gaps, and fragmentations that impede client access, functioning and optimum use of resources</p>	<p>1. Student receives a mean score of 3.2 or higher on MSW 510 Quizzes 2. Student receives a mean score of 3.2 or higher on MSW 511 Quizzes</p>	<p>1. MSW 510: Objectives 1, 4, 5 2. MSW 511: Objective 8</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.6 Engage in research informed practice and practice informed research</p>	<p>Use research evidence to inform practice</p> <p>Students demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice</p>	<p>1. Student receives a mean score of 3.2 or higher Final Grade in MSW 530 2. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 5, Item 3 in MSW 540 3. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 5, Item 3 in MSW 541</p>	<p>1. MSW 530: Objectives 1-4 2. MSW 540: Objectives 6, 9 3. MSW 541: Objectives 6, 9</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.7 Apply knowledge of human behavior and the social environment</p>	<p>Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation</p>	<p>1. Student receives a mean score or 1 or higher on Fall Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 540 2. Student receives a mean score or 2 or</p>	<p>1. MSW 540: Objectives 7, 10 2. MSW 541: Objectives 7,</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p>

	Student demonstrates beginning ability to apply conceptual behavioral framework to social environments as part of interventions, assessment, and evaluation	<p>higher on Spring Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 541</p> <p>3. Student receives a mean score of 3.2 or higher Final Assignment, Assessment of Older Adults, in MSW 502</p> <p>4. Student receives a mean score of 3.2 or higher on Assignment 2, Client Observation Presentation, and Assignment 3, Virtual Child Development, in MSW 501</p>	<p>10</p> <p>3. MSW 502: Objective 2, 4</p> <p>4. MSW 501: Objectives 2,3</p>	Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents
2.1.7 (Continued) Apply knowledge of human behavior and the social environment	<p>Critique and apply knowledge to understand person and environment</p> <p>Student demonstrates beginning ability to gather and interpret behavioral knowledge in perceiving person and environment</p>	<p>1. Student receives a mean score of 3.2 or higher on Client Observation Group Presentation in MSW 501</p> <p>2. Student receives a passing grade of “credit” on micro-practice client assessment and application of HBSE theories in MSW 540</p> <p>3. Student receives a passing grade of “credit” on micro-practice client assessment and application of HBSE theories in MSW 541</p> <p>4. Student receives a passing grade of “credit” on Fall Journal in MSW 540</p> <p>5. Student receives a passing grade of “credit” on Spring Journal in MSW 541</p>	<p>1. MSW 501: Objective 4</p> <p>2. MSW 540: Objective 7</p> <p>3. MSW 541: Objective 7</p> <p>4. MSW 540: Objective 7</p> <p>5. MSW 541: Objective 7</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
2.1.8 Engage in Policy Practice to advance	Analyze, formulate, and advocate for policies that advance social well-being	1. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 8, Item 1 in MSW 540	<p>1. MSW 540: Objective 8</p> <p>2. MSW 541: Objective 8</p>	<p>All courses are 3 units</p> <p>Surveys are non-</p>

<p>social and economic well-being and deliver effective social work services.</p>	<p>Student begins systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being</p>	<p>2. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 8, Item 1 in MSW 5408, question 1 in MSW 541 3. Student receives a mean score of 3.2 or higher on Problem, Policy, and Program Paper, Parts 1 (prospectus) & 2 (paper) in MSW 520, measuring ability to collect and analyze economic policy</p>	<p>3. MSW 520: Objectives 1-4</p>	<p>unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.8 (Continued) Engage in Policy Practice to advance social and economic well-being and deliver effective social work services.</p>	<p>Collaborate with colleagues and clients for effective policy action Student demonstrates ability to identify and collaborate for effective policy formulation and action</p>	<p>1. Student receives a mean score of 3.2 or higher on Lobby Days Advocacy Paper in MSW 521 2. Student receives a mean score of 3.2 or higher Final Grade in MSW 521</p>	<p>1. MSW 521: Objectives 3-4 2. MSW 521: Objectives 3-4</p>	<p>All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.9 Respond to contexts that shape practice</p>	<p>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant service</p>	<p>1. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 9 in MSW 540 2. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 9 in MSW 541</p>	<p>1. MSW 540: Objectives 8-9 2. MSW 541: Objectives 8-9</p>	<p>All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive</p>

	Student demonstrates beginning capacity to comprehend changing local and social contexts that affect practice, with an emerging ability to identify and provide relevant services as measured by . . .			Skills Evaluation are also 3-unit equivalents
2.1.9 (Continued) Respond to contexts that shape practice	Provide leadership in promoting sustainable changes in service delivery and practice to improve quality of social services Student demonstrates capacity to discern and promote sustainable practice change to improve service quality as measured by . . .	1. Student receives a mean score of 3.2 or higher on Final Paper, regarding organizations and service delivery, in MSW 502 2. Student receives a mean score of 3.2 or higher on Policy Analysis Paper, regarding service delivery and agencies, in MSW 521	1. MSW 502: Objective 1 2. MSW 521: Objectives 1-4	All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents
2.1.10 Engage, assess, intervene, and evaluate with individuals, families, group organizations,	(a) ENGAGEMENT Substantially and effectively prepares for action with individual, family, group, organization, and communities	1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours	1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540:	All courses are 3 units Surveys are non-unit related Field courses/

<p>and communities</p>	<p>Student demonstrates the knowledge base and effective readiness to intervene constructively with individuals and groups</p>	<p>4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>Objectives 1-10 4. MSW 541: Objectives 1-10</p>	<p>Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(a) ENGAGEMENT (Continued) Develop mutually agreed-upon focus of work and desired outcomes</p> <p>Student demonstrates the ability to work with and individuals, families, and groups to identify and work toward accomplishment of shared goals</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(a) ENGAGEMENT (Continued) Use empathy and other interpersonal skills</p> <p>Student demonstrates the capacity to exercise empathy and use self in engagement of service delivery</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

<p>2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(b) ASSESSMENT Collect, organize, and interpret client data</p> <p>Student demonstrates ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information coherently as measured by . . .</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(b) ASSESSMENT (Continued) Assess client strengths and limitations</p> <p>Student demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs</p>	<p>1. Student successfully passes, with a mean score of 3.2 or higher, regarding individuals and families, MSW 510 2. Student successfully passes, with a mean score of 3.2 or higher, assessment through evaluation of practice with groups and communities, in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued) Engage, assess, intervene, and</p>	<p>(b) Assessment (Continued) Develop mutually agreed-on intervention goals and</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511:</p>	<p>All courses are 3 units</p> <p>Surveys are non-</p>

<p>evaluate with individuals, families, group organizations, and communities</p>	<p>objectives</p> <p>Student demonstrates ability to involve individuals, family members and community service providers to develop coordinated intervention plans</p>	<p>3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours</p> <p>4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>Objectives 1-2</p> <p>3. MSW 540: Objectives 1-10</p> <p>4. MSW 541: Objectives 1-10</p>	<p>unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(b) Assessment (Continued)</p> <p>Select appropriate intervention strategies</p> <p>Student demonstrates ability to critically determine the most appropriate intervention strategy to implement a plan</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510</p> <p>2. Student receives a mean score of 3.2 or higher in MSW 511</p> <p>3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours</p> <p>4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5</p> <p>2. MSW 511: Objectives 1-2</p> <p>3. MSW 540: Objectives 1-10</p> <p>4. MSW 541: Objectives 1-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(c) Intervention</p> <p>Initiate actions to achieve organizational goals</p> <p>Student demonstrates beginning ability to initiate efforts consistent with social and organization goals as measured by . . .</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510</p> <p>2. Student receives a mean score of 3.2 or higher in MSW 511</p> <p>3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours</p> <p>4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5</p> <p>2. MSW 511: Objectives 1-2</p> <p>3. MSW 540: Objectives 1-10</p> <p>4. MSW 541:</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation</p>

			Objectives 1-10	are also 3-unit equivalents
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(c) Intervention (Continued) Implement prevention interventions that enhance client capacities Student demonstrates capacity to identify and use prevention measures that enhance individual client strengths and protective factors	<ol style="list-style-type: none"> 1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours 	<ol style="list-style-type: none"> 1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10 	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(c) Intervention (Continued) Help clients resolve problems Student demonstrates capacity to identify and prioritize challenges and to foster solutions that call on client/consumer strengths	<ol style="list-style-type: none"> 1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours 	<ol style="list-style-type: none"> 1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10 	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

<p>2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(c) Intervention (Continued) Negotiate, mediate, and advocate for clients</p> <p>Student demonstrates capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources, and services</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>(c) Intervention (Continued) Facilitate transitions and endings</p> <p>Student recognizes the importance of understanding the transition and termination process and demonstrates the capacity to sensitively terminate work</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511 3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511: Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (Continued) Engage, assess, intervene, and</p>	<p>(d) Evaluation Social Workers critically analyze, monitor, and evaluate</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 510 2. Student receives a mean score of 3.2 or higher in MSW 511</p>	<p>1. MSW 510: Objectives 2-5 2. MSW 511:</p>	<p>All courses are 3 units</p> <p>Surveys are non-</p>

evaluate with individuals, families, group organizations, and communities	interventions Student demonstrates a beginning ability to systematically monitor, analyze, and evaluate interventions, applying knowledge for action approach to determine future action	3. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 4. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours	Objectives 1-2 3. MSW 540: Objectives 1-10 4. MSW 541: Objectives 1-10	unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents
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Advanced Curriculum/Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Syllabus Objective Location</i>	<i>Program Units or Equivalent</i>
<p>2.1.1 Identify as a professional social worker and conduct oneself accordingly (Professional core values history)</p>	<p>Student is able to articulate the roles of a professional social worker and to consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles</p> <p>Student interacts positively with clients, colleagues and supervisors and demonstrates skill in seeking out suitable client services and insuring clients have access to those services</p>	<p>1. Student responds with an 8 or higher rating on Exit Survey Questions 1-2, 6-13</p> <p>2. Student receives a mean score of 3.2 or higher on Assignment 2, Identifying Services and Policies that Govern Services in MSW 522 (Brief/Gallery) OR</p> <p>2. Student receive a mean score of 3.2 or higher average on Term Paper on Mental Health Policy and Practice Nexus e.g. M.H.S.A. in MSW 523 OR</p> <p>2. Student receives a mean score of 3.2 or higher on Term Paper exploring Policy and Practice Nexus (PPT) in MSW 524</p>	<p>3.N/A</p> <p>4. MSW 522: Objectives 1, 3 OR</p> <p>2. MSW 523: Objectives 2, 3 OR</p> <p>2. MSW 524: Objectives 1, 4</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.1 (Continued) Identify as a professional social worker and conduct oneself</p>	<p>Student maintains appropriate professional demeanor and boundaries in practice situations, demonstrates skill in articulating professional knowledge and</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 1 in MSW 542</p> <p>2. Student receives a mean score of 3 or higher in Spring Comprehensive Skills</p>	<p>1. MSW 542: Objective 3</p> <p>2. MSW 543: Objective 3</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p>

Advanced Curriculum/Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Syllabus Objective Location</i>	<i>Program Units or Equivalent</i>
accordingly (Prof. core values History)	effective use of self, and utilizes appropriate resources to insure professional growth	Evaluation Competency 1 in MSW 543		Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents
2.1.2 Apply Social Work Ethical principles to guide professional practice	Student critically evaluates personal and cultural values and norms in all practice situations, applying ethics and concentration practice principles to make decisions and resolve conflicts among perspectives Student effectively applies decision making strategies that are grounded in social work values and ethics and practice principles	1. Student receives a mean score of 3.2 or higher on Mock Oral/Written Licensing Exam demonstrating use of effective decision making strategies in MSW 514 OR 1. Student receives a mean score of 3.2 or higher on Assessment Paper in MSW 512 OR 1. Student receives a mean score of 3.2 or higher on Assignment 3, Empirical Research Project in MSW 516	1. MSW 514: Objectives 1-2 OR 1. MSW 512: Objective 1 OR 1. MSW 516: Objective 5	All courses are 3 units Surveys are non-unit related Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents
2.1.3 Apply critical thinking to inform and communicate	Student applies critical thinking skills using logic, scientific inquiry, and reasoned discernment to synthesize information, to practice	1. Student receives a mean score of 3.2 or higher on Levy Paper in MSW 503 2. Student receives for mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 3 in MSW 542	1. MSW 503: Objective 1 2. MSW 542: Objective 3 3. MSW 543:	SURVEY NON All courses are 3 units Surveys are non-

Advanced Curriculum/Competencies Matrix

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<p>professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)</p>	<p>effectively and to communicate professional judgments</p> <p>Student consistently communicates information, including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients</p>	<p>3. Student receives for mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 3 in MSW 543</p>	<p>Objective 3</p>	<p>unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.4 Engage diversity and difference in practice. (Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)</p>	<p>Student consistently demonstrates and articulates both accurate awareness of self, and knowledge of [historical and contemporary] variables contributing to power imbalances and interpersonal and intercultural conflict in order to work effectively with individuals, families, groups, organizations and communities</p> <p>In practice, student demonstrates both an acute awareness of historical and societal variables at the micro, mezzo and macro levels that</p>	<p>1. Student rates self 8 or higher on Exit Survey Questions 28-34, 50-52</p> <p>2. Student receives a mean score of 3 or higher on Fall Comprehensive Skills Evaluation Competency 4 in MSW 542</p> <p>3. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 4 in MSW 543</p>	<p>1.N/A</p> <p>2.MSW 542: Objective 4</p> <p>3.MSW 543: Objective 4</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

Advanced Curriculum/Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Syllabus Objective Location	Program Units or Equivalent
	influence interaction and the consistent ability to work effectively with diverse individuals, families, and communities to eliminate disparities			
2.1.5 Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights	<p>Student uses knowledge of variables that contribute to injustice, knowledge of human behavior, and knowledge of advocacy theory to provide leadership in application of social work skills to promote social and economic justice at the micro, mezzo and macro levels</p> <p>Student engages in policy practice to improve social and economic justice</p>	<ol style="list-style-type: none"> 1. Student receives 8 or higher in Exit Survey on Questions 50-58 2. Student receives a mean score of 3.2 or higher on, Assignment 3, Developing a Policy Proposal for a Client in MSW 524, Aging Policy Practice OR 2. Student receives a mean score of 3.2 or higher on Assignment 2, Policy Practice Plan for a Resilience Based Program in MSW 522, Child Welfare Policy Practice OR 2. Student receives a mean score of 3.2 mean score or higher on Final Oral Assignment in MSW 523, Mental Health Policy Practice AND 3. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills 	<ol style="list-style-type: none"> 1.N/A 2.MSW 524: Objective 3 OR 2.MSW 522: Objective 3 OR 2.MSW 523: Objective 3 3.MSW 542: Objective 5 4.MSW 543: Objective 5 	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

Advanced Curriculum/Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Syllabus Objective Location</i>	<i>Program Units or Equivalent</i>
		<p>Evaluation Competency 5, Items 1-3 in MSW 542</p> <p>4. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 5, Items 1-3 in MSW 543</p>		
<p>2.1.6 Engage in research informed practice and practice informed research</p>	<p>Student regularly assesses and uses research to guide practice, evaluates practice, and disseminates findings to improve practice</p> <p>Student demonstrates skill in conducting case research and interpreting evidence based research, applying findings to practice, in program evaluation, and in dissemination of knowledge</p>	<p>1. Student receives a mean score of 3.2 or higher on Final Project in MSW 596</p> <p>2. Student receives a mean score of 3.2 or higher on Final Project in MSW 597</p> <p>3. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 6 in MSW 542</p> <p>4. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 6 in MSW 543</p>	<p>1. MSW 596: Objectives 1-5</p> <p>2. MSW 597: Objectives 1-5</p> <p>3. MSW 542: Objective 6</p> <p>4. MSW 543: Objective 6</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.7 Apply knowledge of human behavior</p>	<p>Student integrates knowledge and theory of human behavior and the social environment from diverse perspectives to conduct</p>	<p>1. Student scores an 8 or higher on Exit Survey, Questions 14-27</p> <p>2. Student receives a mean score of 3.2 or higher on Final Exam in MSW 503</p>	<p>1. N/A</p> <p>2. MSW 503: Objectives 1-4</p>	<p>All courses are 3 units</p> <p>Surveys are non-</p>

Advanced Curriculum/Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Syllabus Objective Location</i>	<i>Program Units or Equivalent</i>
and the social environment	<p>reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations</p> <p>Student’s evaluation of practice [engagement, assessment, planning, intervention and evaluation] demonstrates the ability to knowledgably apply information about human behavior and the social environment, from diverse perspectives</p>	<p>3. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 542</p> <p>4. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 543</p>	<p>3. MSW 542: Objective 7</p> <p>4. MSW 543: Objective 7</p>	<p>unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
2.1.8 Engage in Policy Practice to advance social and economic well-being and deliver effective social work services.	<p>The student articulates knowledge of current agency, state, and federal policies and engages in effective practice development and implementation of ethical and effective policies</p> <p>Student’s policy practice interventions demonstrate knowledge of relevant policies</p>	<p>1. Student receives a mean score of 3.2 or higher in MSW 522 OR</p> <p>1. Student receives a mean score of 3.2 or higher in MSW 523 OR</p> <p>1. Student receives a means score of 3.2 or higher in MSW 524</p>	<p>1. MSW 522: Objectives 1-4 OR</p> <p>2. MSW 523: Objectives 1-4 OR</p> <p>3. MSW 524: Objectives 1-4</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

Advanced Curriculum/Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Syllabus Objective Location</i>	<i>Program Units or Equivalent</i>
	[including those specific to cultural groups], social work values, and assessment of service effectiveness			
2.1.9 Respond to contexts that shape practice	<p>Student identifies trends among micro, mezzo, and macro variables that affect practice and provides leadership to respond to those trends in effective and culturally competent ways</p> <p>Student readily identifies changing factors in agencies and services that affect services and initiates culturally competent action to promote responsive, sustainable services and collaboration</p>	<ol style="list-style-type: none"> 1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 9, Items 1-2 in MSW 542 2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 9, Items 1-2 in MSW 543 3. Student receives a mean score of 3.2 or higher in MSW 564 	<ol style="list-style-type: none"> 1. MSW 542: Objective 9 2. MSW 543: Objective 9 3. MSW 564: Objectives 1-3 	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
2.1.10 (a) ENGAGE Engage, assess, intervene, and evaluate with individuals,	Student skillfully, respectfully, and in accord with social work values, establishes working relationships with clients and community partners and utilizes those relationships in forging	<ol style="list-style-type: none"> 1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10a, Engage in MSW 542 2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills 	<ol style="list-style-type: none"> 1. MSW 542: Objective 10a 2. MSW 543: Objective 10a 	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p> <p>Field courses/</p>

Advanced Curriculum/Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Syllabus Objective Location</i>	<i>Program Units or Equivalent</i>
<p>families, group organizations, and communities</p>	<p>goals and positive outcomes</p> <p>The student demonstrates the ability to develop relationships and manage power differentials in routine and challenging situations with clients and partners in a manner that reflects core social work values as they address child welfare, community mental health, or aging practice</p>	<p>Evaluation Competency 10a, Engage in MSW 543</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 512 OR</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 514 OR</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 516 AND</p> <p>4. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the list below): MSW 570 MSW 571 MSW 572 MSW 573 MSW 574 MSW 575</p>	<p>3.MSW 512: Objective 10a OR</p> <p>3.MSW 514: Objective 10a OR</p> <p>3.MSW 516: Objective 10a AND</p> <p>4.Direct Practice Electives: Objective 10b</p>	<p>Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (b) (Continued) ASSESS Engage, assess, intervene, and</p>	<p>The student consistently gathers qualitative and quantitative data from a variety of sources, forms coherent meaning from the data, and uses the resulting</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10b, Assess in MSW 542</p> <p>2. Student receives a mean score of 3 or</p>	<p>1.MSW 542: Objective 10b</p> <p>2.MSW 543: Objective</p>	<p>All courses are 3 units</p> <p>Surveys are non-unit related</p>

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<p>evaluate with individuals, families, group organizations, and communities</p>	<p>information to make recommendations and to plan interventions that meet standards for social work practice</p> <p>Student’s service plans reflect data collection and assessment methods that demonstrate mutuality and respect for clients from diverse backgrounds</p>	<p>higher on Spring Comprehensive Skills Evaluation Competency 10b, Assess in MSW 543</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 512 OR 3. Student receives a mean score of 3.2 or higher in MSW 514 OR 3. Student receives a mean score of 3.2 or higher in MSW 516 AND 4. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the list below): MSW 570 MSW 571 MSW 572 MSW 573 MSW 574 MSW 575</p>	<p>10b</p> <p>3.MSW 512: Objective 10b OR 3.MSW 514: Objective 10b OR 3.MSW 516: Objective 10a AND 4.Direct Practice Electives: Objective 10b</p>	<p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (c) (Continued) INTERVENE</p>	<p>The student comfortably shifts among the roles of a social worker in child welfare and intervenes effectively in those</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10c, Intervene in MSW 542</p>	<p>1.MSW 542: Objective 10c 2.MSW 543:</p>	<p>All courses are 3 units</p> <p>Surveys are non-</p>

Advanced Curriculum/Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Syllabus Objective Location	Program Units or Equivalent
<p>Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations</p> <p>The student’s child welfare, community mental health, or aging interventions demonstrate effective embracing of multiple social worker roles and phases of service that recognize client strengths and self-determination</p>	<p>2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10c, Intervene in MSW 543</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 512</p> <p>OR</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 514</p> <p>OR</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 516</p> <p>AND</p> <p>4. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the list below): MSW 570 MSW 571 MSW 572 MSW 573 MSW 574 MSW 575</p>	<p>Objective 10c</p> <p>3. MSW 512: Objective 10c</p> <p>OR</p> <p>3. MSW 514: Objective 10c</p> <p>OR</p> <p>3. MSW 516: Objective 10c</p> <p>AND</p> <p>4. Direct Practice Electives: Objective 10c</p>	<p>unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>
<p>2.1.10 (d) (Continued)</p>	<p>The student consistently uses reliable and valid methods for monitoring and evaluating</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10d, Evaluate in</p>	<p>1. MSW 542: Objective 10d</p>	<p>All courses are 3 units</p>

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EVALUATE Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	<p>practice interventions and uses the results to improve policy and practice</p> <p>Student regularly engages in practice evaluation using reliable and valid methods and uses the results to benefit clients</p>	<p>MSW 542</p> <p>2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10d, Evaluate in MSW 543</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 512</p> <p>OR</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 514</p> <p>OR</p> <p>3. Student receives a mean score of 3.2 or higher in MSW 516</p> <p>AND</p> <p>4. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the list below):</p> <p>MSW 570</p> <p>MSW 571</p> <p>MSW 572</p> <p>MSW 573</p> <p>MSW 574</p> <p>MSW 575</p>	<p>2. MSW 543: Objective 10d</p> <p>3. MSW 512: Objective 10d</p> <p>OR</p> <p>3. MSW 514: Objective 10d</p> <p>OR</p> <p>3. MSW 516: Objective 10d</p> <p>AND</p> <p>4. Direct Practice Electives: Objective 10d</p>	<p>Surveys are non-unit related</p> <p>Field courses/ Comprehensive Skills Evaluation are also 3-unit equivalents</p>

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.

Accreditation Standard: 2.1: Field Education

Accreditation Standard: 2.1.1: The Cal State Fullerton Social Work Program discusses how its field education program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

Accreditation Standard: M2.1.2: The Cal State Fullerton Social Work Program discusses how its field program provides advanced practice opportunities for students to demonstrate the program's competencies

The California State University, Fullerton Master of Social Work program administers field education consistent with program goals and objectives that emphasize the importance of competent professionals prepared to engage in advanced practice in each of the concentrations; child welfare, community mental health, and aging. The fieldwork series of courses play an integral role in the total curriculum for MSW students at California State University, Fullerton. The experience offers an opportunity for students to integrate and apply theoretical knowledge, research evidence, and intervention skills in a community agency setting through social work practice under the supervision of a qualified fieldwork instructor. For instance, students are taught about theories that inform treatment models and specific interventions in HBSE and practice courses.

In field placements, students are challenged to connect those theories to actual situations with clients. Field instructors guide students to process implementation of conceptual frameworks in the field and as they begin to develop the ability to apply interventions with clients. Students might, for example, be asked by a field instructor to identify the stage of development a client is in according to Erikson's theory of psychosocial development or asked how behavioral theory can be applied through behavioral interventions to help children positively manage externalizing behaviors that may be causing them, or their families, difficulty.

The theories and treatment models or interventions these conceptual frameworks inform are applied in different ways depending on students' field placement settings. In the advanced field curriculum, these applications are specific to the students' chosen concentrations. A variety of

agencies within the region are utilized for fieldwork placements, reflecting the diverse settings in which social workers are employed. The selected agencies and field instructors play a major role in the personal and professional development of the student, providing a range of learning opportunities including direct practice, orientations to the role of the professional social worker in agencies, and exposure to the dynamic and ever-changing service needs within the agency and the larger community.

The fieldwork experience is designed to reinforce classroom content along with providing new and challenging experiences that will maximize learning opportunities. The field education experience engages students in supervised direct service activities in generalist social work practice at the foundation level and in the application of theory and skills at the advanced level in one of the three specialization (i.e., concentration) areas: Child welfare, community mental health, or aging. After completion of the two years of fieldwork, students are prepared for entry into a specialized area of practice with the ability to utilize a range of intervention techniques in diverse practice settings with a variety of cultural and ethnic populations.

A list of the current agencies affiliated with the CSUF Master of Social Work field education component is listed below:

Agencies Providing Field Instruction	Services Provided
County of Orange Health Care Agency Older Adult Service	Mental health, outreach, substance abuse services to older adults
Women’s Transitional Living Center	Domestic violence treatment and shelter services
Rancho Santiago Community College District	Child development center, case management services
US VETS-March ARB	Services to homeless veterans
Orange County Bar Foundation	Services to at risk youth and those in the juvenile probation system
Human Options	Domestic violence programs, shelter
Provident Community services (OASIS)	County-contracted to provide case management and mental health services to older adults
East Whittier City School District	School social work
The Eli Home	Residential child abuse prevention; faith based
Orange County Dept. of Education- ACCESS	School-based services to special needs/at risk adolescents
Alzheimer’s Association	Services for caregivers and those afflicted
Caregiver Resource Center	Case management; groups; caregiver support; education; community awareness
Children’s Bureau	Wrap-around services; education; school social work; family resource centers
County of Orange Social Services Agency-Children and Family Services	Child welfare services
Garden Grove Hospital Medical Center	Medical social work
Hoag Hospital Community Medicine Counseling Center	Free individual and family counseling and mental health services to Hispanic community

Agencies Providing Field Instruction	Services Provided
The Whole Child	Child-centered mental health services; case management; school social work
Irvine Senior Services	Community Senior Center; case management, referrals, resources
Kaiser Permanente Dept. of Psychiatry	Mental health services
Kinship Center	Adoption services and mental health support
OCAPICA	Case management and mental health services to Asian Pacific Islanders
Pacific Clinics	Mental health services
Hospice Care of the West	Hospice and caregiver services
Patton State Hospital	Correctional mental health
County of Riverside Mental Health	Mental health services
Telecare STEPS	Adult mental health services for homeless and difficult to engage
UCI Medical Center	Hospital and psychiatric social work
Western Youth Services	Children's mental health; IEPs; groups, case management
Child Abuse Prevention Center	Child welfare and mental health services
Anaheim Union High School District	School Social Work
Canyon Ridge Hospital	In-patient psychiatric social work with children, adolescents and adults
Crittenton Services	Foster care agency
David & Margaret Youth and Family Services	Foster care, wrap-around services
Family Solutions Collaborative	School social work and family counseling
Jewish Family and Children's Services	Family services
Olive Crest	Wrap-around, family services, community resources
Pomona Unified School District	School social work
San Bernardino County Dept. Of Mental Health	County mental health services
Vitas Hospice	Hospice services
Whittier Union High School District	School social work
Wylie Center for Children, Youth & Families	0-18 services; autism clinic
Alhambra Unified School District	School social work
Beach Cities Health District	Senior services
Casa Colina	Adult day health care
Children Today	Case management, wrap services to families at risk
City of Hope	Medical social work
Los Angeles Dept. of Children and Family Services	Child welfare services
Council on Aging-Orange County	Senior services
Community Service Programs, Inc.	Victim-Witness services

Agencies Providing Field Instruction	Services Provided
Davita Dialysis	Medical social work
Dignity Health	Medical social work-HIV
Downey Unified School District	School social work
Ettie Lee Youth and Family Services	Foster care
Family Promise	Homeless services
Hoag Hospital	Medical social work
Laguna Woods Village	Senior services
Mental Health America of Los Angeles	Mental health services
Mercy House	Homeless and family services
Mission Hospital	Medical social work
Orange County Superior Court-Family Court Services	Mediation
Palomar Family Counseling Services	School social work; family counseling
PEC Hospice	Hospice and caregiver services
Perris Elementary School District	School social work
Presbyterian Intercommunity Hospital, Inc.	Medical social work
Silverado Hospice	Hospice and caregiver services
Social Model Recovery Programs	Addiction services for adolescents
St. Joseph Hospital of Orange	In-patient mental health services-adult; CHOC-children's hospital
St. Jude Medical Center	Senior services; medical social work
Stanton Community Services Center	Community services; outreach
Union Station Homeless Services	Homeless services
VA Long Beach	Veterans services
VA Loma Linda	Veterans services
West Covina Unified School District	School social work
WISE & Healthy Aging	Ombudsman

Accreditation Standard: 2.1.3: The Cal State Fullerton Social Work Program discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and 900 hour for master's programs.

Each student has two fieldwork placements in two different agencies during the course of study. Every effort is made for each student to have a placement experience in a public agency or in a private, non-profit agency.

In the first semester of the foundation year, students are in their fieldwork placement sites 16 hours per week for a total of 250 clock hours. Similarly, during the second semester, students are in the fieldwork sites 16 hours per week for a total of 250 hours (500 total hours for the first year of instruction). In the second year of the program, students are, again, in their fieldwork placements 16 hours per week for a total of 500 hours for the academic year. Upon completion of four semesters in fieldwork (two in foundation and two in advanced), students complete a total of

1000 clock hours. Faculty field liaisons hold weekly integrative seminars with students with whom they serve as liaisons. Integrative seminars provide students with an opportunity to process their fieldwork cases, role play new skills, present cases and work on the transition from student to entry level professional.

Accreditation Standard: 2.1.4: The Cal State Fullerton Social Work Program discusses how its field education program admits only those students who have met the program's specified criteria for field education.

Only those students who have been granted admission to the MSW program are considered for field placement. Students are required to participate in an online field education orientation in June prior to enrolling in foundation-year classes. During the summer, students then schedule a meeting with the director of field education to discuss placement opportunities. The program only admits those who meet the program's criteria for placement. Students who are unable to pass agency screening requirements are ineligible for field placement. Students are covered for liability insurance under the University's policy. Students must have successfully completed their foundation-year fieldwork and their foundation academic courses in order to advance to the second-year field placement assignment.

At the beginning of their second semester in the program, students complete an inventory of the skills that they learned in their foundation-year fieldwork experience and list skills they wish to acquire in their advanced-year fieldwork. They meet with the director of field education for guidance in the types of fieldwork sites, which may be available in their second year. Students are given at least two agencies to interview. They are expected to write a resume, set up the interview and complete the interviews. After the completion of both interviews, students submit a review of each interview and rank them in order of preference. At the same time, agencies are given the names of students who are interviewing with them for their second year fieldwork. Agencies also fill out a review of each student and rank their preference. Upon receipt of both reviews, the director of field education makes the final decision regarding placement taking into consideration the desires of the student and the agency.

Accreditation Standard: 2.1.5: The Cal State Fullerton Social Work Program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

The selection of agencies to be affiliated with the California State University, Fullerton Master of Social Work program via its field education program is a joint process involving the agency and the department. It is based upon a mutual commitment each institution makes to social work education. Agencies that are interested in becoming a fieldwork site for Cal State Fullerton are visited and interviewed by the director of field education.

To determine the suitability of an agency for field placements, the director of field education of the MSW program assesses the agency's interest in, and potential for, a long-term commitment to social work education. Preference is given to agencies that are focused on supervising social work students as well as having a wide range of opportunities for a variety of student learning experiences. The program looks for agencies and programs that offer services to individuals, families, groups and communities, and a commitment to serving diverse client populations. Agencies are expected to provide students with multicultural practice and social justice experiences, as well as experiences with low-income clients and oppressed populations. Furthermore, agencies are expected to subscribe to the educational objectives and mission of the MSW program and to treat students as learners by providing resources necessary for them to complete their assignments.

Field instructors are expected to attend an orientation meeting scheduled shortly before the beginning of the school year in which they receive information regarding the MSW field education program at California State University, Fullerton. They are given an opportunity to meet with their faculty field liaison who keeps in regular contact with their student and the agency in which the student is placed. The fieldwork experience is tailored to the individual student's needs in an ongoing assessment process involving the student, field instructor and faculty liaison. During the first two weeks of the placement period, a learning agreement is developed between the student and the field instructor. The learning agreement specifies learning goals for the student, the experiences and activities in which the student participates to meet these learning goals, and specific timelines for their implementation.

Students meet with their faculty field liaisons weekly in a field practicum seminar in which there is discussion about the agency and the student's experiences in that agency. In addition, faculty field liaisons contact the agency by telephone and/or email within the first month of placement to introduce themselves and to set up a face-to-face meeting to discuss the student's progress. Faculty field liaisons conduct at least two face-to-face meetings with their field instructor during the academic year (once during the fall semester and once during the spring semester). Where distance or preference of the agency is a factor, these conferences may take place as a telephone conference or an electronic meeting, such as Skype.

During these meetings, the faculty field liaison, the field instructor and the student discuss the Comprehensive Skills Evaluation – a standardized field evaluation form used by all accredited MSW programs participating in the Greater Los Angeles Field Consortium, and any other issues that are deemed important. In addition to the Comprehensive Skills Evaluation, at the end of the academic year, the faculty field liaison completes an evaluation of the agency and the field instructor. Students complete an evaluation of their field experience and the fieldwork setting. The field instructor also completes an evaluation of their experience with the field experience, the social work program, and the faculty field liaison. All of these evaluations are utilized in assessing the student learning and the effectiveness of the field instructor and the agency in providing field instruction, the monitoring of faculty field liaison contacts with agencies, and the overall effectiveness of the field education program at Cal State Fullerton.

Accreditation Standard: 2.1.6: The Cal State Fullerton Social Work Program discusses how its field education program 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.

In order for an agency to become a fieldwork site in the California State University, Fullerton MSW program, an agency must provide information about its scope and state the qualifications of its potential field instructors. Then, the director of field education visits the potential field placement site and meets with the agency director and potential field instructors to assess the agency's overall viability as a fieldwork placement. To ensure that placement sites and fieldwork instructors meet accreditation standards, interested agencies and potential fieldwork instructors provide information describing an agency's services. The potential fieldwork instructor also provides information describing his or her work experience and academic training. The MSW program requires the following qualifications when selecting fieldwork instructors:

- 1) The instructor must possess an MSW from a CSWE-accredited graduate school of social work. It is highly desirable for the instructor to also possess an LCSW and/or ACSW.
- 2) The instructor needs to have at least two years of post-MSW direct practice experience.
- 3) The instructor must commit to be available to supervise the student intern(s) for an entire academic year.
- 4) The instructor must demonstrate expertise in the student's chosen specialization (i.e., child welfare, community mental health, or aging).
- 5) The instructor must be willing and available to participate in field education activities, such as Fall semester orientation for fieldwork instructors and training sessions for new fieldwork instructors.
- 6) The instructor must be available within the agency during the hours in which the student intern(s) are in fieldwork.
- 7) The instructor must possess the willingness and ability to adjust his or her workload to allow for weekly supervision of the student intern(s) of at least one hour with each assigned student.
- 8) Whenever possible, it is highly desirable that instructors have prior experience supervising graduate-level social work interns.

In relatively rare situations in which an agency or organization represents a quality field placement for students in the program but do not have an MSW with at least two-years post graduate practice experience on staff, the department provides field instruction from an MSW and at least two-years post graduate practice experience (also an LCSW license). Typically, this type of field instruction has been provided by a faculty member. In these situations, the students involved have a "preceptor" at the agency in which they are placed and a field instructor from the program who meets with them regularly to provide social work specific field instruction.

Accreditation Standard: 2.1.7: The Cal State Fullerton Social Work Program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Fieldwork orientations and end-of-the-year meetings for fieldwork instructors are held at the beginning and end of the academic year. Each fieldwork instructor is given a Field Education Handbook that contains information regarding the organization, content and sequencing of the MSW curriculum along with a statement of the program's mission, goals and objectives (See Volume III). Practicum syllabi are included along with a master calendar for the academic year, sample case recordings, a sample learning contract, outlines of different types of written case recordings and evaluation forms. Each fieldwork instructor who has not supervised an MSW student before is required to attend a 15-hour New Field Instructor Course. This course is offered on an ongoing basis as a self-study course or in-person at the Orange County Social Services Agency or may be taken at one of the other local schools of social work (see Consortium below). At the end of the course, the field instructor receives a Certificate of Completion and continuing education units.

In 1985, the then three schools of social work in southern California (UCLA, USC, and California State University, Long Beach) developed the Joint Field Symposium and Field Education Consortium. The Consortium was an opportunity for field instructors and field faculty from the three schools to meet to discuss common issues. The Joint Field Symposium (a half-day seminar for field instructors) meets in the spring and is hosted on a rotating basis by each school. In 1998, CSU Los Angeles joined the Joint Field Symposium followed by CSU Northridge in 2005 and CSU Dominguez Hills in 2006; CSU Fullerton joined the Symposium in 2007. The directors of field education in southern California meet on a regular basis. Through these meetings, an agreement has been made with the field instructors that all the schools in the Los Angeles area will use the same Comprehensive Skills Evaluation for the first-year evaluation. In addition, the schools have an informal reciprocal agreement that a field instructor can take the Field Instructor Certificate course at any of the campuses to satisfy this requirement.

The CSUF field education component has a Field Advisory Board which meets a minimum of twice a year. It is composed of experienced fieldwork instructors who have demonstrated outstanding leadership and teaching in field education. The Field Advisory Board provides important feedback to the field education component by assisting in the updating of the Field Education Student Handbook, recruiting appropriate field placements, assisting with field instructor training, consulting in the modification of field education curriculum.

Currently serving on the Field Advisory Board is:

Christine, Ford, MSW, LCSW, RN
Debra Saxton, MSW, LCSW
Damian Zavala, LCSW, MPA
Ilan Wolf, MSW
Cilla Ziemplanski, LCSW

CSUF, Director of Field Education
CSUF, CalSWEC Coordinator
Kaiser Permanente
Social Services Agency
UCI Medical Center

Margarita Kishimoto, LCSW
Shearly Chambless, LCSW
Greg Masters, LCSW
Michaëlle Rose-Silva, LCSW

Kaiser Permanente
Mission Hospital Medical Center
Health Care Agency-Behavioral Health
Hoag Hospital Community Services

Accreditation Standard: 2.1.8: The Cal State Fullerton Social Work Program discusses how its field education program 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 the student's employment.

Students who are employed in social service or social work agencies may request that their agency be evaluated for suitability as a fieldwork placement site during their second year of fieldwork placement. The agency can be utilized for a field placement during the second year with the approval of the director of field education and upon meeting the MSW program's criteria for an appropriate field placement. The agency must be able to meet the established criteria to ensure the educational focus of fieldwork, to provide new and challenging experiences for the student and to maximize learning opportunities. Under no circumstances, is a student given credit for life experience in the field. In order to meet the requirements of an educationally based fieldwork experience, the agency must meet all the following criteria:

- 1) The agency must be able to provide work experiences for the student during fieldwork hours that are significantly different from the student's normal work activities and duties. Fieldwork hours must be completed in a different program area or unit of the agency in order to allow for a physical separation of employment and fieldwork activities.
- 2) The student must have experiences with a different client population, program area or service area during the fieldwork hours.
- 3) There must be a qualified fieldwork instructor available who is different from the student's line supervisor. The fieldwork instructor must possess an MSW from an accredited school of social work, have at least two years of post MSW experience, and have completed the New Fieldwork Instructor Training course.
- 4) The fieldwork instructor must be available during the hours in which the student is in field placement within the agency.
- 5) The agency must make available the release time the fieldwork instructor needs to attend fieldwork instructor orientation and to provide necessary fieldwork instruction and supervision.
- 6) The assignments for fieldwork must be educationally focused and meet the CSUF MSW program's criteria.
- 7) The fieldwork placement activities must coincide with the student's area of specialization (i.e., child welfare, community mental health, or aging).
- 8) There shall be individualized and educationally focused case selection and work assignments designated specifically for fieldwork activities.
- 9) A written fieldwork agreement must be prepared outlining the criteria of the fieldwork experience for an individual student. The fieldwork agreement must be signed by the

- student, the fieldwork instructor, the line supervisor and the agency representative, and it must be approved by the director of field education.
- 10) The agency must support the plan at all of the appropriate levels as indicated by the signed proposal and fieldwork agreement.
 - 11) The agency must agree not to alter the field assignment in the fieldwork agreement without consultation with and approval of the director of field education.

An MSW Field Education Student Handbook has been drafted and is available online. Affiliation agreements have been negotiated with core social work agencies in Orange County and surrounding areas. Memoranda of understanding have been signed.

IMPLICIT CURRICULUM

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1 – Diversity

Accreditation Standard: 3.1.1: The social work 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 California State University, Fullerton MSW program is bound by the non-discrimination policies of the University and the State of California (See the policy statement included under Accreditation Standard 3.5.6 below). The social work program is based upon the notion of social justice and respect for all humankind and has at its core a belief in non-discrimination and affirmative action in the removal of barriers to full participation for all groups and individuals in American society. Attention is focused on diversity in terms of the selection of field placements, the selection of faculty and the recruitment of students. The MSW program curriculum has been carefully developed to prepare professional social workers to employ culturally appropriate interventions in diverse multicultural environments.

Course assignments, invitations to guest speakers, seminars, and research assignments reflect attention to diversity and the multicultural perspective. In fact, the cornerstone of the MSW program is the development of understanding and appreciation for the diversity and value of all people. This focus on non-discrimination, social justice, and respect for diversity on all levels, from the physical to the cultural, is found in implementation of the competencies, our focus on classroom, and field site knowledge building, and is also reflected in faculty hiring, meetings, and in the orientation of students and field supervisors.

With regard to field agency sites, the program has carefully selected agencies that represent the full spectrum of consumer populations served throughout Orange County and the southern California region. As can be seen from the fieldwork agency list in this volume, the program has agencies representing the full range of ethnicities represented in Orange County, as well as social work consumer populations. Students experience field placements in sites ranging from school districts to state mental institutions and non-government organizations, from the Latino Family Institute to the Illumination Foundation and the Kinship Center. The program works with Pacific Coast Hospice and Jewish Family Services, Intercommunity Child Guidance, Patton State Hospital and Caregiver Resource Center. The program works very hard with its Community

Advisory Board to encourage affiliations with these and other agencies that frame the diverse economic, social and cultural venues of Orange County. The program's selection process is purposeful in complementing the curriculum and representing the broad spectrum of clients its students encounter in their professional practice.

In addition, the program develops many curriculum components that allow it to extend and teaching and training activities to diverse communities. The advanced-year policy and practice courses have engaged with field agencies to build a collaborative learning and service effort between students and agency staff and clients. Students are required, in conjunction with their field agencies, to write a grant for an agency sponsored program in the macro-level Professional Issues in Social Work course, MSW 564. This allows students to connect with diverse community populations and needs, and serves as a very real method for engaging students with diversity, diverse issues and diverse populations. In addition, this project enables students to understand the social and economic issues that frame practice for community-based agencies.

The program's hiring of faculty is also based on the richness of diversity in the region and the social work profession. Both full-time and part-time faculty members represent this focus on diversity. Many of the part-time faculty come from agencies discussed above, serving clients throughout the region. In addition, the importance of diversity is augmented by creating, expanding and maintaining a pool of program lecturers that reflect diverse communities and providers in the region. Recent hires of a full-time tenure-track faculty member, who is Asian, and full-time lecturers, who are African-American, and Hispanic/Latina reflect the ongoing commitment to diversity throughout the program's learning environment.

Additionally, field instructors reflect a wide and diverse range of backgrounds and areas of expertise. Since a majority of the field agencies are located within ethnically diverse communities, many of the social work program's fieldwork instructors reflect these agency populations with many years of experience in multicultural social work practice.

The program also assures that diversity is built into the field education component of the program through the agency site selection process. The selection criteria are heavily weighted toward broadening the ethnic and cultural exposure of students and in operationalizing the program's commitment to educating social workers who can serve multicultural communities and consumers.

Included in agency site preparation and field instructor training is information to insure that diversity and ethnocultural sensitivity are built into each student's learning experience. The program's field training material can be found in Volume III of this study,

The field evaluation component of the student learning experience, which can be found in its entirety in Volume III of this study, as well as the program's curriculum matrix, highlight aspects of diversity, ethnicity and cultural competence. In addition, each student completes a learning contract in their field placement assignment that specifies that the student will be exposed to diverse populations in their placement, as well as diverse levels and areas of practice. This assures that the student-experience is imbued with the values and ethics of the social work profession in Orange County.

Another aspect of insuring a strong foundation in social work values permeates the curriculum in that the program has historically actively engaged its Community Advisory Board in curriculum development and outreach. Members of the advisory group represent the depth and breadth of Orange County's diverse ethnic and cultural communities, as can be seen on the list of advisors they represent. The program is in the process of revamping this board, used in the development of the program, to work with it to strengthen the curriculum and connections to the changing demographics of the region.

The program continues to support a varied menu of diverse programming in the region. For example, the program, in conjunction of Orange County Social Services Agency, has hosted a Heart Gallery on campus related to minority children adoptions; classes are now engaged in a campus-wide homeless information and resource-gathering project; and, annually, the college in which the program is housed supports the Orange County Children's Conference, which is an ongoing effort to report progress in children's issues throughout the county. Students attend these conferences and participate as part of their learning experience.

Accreditation Standard: 3.1.2: The social work program describes how its learning environment models affirmation and respect for diversity and difference.

The Department of Social Work at CSUF is situated on a diverse campus representative of the diverse populations in Orange County and the southern California region. CSUF has been formally recognized as a Hispanic Serving Institution. Within this context, content on diversity is interwoven throughout the curriculum in the MSW program. The construct of diversity is defined in the broadest sense within the program. Diversity includes all characteristics of humans that vary widely among the populations served by social workers. These characteristics include but are not limited to race, ethnicity, cultural background, social class, sexual orientation, gender identity, religious affiliation, spiritual beliefs, physical abilities/disabilities, national identity, refugee, immigration/naturalization status, cognitive processing abilities, mental health, educational levels. The curriculum also includes exposure to the NASW Code of Ethics in multiple courses and respect for diversity and difference is integral to that document.

In addition to the integrated model that infuses content on diversity throughout the curriculum, the MSW program includes a foundation-level course devoted entirely to diversity. MSW 550: Social Work with Diverse Populations is a semester-long course dedicated to content on the diversity social workers encounter in practice. The objective of the course is to prepare students to consider policy and procedural guidelines at various levels of government and in organizations that impact people from diverse populations and to help students adopt perspectives and practice frameworks that will promote effective practice with people who identify with a wide variety of diverse characteristics. Students are also encouraged to engage in a self-reflexive process to identify their own assumptions and potential biases concerning a variety of "others" in the populations they are likely to serve in their internships and when they become professional social workers.

CalSWEC Competencies and Diversity

The Department of Social Work is an integral part of another significant and formative entity which requires a focus on diversity in the curriculum besides the university context the MSW program is situated in. The department is an active participant in the California Social Work Education Center (CalSWEC). CalSWEC is a collaboration of 21-schools and departments of social work throughout the State of California and includes three major areas of emphasis concerning social work education: child welfare, mental health, and aging. Several faculty members in the CSUF, Department of Social Work have been involved in ongoing projects with faculty from the other schools that are a part of CalSWEC. A major project was the development of curriculum competencies for each of the three major educational areas of concerns in CalSWEC. The competencies outline the constructs that must be covered and the skills that must be developed through the curriculum as it is delivered to students in each of the collaborating schools/departments. Diversity concerns are featured prominently in the CalSWEC curriculum competencies. Summaries of the diversity-specific elements of the CalSWEC competencies for each of the three major dimensions of CalSWEC, which coincide with the concentrations in the MSW program at CSUF, are listed below in the following order: child welfare, mental health, and aging competencies.

Child Welfare Principles Framing the Curriculum Developed with CalSWEC

1. A wide range of parenting practices, varying as a result of ethnic, cultural, community, and familial differences, can provide adequate care for children.

Foundation Competencies (First Year)

- I--Ethnically Sensitive and Multicultural Practice
- II--Core Child Welfare Practice
- III--Human Behavior and the Social Environment
- IV--Workplace Management

Advanced Competencies (Second Year)

- IV--Culturally Competent Child Welfare Practice
- VI--Advanced Child Welfare Practice
- VII--Human Behavior and the Child Welfare Environment
- VIII--Child Welfare Policy, Planning, and Administration

Ethnically Sensitive and Multicultural Practice

A working knowledge of and sensitivity to the dynamics of ethnic and cultural differences are at the core of child welfare services. Culturally competent practice acknowledges that an individual's culture is an integral part of overall development and selfhood and strives to use concepts of culture in a manner that enhances individual and family functioning. Given the increasingly diverse service population, cultural competency and understanding of the cultural norms of California's major ethnic groups should be a criterion for competent performance

throughout the curriculum. This section includes foundation knowledge, values, and skills for culturally competent child welfare practice.

Culturally Competent Child Welfare Practice

This section builds upon the skills developed towards cultural competence in the foundation. A comprehensive understanding of the cultural norms and values of California's major ethnic, cultural, and immigrant groups is critical in order to make appropriate assessments and to work effectively with members of these groups. Advanced culturally competent practice requires knowledge of the specific challenges faced by different ethnic and cultural populations and the ability to apply that knowledge in legal, social, and psychosocial contexts.

Mental Health Competencies: CalSWEC and CSUF Mental Health Initiative

The mental health competencies and curriculum frame were developed by a collaborative partnership consisting of California practitioners, educators, community leaders, and other stakeholders from the fields of mental health and social work. The competencies support and promote recovery and wellness through independence, hope, personal development and resiliency for children, adults and older adults with serious emotional disturbances and severe mental illness. The competencies support the development and utilization of evidence-based and promising practices throughout the mental health system and promote culturally and linguistically competent services that are sensitive and responsive to the needs of local communities and focus on issues of ethnicity, age, gender, sexual orientation and religious/spiritual beliefs.

Consistent with the shared vision of the mental health partnership, services are to be provided in the least restrictive and most appropriate setting with attention to consumer and family involvement at all levels of the mental health system. The mental health competencies are divided into foundation and advanced/specialization categories, which correspond roughly to the first and second years of the MSW program. The competencies are based on a series of principle statements adapted from the Mental Health Services Act (December 2004) and the California Mental Health Master Plan: A Vision for California (March 2003).

The CalSWEC mental health competencies are designed to prepare an MSW-level workforce to effectively provide mental health services to children, adults and older adults, and to contribute to a mental health system which:

1. Provides culturally and linguistically competent services that are sensitive and responsive to the needs of the local community, and addresses issues of ethnicity, age, gender, sexual orientation and religious/spiritual beliefs.

Foundation Competencies (1st Year)

- I--Culturally and Linguistically Competent Generalist Practice
- II--Foundation Practice
- III--Human Behavior and the Social Environment
- IV--Workplace Management

Advanced Competencies (2nd Year)

- V--Culturally and Linguistically Competent Mental Health Practice
- VI--Advanced Mental Health Practice
- VII--Human Behavior and the Mental Health Environment
- VIII--Mental Health Policy, Planning and Administration

CSUF and CalSWEC Aging Curriculum Content

The CalSWEC aging initiative (AI) of 2004 established the aging subcommittee and with it an initial mandate to specify aging social work competencies. These were to be aligned with the successful CalSWEC child welfare curriculum model and the CalSWEC mental health competencies. The CalSWEC AI has the goal of preparing social workers to provide effective interventions of the highest quality to California elders within the aging network encompassing health, mental health, and social services.

The CalSWEC format stipulates that curriculum competencies should address four distinct sections: 1) attention to cultural diversity and disadvantage and culturally competent social work, 2) social work practice across lifespan, 3) human behavior and social environment for older adults, and 4) social welfare policy and administration for the older adults.

Aging Curriculum Principles

1. The growing diversity of the older population in ethnicity, language, culture, and immigration status must be reflected in culturally competent staff and program design.

5. Racism, sexism, and other forms of discrimination influence the opportunities of individuals over the life course and systems of care for older people must address the needs of those who have been marginalized or disadvantaged during their lives.

Foundation Competencies (First Year)

- I--Age, Diversity, and Disadvantage
- II--Core Foundation Practice with Older Adults
- III--Aging, Human Behavior and the Social Environment
- IV--Aging Social Welfare Policy and Administration

Advanced Competencies (Second Year)

- V--Culturally Competent Social Work Practice in Aging
- VI--Advanced Practice with Older Adults
- VII--Perspectives on Aging, Human Behavior and the Social Environment
- III—Advanced Aging Social Welfare Policy and Administration

Age, Diversity, and Disadvantage

All social work students should have the knowledge of self as it relates to ageism as well as racism and sexism. Social work student's practice foundation must incorporate the perspective of the late life impact of inequality based on disadvantage over the life course. A strength-based perspective recognizes the positive benefits of ethnic/cultural values and social supports for older persons. Culturally sensitive social work practice must lead to the ability to work with and on behalf of diverse groups of older persons.

Advanced Culturally Competent Social Work Practice in Aging

Advanced practice and specialization in aging requires knowledge of intra- and inter-group diversity as it relates to aging and late-life outcomes. This cultural competence is applied to effective intervention with older adults and their families, as well as to aging programs and policies.

Understand and direct the ways one's own values and biases regarding aging impact professional practice and ethical work with older clients, their families, and the provision of aging health and mental health services.

Integrate into the practice of social work an understanding of the life experiences and unique needs of older adults belonging to specific racial, ethnic, socioeconomic groups; of men and women; and of those with different sexual orientations.

Incorporate into treatment and service planning the relationship of race, ethnicity, and culture on health status, health belief, help-seeking behaviors, health practice (i.e., traditional medicine), and health outcomes. Include knowledge of:

1. Immigration and its impact on service use; and
2. Acculturation/assimilation.

The diversity-specific portions of the CalSWEC Curriculum Competencies concerning child welfare, mental health and aging listed above, illustrate the emphasis on diversity that must be present in the curriculum of the social work programs that are part of CalSWEC. As an actively participating member in CalSWEC, the Department of Social Work at CSUF complies with all aspects of the CalSWEC Curriculum Competencies. As can be seen from the parts of the CalSWEC Curriculum Competencies included above, these competencies align closely with the CSWE competencies concerning diversity which the MSW program at CSUF also fulfills.

The MSW program at Cal State Fullerton also models affirmation and respect for diversity and difference through student outreach and an ethnically and culturally-sensitive admissions process, which is discussed in detail in section 3.2.2 of this self study. The program also enhances educational opportunities for disadvantaged and marginalized students through the CalSWEC stipend programs, programs that provide funding to students during their graduate

social work education. In return for funding, students make a commitment to work in their selected field (child welfare, mental health, or aging) following graduation.

Accreditation Standard: 3.1.3: The social work program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

The program's strategy and tactics with regard to continuously monitoring and improving its focus on diversity relate to engagement with the field and those constituents that support the program in Orange County and the southern California region. Below is the program's plan in this arena:

The MSW program, through its work on both CalSWEC and California Mental Health Services Act funding, has developed a strong ongoing relationship with both the Orange County Social Service Agency and Health Care Agency. MSW program faculty members sit on the boards of mental health programs and routinely work with providers of services and consumers.

Through practicum sites and fieldwork, the program connects routinely with other social work programs in the greater Orange County/Los Angeles basin and the director of field education is part of the Southern California Schools of Social Work Field Consortium.

In addition, the former and current MSW program directors are part of both the California and National Deans and Directors of Schools of Social Work, which involves ongoing exchanges between colleagues.

As the program grows, it intends to strengthen these connections and continuously build new relationships that are supported by the foundation built through these initial efforts.

As part of outgoing outreach with professionals in the region, the MSW program at Cal State Fullerton continues to propose collaborative educational projects between the program and other social work departments/schools in the region and, through the field consortium, the program is exploring joint interschool and interagency student placements.

With regard to program outreach and students, the program has several means of ensuring that diversity and rich, cultural and ethnic representation are developed and sustained. In looking at the program's outreach materials, which appear in Volume III of this document, the program highlights its commitment to respecting and teaching the multicultural populations that comprise the fabric of the region. In addition, program criteria for selecting students (i.e., admissions) bring to the forefront of consideration student diversity and experience to insure students admitted to the program are reflective of social work values.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

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

Accreditation Standard M3.2.1 – 3.2.5: Admissions

Accreditation Standard: M3.2.1: The social work 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.

The California State University, Fullerton MSW program has admissions policies that clearly define and stipulate the requirements for admission to the program. Admission requirements reflect the MSW program's goals and objectives by evaluating candidates on the basis of their commitment to social work as a profession, commitment to social work values and ethics, ability to master curricular objectives, and gain knowledge essential to delivering social work services in the community. The admission process is to diversity, and a willingness among potential students to engage in an academically challenging program that emphasizes the development of both theoretical knowledge and practice-based skills.

Minimum requirements for admission to the Cal State Fullerton MSW program include the following:

1. Commitment to a two-year or three-year course of study for completion of the MSW;
2. A baccalaureate degree in good standing from an accredited institution of higher education;
3. A minimum grade-point average of 3.0 in the last 60 semester or 90 quarter units as documented by unofficial transcript(s) from all institutions of higher learning attended following graduation from high school;
4. An educational foundation in the liberal arts/social sciences;
5. A minimum of one year paid, volunteer, or intern experience in the field of social welfare or an activity closely related to the social services. (Appropriately supervised research

- experiences pertaining to social services topics are considered activities that are closely related to social services practice experience);
6. Three letters of recommendation from individuals familiar with the student's character, academic work, and relevant social services experience.
 7. A self-assessment essay (i.e., personal statement) explaining why a student is a good candidate for graduate studies in social work, including a description of his or her experience and/or commitment to social work, evidence of personal qualifications, and motivation and potential of becoming a successful social worker. (Candidates are asked to reflect on social work values and ethics and to discuss their application to working with traditionally underserved and oppressed populations);
 8. Completion of a personal interview;
 9. Admission to California State University, Fullerton as a graduate student;
 10. For international students from countries where English is not the official language, a score of 575 on the paper exam, 230 on the computer based exam, or 89 on the Internet based TOEFL is required. (A student scoring between 555-574 on the paper exam, 215-229 on the computer-based exam, or 83-88 on the Internet based TOEFL may be admitted conditionally depending upon an evaluation of the entire application file); and
 11. Accessibility issues: Special accommodations for disabled students will be made on an individual, as-needed basis in compliance with the CSUF catalog (online catalog at <http://www.fullerton.edu/disabledservices/handbook/SupportiveServices.htm>).

These requirements and those below are spelled out in the Student Handbook that is in Volume III of this document.

The MSW program only admits students who have completed a bachelor's degree from an accredited institution. Applicants are required to submit official transcripts from their undergraduate institutions verifying degree confirmation.

<p>Accreditation Standard: 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.</p>

Below is our online application process for admission to the program:



Master of Social Work Program

Application Instructions for Fall 2014

I. Admission

Admission to the Master of Social Work (MSW) program is limited to the Fall semester only. Application materials may be submitted beginning on **October 1, 2013**.

The two-year MSW program is administered by the Department of Social Work and all classes are conducted on Fullerton's main campus on weekdays. The three-year program is administered through University Extended Education (UEE) and all classes are conducted at the Irvine campus in the evening.

Currently, the CSUF MSW program offers students three direct practice concentration options: **Child welfare, community mental health, and aging**. The child welfare concentration focuses on services in the public child welfare system, such as child protective services, foster care, and adoption assistance. The community mental health concentration prepares students to work with various client populations across the mental health care system, with opportunities to specialize in adults, children and families, health, or older adults. The aging concentration prepares students to work with older adults in a variety of agency settings.

II. Application Procedure

There are TWO separate application processes that must be completed for admission to the MSW program.

1. Application to the University as a Graduate Student

First, the applicant must apply to the University as a graduate student. This application is available online at [CSUMentor](#). For the two-year program on the Fullerton campus, applicants must select **Social Work** as their academic objective; for the flex program at the Irvine campus, applicants must select **Social Work-ExEd**

2. Application to the Department of Social Work

The second application for admission to the MSW program must be submitted directly through the Department of Social Work. This can be done online at <http://hhd.fullerton.edu/msw/application.htm>. To complete the MSW program application process, applicants will need to submit all information related to previous academic work, including GPA for their last 60 semester or 90 quarter units, TOEFL scores (if applicable), and transcripts from all post-secondary educational institutions. Applicants not graduating from a California State University or University of California must complete the Educational Foundation in Liberal Arts/Social Sciences section of the MSW program application. Applicants will also need to provide information concerning past social service related experiences and upload a **resume**.

Ideally, an applicant's transcripts will be available in electronic format so they may be uploaded into the online MSW program application. Applicants may begin the online application process, stop and save their work, and return to the application at a later date. Any MSW program application requirements not included by applicants in the online application can be sent directly to the Department of Social Work office (see address below); **however, electronic submission of all admission materials is strongly preferred!**

III. Criteria for Admission

Admission to the MSW program is highly competitive. The selection process includes an evaluation of each applicant's demonstrated and potential abilities as a student, practitioner, and leader in the field of social work. Admission decisions are based primarily on an evaluation of an applicant's previous academic work, experience in social work related fields, letters of recommendation, and a personal statement. The most qualified applicants will be invited for a personal interview prior to a final admission decision. Invitation to a personal interview does not guarantee admission to the MSW program.

Applicants for admission to the MSW program are expected to meet the following criteria:

1. Completion of a baccalaureate degree from an accredited institution no later than Spring 2014.
2. A minimum grade-point average (GPA) of 3.0 for the most recent 60 semester or 90 quarter units completed. Transcripts are required by both the university and the Department of Social Work. See separate instructions concerning transcript submission on the CSU Mentor site and the MSW program application site.

GRE: MSW Applicants who have an upper division GPA of less than 3.2 are strongly recommended to take the GRE general test. It is optional for all other MSW applicants.

3. An educational foundation in liberal arts/social sciences. Any graduates of a

California State University or University of California automatically meet this requirement. Applicants with baccalaureate degrees from other institutions are required to demonstrate an educational foundation in liberal arts/social sciences.

4. Paid, volunteer, or internship experience relevant to the field of social work or an activity closely related to the social services. This may include direct services, or activities such as teaching, mentoring, tutoring, counseling, program administration, advocacy, social activism, community organizing, research, and program evaluation. Paid employment in public agencies providing formal social services (e.g., case management) is highly valued.
5. Personal and academic qualifications considered essential to the successful practice of social work, such as a genuine concern for the needs of others, emotional maturity, professional demeanor, adaptability, creativity, integrity, sound judgment, interpersonal skills, oral and written communication skills, and the ability to think critically. A commitment to working with disadvantaged, vulnerable, and marginalized populations is also strongly desired.

IV. Educational Foundation in Liberal Arts/Social Sciences

Applicants applying for admission to the MSW program must have an educational foundation in liberal arts/social sciences. The purpose of the liberal arts/social sciences perspective is to prepare students for the intellectual and practical challenges they will encounter in a social work education, as well as, throughout their social work careers. To help assess your academic preparation in the liberal arts/social sciences, you are required to identify coursework related to a number of educational domains. These domains, broadly defined, are **human diversity, human behavior, human development, communication, social policy, and research methods:**

1. **Human diversity:** Knowledge of diverse social conditions, social problems, and cultures including one's own cultural and historical heritage – anthropology, sociology, ethnic studies, economics, foreign languages, geography, and history;
2. **Human behavior:** Knowledge of the social and psychological determinants of human behavior – psychology, child development, human development, sociology, criminal justice and human biology;
3. **Human development:** Knowledge of family and group processes and dynamics, and organizational and community functioning – child development, human development, family studies, psychology, sociology, and social work;
4. **Communication:** Ability to communicate knowledge, attitudes, and ways of thinking that are characteristic of a broadly educated person – literature, philosophy, communications, journalism, creative writing, public speaking, debate, and linguistics;

5. **Social policy:** Ability to think critically about social policy and its effect on people, and knowledge of the policy making process – political science, history, economics, public administration, urban studies, public policy, and social work;
6. **Research methods:** Knowledge of research methods and scientific inquiry – research methods, data analysis, program evaluation, logic, and statistics.

Note: If you have a baccalaureate degree from a California State University or University of California, you meet the liberal arts/social sciences requirement and do not have to complete the Educational Foundation section.

V. Transcripts

Include transcripts of coursework completed at all post-secondary educational institutions. **All applicants must provide transcripts to both the university and the Department of Social Work.** The university graduate student application (CSUMentor) requires official transcripts; the MSW program application accepts copies or unofficial transcripts.

For the MSW program application, applicants are strongly encouraged to upload scanned copies of transcripts directly into the online application. If on-line submission of the transcripts is not possible, applicants may send hard copies to the Department office.

VI. Social Service Experience

Applicants are required to list chronologically (starting with the most recent) all social service or related experience since graduating high school. This experience can be paid, volunteer, or in the context of an internship or field practicum. This may include direct services, or activities such as teaching, mentoring, tutoring, counseling, program administration, advocacy, social activism, community organizing, research, and program evaluation. For each job or volunteer experience, please include your title, the number of months and/or years you held the position, and the number of hours worked each week. A minimum of one year of social service experience is recommended for admission to the MSW program. **Applicants are also required to upload a resume that highlights pertinent educational and work/internship/volunteer experiences.**

VII. Letters of Recommendation

Three (3) letters of recommendation are required for admission to the MSW program. One letter must be from an academic source (e.g., professor, instructor); one letter must be from a professional source (e.g., supervisor, program or agency director); and the final letter can be from either an academic or professional reference. Personal references will not be considered by the admissions committee. The program suggests that you submit

evaluations from persons who have been directly responsible for assessing your social work-related work/volunteer/internship experience and academic performance. **Enter your recommenders' names and email addresses on the MSW Online Application. Upload instructions will be sent to them by the online system.**

If on-line submission of the recommendation letters is not possible, the recommendation form is available at

<http://hhd.fullerton.edu/msw/documents/RecommendationForm2011.pdf>

Recommendation forms and accompanying letters of recommendation must be submitted to the department office in sealed and signed envelopes. Letters of recommendation may follow submission of the online application; however, all letters must be received by the Department of Social Work prior to the MSW program application deadline. **Do not send letters of recommendation to Graduate Studies; send all letters of recommendation directly to the Department of Social Work.**

VIII. Personal Statement

A personal statement outlining your qualifications for a graduate education in social work is required. The quality of the writing in the personal statement will be evaluated, as will the applicant's ability to thoroughly address the questions outlined below (maximum of 300 words for each question):

1. Describe how your personal background and life experiences have influenced your decision to pursue a graduate education in social work. Please include any challenges or hardships you may have overcome on your journey.
2. What are your expectations of graduate education at Cal State Fullerton in terms of your own development? Indicate any problems or limitations that should be taken into account in planning your graduate program.
3. Specify your career objectives as a professional social worker as you now conceive them.

Indicate the fields of practice in which you are interested.

4. Describe your experiences with diverse populations and groups, and how those experiences have contributed to your interest in social work. Which population (defined by culture, ethnicity, sexual orientation, socio-economic status, psychological and/or physical functioning) would you like to serve and why?

IX. International Applicants

International applicants must include Test of English as a Foreign Language (TOEFL) scores with their applications. Unofficial transcripts submitted with the MSW program application must be translated copies. In addition, the University will require the following: financial affidavit signed by your financial sponsor, a bank statement from

your sponsor's bank showing funds for at least \$25,000, and a copy of your current I-20 or I-94. Please contact International Education & Exchange at iee@fullerton.edu or (657) 278-2787 for complete information regarding admission as an international student.

X. Reapplication

Previous MSW program applicants who were denied admission, were accepted but declined admission, or were admitted but failed to enroll in any courses must follow regular application procedures to reapply for a future academic year. If the previous MSW program application is still on file, the applicant is not required to resubmit copies of transcripts or letters of recommendation, provided no additional academic work has been completed since his or her last application and the letters of recommendation are not more than one year old. All other application materials must be resubmitted. Applicants will be held to the admission criteria in the academic year for which they are reapplying.

XI. Application Dates

The deadline for submitting MSW program online applications is **January 31, 2014**. Late or incomplete MSW program applications will not be considered. Applicants are strongly encouraged to submit their online applications as early as possible. The University graduate student application should also be completed by **January 31, 2014**.

XII. Submission of Application Materials

All application materials not included in the MSW program online application should be mailed or delivered by **5 pm on January 31, 2014** to the address below:

**Admissions Committee
Department of Social Work
Education Classroom Building #207
California State University, Fullerton
P.O. Box 6868
Fullerton, California 92834-6868**

Any questions regarding the MSW program application process can be addressed at the Department of Social Work office (EC 207) or by calling 657-278-8452.

This application is then reviewed and downloaded in to the department screening tool. This is scored with a possible maximum score of 30 points. The faculty chair of admissions reviews all applications and schedules high-ranking applicants for individual interviews. Together the interview, done by two faculty members, and the application material, is rated and

recommendations for acceptance, wait listing, or rejection are made and students are notified by letter within two weeks of the interview. Those on the wait list and those declined are notified following their application review and determination.

The rubric appears below:

MSW Admissions Scoring Rubric

Applicant: _____

Reviewer: _____

Program: _____

Concentration: _____

GPA: 4.00-3.80=10 points	3.59-3.50=7 points	3.29-3.20=4 points	2.99-2.90=1 point
3.79-3.70=9 points	3.49-3.40=6 points	3.19-3.10=3 points	
3.69-3.60=8 points	3.39-3.30=5 points	3.09-3.00=2 points	Score: _____

GRE (optional for <3.00 GPA)

6.0=6 points	5.5=5 points	5.0=4 points	
4.5=3 points	4.0=2 points	3.5=1 point	Score: _____

Social Service Experience:

Excellent experience = 4 points	Good experience = 3 points	Some
experience = 2 point	Minimal experience = 1 point	No experience
= 0 points	Score: _____	

Letters of Recommendation:

Highly recommend with letter= 2 points	Academic: _____	Highly
recommend without letter=1 point	Professional: _____	
Recommend with or without letter=0 points	Other: _____	
	Score: _____	

Personal Statement:

Content: Score: _____

- Evidence of identity with social work values, scope of practice, potential for leadership, emotional maturity = 5 points
- General understanding of social work and scope of practice, seems adequate fit for program and profession = 3 points
- Genuine interest in social work, may have some challenges in field work due to level of maturity/hardships = 1 point
- May not be good fit at this time = 0 points

Writing: Score: _____

- Writing is clear and concise, grammatically correct, and well-constructed = 5 points
- Writing is adequate, minor grammatical errors, shows effort = 3 points
- Writing is poor, multiple grammatical errors, may struggle = 1 point
- Statement is not formatted to this program = 0 point

Total Score: _____

Reviewers Comments:

Accreditation Standard: 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.

At this time, California State University, Fullerton does not offer advanced standing to students.

The foundation curriculum is designed to build on students' knowledge by providing increased breadth and depth of instruction on social work theories, models and frameworks in order to prepare them for the advanced or concentration curriculum. Foundation curriculum emphasizes critical analysis and synthesis of core social work theories and facilitates scholarly exploration of current social work concepts and research methods. Therefore, it is not expected that admitted students will be repeating content already mastered at the undergraduate level.

For matriculating students who wish to transfer from another CSWE-accredited graduate social work program, the MSW program has a written policy stipulating the transfer of credits as follows: Students who wish to transfer credits must make the request and present relevant syllabi and transcripts six (6) weeks prior to the beginning of the first semester of matriculation. The Curriculum Committee reviews the syllabi and transcripts to determine equivalency of the course. If the course(s) is determined to be appropriate and comparable and the student has received a "B" or better in the course(s) and is in good standing at the previously attended institution, the student may be granted the transfer of credit(s). Students may transfer 30 units, equivalent to the first year, as the University requires that at least 50% of graduate program must be completed in residency.

In order to comply with CSWE's policy regarding not repeating content, the program allows students to test out of foundation courses. There is a form to be completed in the student handbook by students requesting testing out of classes. This must be filed prior to the beginning of the student's first semester with the department chair so that arrangements can be made for testing with appropriate faculty prior to the start of the student's first semester in the program. Policy requires that where there are sequential classes, classes with prerequisites like MSW 520 (Social Welfare Policy and Services I) that a student wishing to test out of MSW 521 (Social Welfare Policy and Services II) must have successfully tested out of MSW 520 before sitting for the MSW 521 exam.

The foundation courses that a student is allowed to test out of include the research class (MSW 530), the policy classes (MSW 520 and 521), foundation practice (MSW 510 and 511) and the foundation human behavior and the social environment classes (MSW 501 and 502). In each instance there is a final capstone exam or comprehensive paper and this is used as a means for the test of competence for the student. The exam is graded by a professor who regularly teaches that course. The student must receive a grade of "B" or higher, the percentage or points designated as a "B," which has to be 85 points/percent or higher. Students are provided with the

syllabus for the class that they wish to test out of upon completing and filling the appropriate paperwork. They will have, before the semester, two weeks in which to study for the exam. Place of testing is to be worked out between the professor proctoring the exam and the student.

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

Transfer of courses taken at other colleges/universities:

In addition to these guidelines provided below, the MSW program follows the University's guidelines stated with regard to the maximum number of units that are transferable. Graduate coursework from another institution may be allowed as transfer credit toward the MSW degree if the course work meets the following specified criteria:

1. Coursework has been taken within three years prior to enrollment in the Cal State Fullerton MSW program. This requirement notwithstanding, all coursework that counts toward the master's degree must have been completed within the five-year period immediately preceding the approved application for graduation.
2. If the course is to substitute for a foundation course, it must have equivalent content taken at an accredited social work program.
3. Generally, no course transfers are permitted for required concentration courses.
4. Transcripts and course syllabi or other explanations of course content may be required to judge appropriateness. The Curriculum and Educational Policies Committee is responsible for making decisions on transfer of credits.

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

The MSW program has a written policy indicating that it does not grant academic credit for life experience or previous work experience. This statement is printed or posted in various marketing materials, including the MSW Student Handbook, the MSW Field Education Student Handbook, and the MSW program website.

Accreditation Standard M3.2.6 – 3.2.8: Advisement, retention, and termination

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

The MSW program has developed its academic and professional advising policies and procedures. All students who are accepted to the program must receive academic advisement prior to registration for their first semester. Subsequently, students are encouraged to confer with their academic advisor on a regular basis throughout the program and are required to meet with the advisor once a semester as a means of providing students with guidance and support needed to facilitate the achievement of their academic and professional goals.

Students develop a detailed study plan with their academic advisor at their first advisement meeting that is signed by both the student and the advisor before the student is permitted to register for courses. At this time, students are also required to sign a Declaration of Concentration, stating the concentration they are planning to pursue. This plan and the concentration declaration are discussed and if necessary revised at subsequent advisement meetings. This advising is conducted by MSW faculty only. The advisement section of the Student Handbook appears below:

Advisement as a Tool to Students

Every student is assigned to an advisor before they are invited to the program orientation. These faculty advisors assist the students in assessing their particular strengths and help them select their areas of study. Students are helped to assess their objectives in relation to their future career goals and learning needs. They are also helped to evaluate what practicum setting will best meet their interests and learning needs.

Faculty advisors meet with students on a regular basis to assess progress and to identify potential problems associated with performance in the classroom and the field. The advisors are required to fill out the relevant columns of the student's Study Plan kept in each student's academic file. The students are strongly advised to meet the advisors at least once every semester.

Students are also required to fill out and sign a Declaration of Concentration. The declaration must be completed by the end of students' first semester in the program. The University's Graduate Studies Office maintains a Study Plan for each graduate student which is based on their concentration. In special situations if during the course of study, a student desires to change concentrations, he/she must meet with his/her advisor to discuss the reason for the change and, if a change of concentrations is granted, update the form. At that time, a new study plan will be created in the Graduate Studies Office. The department's study plan will also be updated at that time.

Students may have the option to change advisors, if needed, by making a formal request to the director of the social work program.

The student status review is a formal procedure to review the student's performance. Detailed procedures of the student status review are given below.

The student is automatically placed on academic probation whenever the GPA falls below 3.0. The director of the program notifies the respective advisor as soon as this happens.

Purposes of Advisement

Student advisement is an integral part of the educational experience and a major faculty responsibility. The advisement system has the following purposes: 1) to provide each student with a faculty member who knows the student's educational interests, goals, and educational program and who serves as a resource in assisting the student in his/her total educational experience; and 2) to provide the program with a clear channel through which to carry out certain administrative functions in reference to each student.

Duties and Responsibilities of the Advisor

The advisor has primary responsibility for helping the student make maximum use of learning opportunities and, in general, acts to advance the student's best interests. Specifically, the advisor:

1. Works closely with the student at the beginning of the educational experience to complete the study plan. The student keeps a copy of the plan and the advisor places the original in the student's academic file to be updated each semester as needed;
2. Assists with registration and signs the student's registration documents each semester;
3. Consults with the student regarding short and long term educational goals;
4. Assists the student in choosing selected areas of study and electives to meet his/her goals;
5. Helps the student assess her/his educational needs and objectives regarding the two field placements while considering potential resources;
6. Based on this assessment, makes recommendations about the student's educational needs and placement preference to the director of field education, and shares the recommendations with the student;
7. In the event it is deemed useful/necessary, will initiate a special advisement for the student and chair the meeting, working with the student to implement the recommendations that ensue; and

8. Is available to the student to discuss personal issues as they impinge on the student's educational experience and, if indicated, make appropriate referrals to University and community resources.

The student must meet the advisor at least once every semester to review academic progress.

Change of Advisors

When students select their concentrations, they may change advisors to a faculty member who teaches in the concentration they have selected, if this has not coincided with the initial assignment. Students may request a change of advisors from the department chair. Such changes take into consideration the student's preferences to the degree possible. Reassignment is based on faculty workload and the agreement of the faculty member affected.

Accreditation Standard: 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.

The department provides access to the Student Handbook (Volume III of this document), which includes detailed information on student performance evaluation and requirements. In addition, each course syllabus, (Volume II of this document), is explicit with regard to performance evaluation for every class in the program. The department also provides a Field Education Student Handbook addressing expectations and student performance evaluation requirements for fieldwork.

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

The following guidelines appear in the Student Handbook and the bylaws for faculty (Rules of Governance). The student status review process is described within the Student Handbook:

Student Status Review

Preamble

Student Status Review is the process by which the MSW program addresses student academic and professional performance problems. The Student Status Review Committee (SSRC) is charged by the faculty of the MSW program with responsibility for the review of any student's academic performance that violates appropriate expectations in the classroom or practicum setting. The role of the committee is to determine what, if any, specific violations have occurred and appropriately adjudicate these violations with the aim of providing specific decisions and

recommendations geared toward helping the student to succeed in completing the program when appropriate and feasible. However, if the nature of the student's violations of expectations so warrants, dismissal of a student from the program is a potential outcome of a Student Status Review.

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff and students; with individual clients, groups, the community, and others). This entails, among other things, adhering to standards of academic honesty; respecting self and others; and being able to communicate in ways that are non-exploitative of others. Moreover, social work students are expected to adhere to the values and standards of the social work profession as exemplified in the *NASW Code of Ethics*.

The SSRC is a standing committee of the Social Work Department. To properly discharge its responsibilities and authority, the SSRC is representative of the faculty and is constituted of three (3) full-time faculty members (and alternates) appointed by the director. Neither the chair/program director nor the director of field education is eligible to serve on the SSRC because of their function as an appellate body. Likewise, the student's academic advisor cannot be a member of the committee as the advisor's role is to support and guide the student through the process. Members of the committee elect the chair of the committee. These faculty representatives are responsible for conducting hearings. Decisions made require a simple majority vote of the committee. Minutes of hearings and committee decisions are forwarded to the director within three working days of the meeting. In the event the meeting takes place immediately prior to an extended holiday, every effort is made to complete the minutes and recommendations prior to leaving for holiday.

The student may appeal the SSRC's decision to the director of the program. Upon receipt of the SSRC's decision and the minutes of the hearing or an appeal from the student, the director acts upon the matter and implements the decision. The director will communicate this decision to the student and the SSRC.

General Guidelines

The student status review process may be initiated by: a) the student, b) the student's faculty advisor, or c) any faculty member concerned about the student's status. A faculty member who initiates the review and who serves on the SSRC shall be temporarily replaced by an alternate and shall not vote on the matter before the committee. Anyone initiating the Student Status Review process must make the request to the chair of the SSRC in writing with a copy of the request placed in the student's academic file in the main office. Student performance and behavior will be reviewed by the SSRC in the following circumstances:

1. The student fails to correct deficits in his/her academic performance as stipulated in prior Special Advisement agreements.
2. The student receives a grade of D or below in a core course.

3. The student's GPA for courses in the social work program drops below a 3.0.
4. Faculty concern over attitudinal, behavioral or ethical considerations that question the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.
5. Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for student conduct or the *NASW Code of Ethics*, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:
 - a. Consistently unable or unwilling to carry out departmental or practicum responsibilities.
 - b. Presents frequent personal crisis such that tasks, assignments, tests, appointments and field activities are not completed in a timely manner and/or require rescheduling.
 - c. Exhibits provocative behavior such that the behavior alienates the student from others, disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the field instructor, students, faculty, or others in the academic or practicum environment or related agencies.
 - d. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
 - e. Displays frequent attention-seeking behavior, which disrupts the academic or practicum environment.
 - f. Displays erratic, disorganized, incoherent, or unpredictable behavior.
 - g. Lacks insight or is unable to perceive the negative consequences of own behavior.
 - h. Frequently blames others or external factors for failures and difficulties in the academic or practicum environment.
 - i. Takes the position that there is justification for having hurt or mistreated another person.
 - j. Repeatedly fails to plan ahead or is impulsive, causing distress, disruption, or harm to others.
 - k. Is verbally or physically aggressive toward others.
 - l. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
 - m. Is unable to sustain harmonious school and practicum relationships as exhibited by recurring interpersonal conflicts.
 - n. Displays intoxication or impairment at the University or practicum agency, due to abuse of psychoactive substance.
 - o. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.

Unacceptable performance in the area of humanistic attitudes, beliefs, and values is grounds for student status review, especially when another's right to self-determination and dignity is infringed upon, and includes the following:

1. Inability to tolerate different points of view such that it affects classroom or practicum performance of the student or others.
2. Lack of flexibility in attitudes toward race, culture, ethnicity, age, physical or mental abilities, gender (including the roles of males and females), sexual orientation, religion, or other human diversities such that it affects classroom or practicum performance or impinges on the right of others.
3. Not allowing clients the opportunity to make their own choices and experience the consequences of such choices (appropriate exceptions noted regarding minors or when severity of consequences are unacceptable such as in the case of suicidal behavior).

Nothing in these standards shall abridge the standards concerning child abuse and neglect, or threats to self or others according to local, state, and federal statutes. Standards for students apply to field practicum as well as the academic environment.

The SSRC will include in its deliberations all available information relating to student performance, including academic performance, attitudinal or ethical considerations, and personal circumstances that affect academic performance.

The SSRC may recommend one of three actions:

1. Dismissal from the MSW program
2. Academic or disciplinary probation
3. Proceed without probation

Dismissal from the MSW Program

The SSRC may recommend dismissal from the MSW program for students whose academic, classroom, or practicum performance is judged to be unacceptable. A student who fails to satisfy conditions of probation in a timely fashion is also dismissed. A student is dismissed when his/her performance in the classroom or in the practicum setting is inconsistent with the spirit and the letter of the *NASW Code of Ethics* in situations in which ethical judgment is to be exercised and professional intervention or professional conduct is required.

Academic or Disciplinary Probation

Stipulations herein delineated reflect minimum standards of academic performance in professional social work courses that may exceed University rules and regulations on semester and cumulative GPA:

A. Criteria for academic probation

These criteria are not intended to exhaust all ways a student might be placed on probation:

1. Any student may be placed on probation whose performance and/or professional development is judged to be inadequate (e.g., not consistently progressing toward completion of the degree).
2. Any student who earns a D or below in a core social work course shall be considered failing in that course and placed on academic probation.
3. The student's semester GPA for courses in the social work program drops below a 3.0.

B. Duration of academic probation

The duration of academic probation will be at the discretion of the SSRC where there are no set University rules and regulations. A student cannot graduate from the program while on probationary status.

C. Required student performance

The SSRC will delineate specific expectations for student performance while on probation.

At the conclusion of the probationary period the SSRC will review the student's performance and make one of the following decisions:

1. Remove from probation
2. Continue probation
3. Dismiss from school. A recommendation to dismiss will require a simple majority of voting members of the SSRC.

D. Intervention

Academic probation sets in motion interventions that are designed to maximize the opportunity for the student to learn. The SSRC may recommend interventions that would facilitate student performance. Examples might include referral to the Learning Laboratory; an additional field placement and/or extended field placement; regular meetings with the academic advisor; medical or psychiatric evaluation; and delay of field placement.

Student Status Review Procedures

- A. A written request for student status review with supporting material must be made to the chair of the Student Status Review Committee. Such request must specify student performance or conduct that necessitates review of the student's status.

- B. The chair of the SSRC forwards the request and supporting material to members of the committee. Within one (1) week, members of the SSRC review the request and determine if the issues meet requisite conditions for student status review. If the matter falls within the purview of the SSRC, the committee sets a date for the student status review. The notification to the student is in writing and specifies the alleged deficiencies in performance or conduct; and the date, time, and location of the review. The notification is delivered to the student in person or by registered mail, specifying receipt requested. The notification shall also be sent to the student's faculty advisor, and the director of the MSW program. The Student Status Review meeting is set to convene at least one (1) week following written notification to the student. The notification provision may be waived at the request of the student or, with the student's written approval, at the SSRC's request.
- C. The person initiating the request for a Student Status Review may request that such review be canceled or discontinued by submitting a written request to the chair of the SSRC giving reasons for the request. Upon receipt of the request for cancellation, the chair of the SSRC polls members to determine whether cancellation is appropriate. Such request is made as early as practical.
- D. The person initiating the review must be present during the Student Status Review process.
- E. A student has the right to present data that challenge the allegations necessitating this review.
- F. A student may ask others to address the SSRC on his/her behalf.
- G. A student is allowed to question anyone participating in the proceedings during the meeting.
- H. The procedures for Student Status Review Committee meeting include the following:
 - 1. Call to order
 - 2. Roll call of participants
 - a. Verification of presence of committee members
 - b. Verification of presence of student
 - c. Verification of presence of person requesting the review of the student
 - d. Verification of presence of student's academic advisor
 - e. Verification of presence of student's invitees (if student has invited others to address the committee)
 - 3. Verification of due notice to student
 - 4. Disposition of procedural questions, if any
 - 5. Hearing
 - a. Statement of the circumstances necessitating this review
 - b. Statement by the student (if the student desires)
 - c. Presentation of the department's evidence
 - d. Additional statement by the student (if the student desires)
 - e. Presentation of student evidence
 - f. Statements of invitees speaking on student's behalf

- g. Chair's written notification to student of the date and location at which a copy of the minutes may be obtained
- 6. Executive session to review facts and determine decision
 - I. The chair makes the procedures for the meeting available to all participants.
 - J. An appointed secretary takes minutes of the Student Status Review proceedings. The student is advised in writing during the student status review process of the date and location for a copy of minutes that may be obtained. It is the student's responsibility to obtain a copy of the minutes. Corrections to the minutes are made within six working days from the date of the hearing. The student is given a copy of the minutes to sign or delineate disagreement.
 - K. The chair notifies the student in writing of the committee's decision within one week following the hearing. Notification is delivered to the student in person or by registered mail, specifying receipt requested.
 - L. The chair submits signed minutes and the committee's decision to the director within one week following the hearing.
 - M. Students may appeal the committee's decision to the director within one week after receiving notification of the decision. The appeal is in writing.
 - N. The director acts upon the committee's decision and/or the student's appeal and implements his/her disposition of the matter within one week of receipt of the decision and/or the student's appeal.
 - O. The student may appeal an adverse decision in the manner prescribed by the University.

University Policy for Student Appeals and Grievances (as stated in the Student Code of Conduct)

A graduate student who experiences difficulties arising from course evaluation, judgment of performance, master's degree requirements, advancement to candidacy, general regulations, and/or grievance situations should discuss the issues first with the graduate program advisor. If the student wishes to review further the problem or to appeal a decision, the student should then consult, in sequential order, with the appropriate department chair, college dean, the associate vice president for Academic Programs, and, finally, the vice president for Academic Affairs.

Under the Student Academic Grievance Procedures, a student may appeal any sanction employed by faculty or the University based on an allegation of academic dishonesty. The initiation of the grievance must occur within 15 school days after notification of the grade is mailed or personally given to the student. Copies of these procedures are available in the offices of the school deans.

Accreditation Standards M3.2.9 and 3.2.10: Student Participation

Accreditation Standard: 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.

The faculty Rules of Governance, which appear in the third volume of this document, clearly delineate that students are to have representation in faculty committees that include: Admissions and scholarship, curriculum, and field advisory. In addition, we have formed a graduation committee and a Legislative Lobby Days committee, on which students are represented.

Regarding student affairs policies, MSW students work closely with the Assistant Dean for Student Affairs of the College of Health and Human Development through their participation in the Inter-Club Council, the student organization which provides student leadership and governance opportunities at the college level and is linked to the university-wide student government.

Accreditation Standard: 3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.

The MSW program supports a formal social work student organization, the Master in Social Work Student Association (MSWA) as part of the formal University student community. The organization is student-run and is governed by elected officers. As is required by university policy, MSWA has its own operating budget that is separate from department funds. The university formally recognizes MSWA as a student organization, making the club eligible for external funding and participation in campus-wide community events. MSWA is represented on the College of Health and Human Development's Inter-club Council and, as such, is affiliated with university-wide student government.

MSWA has established a constitution outlining its mission of providing academic and professional development to MSW students and contributing to a healthy student community. The club promotes community involvement, service and faculty-student interaction. Officers are elected by the membership of the club and serve for a full academic year. A faculty advisor (assigned by the department chair) is provided to the club to assist them in effectively implementing their mission. All MSW students in good standing are eligible for membership in MSWA. MSWA also offers an alumni membership for graduates who wish to stay involved with the MSW program. The MSWA mission statement is listed below:

MSWA is a student organization that contributes to the professional development of each member through its commitment to community service, social action, and education.

Purpose: The purpose of this organization is to provide opportunities for MSW students and the members of the university community to enhance the lives of those local community members who face oppression, injustice, misfortune, destructive acts of nature, and institutional racism. Additionally, increasing community within students in the social work program, professional development, career enhancement, scholarly development, faculty-student interaction, advocacy, outreach and other activities designed to enhance professional development of master of social work students.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3 Faculty

Accreditation Standard: 3.3.1: CSUF identifies each full- and part-time 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.

The Department of Social Work at CSUF will have 12 full-time faculty members on staff during AY 2014-15. Currently, there are 11 full-time faculty members in the department but an additional full-time tenure-track faculty member has recently been hired and will join the department in Fall 2014. The composition of the faculty in the department includes; seven tenured or tenure-track professors, five full-time lecturers, and four part-time lecturers. Of the full-time lecturers, one is the director of field education, Christine Ford, and one is the full-time project coordinator for the CalSWEC Child Welfare (Title IV-E) program, Debra Saxton. One tenured faculty member, Caroline Bailey, is a psychologist with two doctorates from the University of Southern California. She does not have an MSW but specializes in child development and psychology and complements our practice faculty quite nicely. Primarily, Dr. Bailey teaches HBSE courses in the curriculum. All other faculty members in the department have earned MSW degrees and have at least two-years of post-MSW practice experience.

The Department of Social Work is well supported by the university. Faculty have been hired as growth has been anticipated and as the department developed from its inception to the present. Teaching is the primary assignment in the department for the following faculty members: Dr.

David Cherin, Dr. Mikyong Kim-Goh, Dr. Sean R. Hogan, Dr. Caroline Bailey, Dr. Juye Ji, Marcella Mendez, Alex Ballan, and Jackey Smith. Those with specific administrative assignments in the department also teach but have reduced teaching responsibilities due to the need to fulfill other duties. Dr. David Chenot is the chair of the department, Christine Ford is the director of field education, and Debra Saxton is the project coordinator for the CalSWEC Child Welfare (Title IV-E) program.

Faculty data forms appear below. A brief biography of each of the faculty members, tenured, tenure-track and lecturers, appears below. These brief biographies are intended to highlight faculty educational backgrounds, practice expertise and research interests, as well as, career highlights in both professional work and academics.

Dr. David Chenot, Associate Professor, Department Chair & Social Work Program Director
BA, English, University of Hawaii
MDiv, Fuller Theological Seminary
MSW, California State University Fresno
PhD, Social Welfare, Case Western Reserve University

Dr. Chenot is the chair and director of the Department of Social Work and the MSW program at CSUF. He is an associate professor. His past academic appointments have been at California State University, Bakersfield, where he served for seven years as both an instructor and the CalSWEC project coordinator in the MSW Program. Dr. Chenot is also an LCSW in the state of California and practiced professional social work in both public child welfare services and public mental health for many years after earning an MSW degree. Dr. Chenot has offered numerous presentations at national conferences, including CSWE, SSWR, and APSAC, and invited presentations on the state level concerning his research. He has also published several articles in peer-reviewed journals and book chapters on his research. Dr. Chenot's research interests include: the retention of social workers in public child welfare services; spirituality, religion and social work; and resilience among vulnerable children and families.

Dr. David A. Cherin, Professor
BS, MSW, California State University Long Beach
PhD, Social Work, University of Southern California

Dr. Cherin was the founding director of the MSW program and the founding chair of the Department of Social Work at CSUF. Prior to earning an MSW and PhD, Dr. Cherin was an administrator and corporate vice president for over two decades with a large, multi-national health care management company. Since entering the field of social work, Dr. Cherin has held faculty positions at California State University Long Beach, California State University Bakersfield, the University of Southern California and University of Washington School's of Social Work. He has done extensive research, evaluation work and publishing in the areas of health care service delivery and child welfare. His work in health services focuses on service delivery systems in end-of-life care. He has received the Soros Project Death in America's Social Work Leadership Award. Dr. Cherin was a hospice social worker after earning an MSW degree from California State University Long Beach.

Dr. Mkyong Kim-Goh, Professor
BA, Psychology, Pomona College
MSW and PhD, Social Welfare, University of California, Berkeley

Dr. Kim-Goh previously served as the chair of the Department of Human Services at California State University Fullerton. From 2011-2012, she served the university as the acting associate vice president for International Programs, and received a Distinguished Service award for fulfilling the responsibilities involved with this position for the university. From 2007-2011 and 2012 to the present, Dr. Kim-Goh has been a faculty member in the Department of Social Work. She played a pivotal role in planning the creation of the MSW program at CSUF and has been a founding member of the faculty in the Department of Social Work since its inception. Her research interests include interpersonal violence and mental health, service-learning in higher education, mental health delivery in ethnic minority communities, and immigrant and refugee issues. Dr. Kim-Goh has published numerous papers in scholarly journals such as the *Community Mental Health Journal* and *American Journal of Orthopsychiatry*. She was a co-Principal Investigator of a \$750,000 youth violence prevention project that was funded by the U.S. Department of Health and Human Services. Currently, Dr. Kim-Goh is developing a model that is funded by the National Research Foundation of Korea which is entitled, "The Development of Cultural Competency Model to Promote Mental Health among Multicultural Families: Building Partnerships with Asian Mental Health Professionals." A licensed clinical social worker (LCSW) in California, Dr. Kim-Goh currently serves as a clinical supervisor for interns at Full Service Partnership, KC Services, in Orange County.

Dr. Sean R. Hogan, Associate Professor

BA, MSW and PhD, Social Welfare, University of California, Berkeley.

Currently, Dr. Hogan teaches courses in policy, research methods and masters projects. Prior to coming to Cal State Fullerton, he taught courses in the Schools of Social Welfare at UC, Berkeley, and San Jose State University. These courses included Introduction to Social Work; Social Welfare Policy and Services; Social Policy Analysis; Research Methods and Design; Research Methods, Data Analysis and Evaluation; and Social Work as a Profession. Dr. Hogan's research areas include transitional-aged youth (from foster care to independence) and education, substance abuse, welfare reform, and the effects of eliminating welfare benefits to low-income substance abusers. He has presented nationally at the annual conferences of the Society for Social Work and Research and the Council on Social Work Education. He has reviewed books for the *Journal of Sociology and Social Welfare* and has published in the areas of social welfare policy and substance abuse. After graduating with an MSW from UC Berkeley, Dr. Hogan was a program evaluator and researcher for the Public Health Institute and e-Cohen Consulting Services.

Dr. Caroline Bailey, Associate Professor

BA, Interdisciplinary Studies, University of Southern California
MA, Psychology, University of Southern California
PhD, Clinical Psychology, University of Southern California
PhD, Developmental Psychology, University of Southern California

Dr. Caroline Bailey's research interests lie in neurobehavioral disorders. Her body of work focuses on the intersection of learning and psychiatric disorders in children and adolescents, in particular in the areas of dyslexia, epilepsy and autism spectrum disorder. She is particularly interested in chronically underserved populations and is currently investigating barriers to community resource utilization in Spanish speaking families who have children with autism. Recently, Dr. Bailey has expanded her program of research to include investigating the unmet mental health needs of homeless families receiving services in community-based agencies. In her work Dr. Bailey collaborates with a variety of colleagues in related disciplines at several institutions including CSUF, University of Southern California and UCLA, where she serves as a staff research psychologist in the Department of Pediatrics.

Dr. Juye Ji, Assistant Professor

BA, Early Childhood Education, Ewha Woman's University, Seoul, Korea

MA, Social Work, Ewha Woman's University, Seoul, Korea

PhD, Social Work, University of Southern California

Dr. Juye Ji brings experience in teaching, research and clinical practice to her position as an assistant professor in the Department of Social Work at California State University Fullerton. Before she joined the department, she was an assistant professor at Syracuse University (2009-2011). In addition, she worked as a child therapist in helping children with emotional and behavioral problems for four years in Korea after earning an MSW degree. She is a developmentally oriented quantitative researcher, with special interests in longitudinal research design, advanced data analysis and psychometrics. Her research focuses on the development of traumatized children across the lifespan. Dr. Ji is especially interested in research which contributes to promoting resilience in traumatized children and families. Her research is guided by a biopsychosocial model of children's physical and mental health and based on interdisciplinary collaboration. Her most current interest is in exploring the intersection between physical health and mental health including studies on cortisol reactivity and recovery in young adolescents and gene-environment interaction between the oxytocin receptor gene and negative life experiences among high-risk youths. Recently, she has authored and co-authored articles published in American Journal of Orthopsychiatry, Development and Psychopathology, Pediatrics, Social Work, and Journal of Research on Adolescence.

Christine A. Ford, Director of Field Education, Lecturer

BSN, MSW, California State University Long Beach

Christine A. Ford, MSW, BSN, LCSW, RN is the founding director of field education in the Department of Social Work at CSUF. Ms. Ford earned her MSW at CSU Long Beach in 1991 and became licensed in California in 1994 as an LCSW. Before coming to CSUF, and after earning her MSW, Ms. Ford worked for the County of Orange in the Social Services Agency as a social worker from 1991 to 1997 and the Health Care Agency from 1997 to 2007. Ms. Ford worked in both the Child Welfare and Community Mental Health programs and became a supervisor of County Mental Health clinics. She has been active in NASW since 1990, has

served on the Board of Directors, committees and councils. She was awarded the Daniel E. Koshland Award for Outstanding Practitioner by NASW in 1997 and the Spotlight on Excellence Award by HCA Cultural Competency and Multi-Ethnic Services in 2003.

Debra D. Saxton, Project Coordinator CalSWEC Child Welfare, Lecturer

*BA, Sociology (Minor in Human Services), California State University Fullerton
MSW, University of Southern California*

Debra Saxton began her full-time position with the Cal State Fullerton Social Work Department in 2008. She is a licensed clinical social worker, with an MSW from USC and a BA in Sociology from Cal State Fullerton. Her teaching experience includes work as a part-time lecturer at Cal State Fullerton and at Whittier College. Ms. Saxton has also been a parenting instructor with the Montebello Unified School District and an in-service lecturer for the Hacienda/La Puente and Santa Fe Springs Unified School Districts. In addition to her teaching experience, Ms. Saxton has worked with Intercommunity Child Guidance and Newport Psychcare as a social worker after earning her MSW degree. She has done research in attachment theory, the effects of trauma on development, resilience theory, as well as the impact of early socialization on resiliency in later life. Ms. Saxton has taught field seminars, practice courses and a variety of other classes for the Department of Social Work since Fall 2008 and acts as a field liaison for child welfare field sites.

Marcella M. Mendez, Project Coordinator CalSWEC Mental Health, Lecturer

*BA, Sociology, California State University Northridge
MSW, (Cum Laude) University of Southern California*

Ms. Mendez teaches courses in social work practice and field instruction. Ms. Mendez is a licensed clinical social worker for the past 14 years and has over 20 years of work experience at several non-profit agencies within the Los Angeles area. Ms. Mendez has practice experience working with DMH county-contracted agencies as a director, clinical supervisor, quality assurance coordinator, and as a clinician. Ms. Mendez has worked with pregnant teens and teen mothers in a residential setting facilitating group services. She was able to assist clients with parenting, child-parent bonding and attachment, social skills, and child development. Ms. Mendez has worked at several out-patient mental health clinics which provided services to children, adults and clients with developmental disabilities. The various services she provided include: diagnosis, assessment, intervention modalities, crisis intervention, treatment goal planning, medication support and facilitating school based mental health services. She assisted clients in developing appropriate social and behavioral skills at school, home and work in order for the client to increase their level of functioning within their environment. Ms. Mendez has been a field instructor and preceptor for BSW, MSW, MFTI and PhD. programs from various colleges and universities. She provides students with a rich and supportive learning environment with weekly trainings, supervision and daily guidance. In addition Ms. Mendez has experience as clinic director and clinical supervisor with experience in macro practice, mezzo practice, facilitated trainings, managing budgets, employee management and development and performing daily agency operations.

Alexander O. Ballan, Lecturer

*BA, Behavioral Sciences, California State Polytechnic University Pomona
MSW, California State University Long Beach*

Alexander O. Ballan is a licensed clinical social worker (LCSW) with more than 15 years of experience working in a variety of social work settings, such as: foster care, hospital, domestic violence, mental health, forensic, dialysis, and academic; he has treated children, adolescents, adults, older adults, couples, families, and groups. Additionally, Mr. Ballan has instructed master courses at two California State Universities; some classes taught are: social work seminar, clinical practice, advance forensic seminar, policy practice, and social work supervision/grant writing. He is a certified mediator, specifically trained in permanency planning adoption caucus mediation. Mr. Ballan has additional expertise in working with individuals who have been previously incarcerated; his master's thesis focused on coping skills of middle class inmates in prison and has presented as a guest lecturer numerous times on this topic over the past 15 years. Mr. Ballan continues to expand his range of knowledge and practice through integration of new concepts and professional contract work. These collaborations include contracting to supervise post-graduate associated clinical social workers and volunteering to be a field instructor for MSW programs. Finally, Mr. Ballan has advanced to candidacy in his doctoral program in Educational Leadership.

Jackey Smith, Lecturer

*BA, Psychology, Azusa Pacific University
MSW, University of Southern California
Doctorate of Psychology, Phillips Graduate Institute*

Dr. Smith's professional experience includes working in a variety of settings. Before joining the faculty in the Department of Social Work, he was an adjunct faculty member with Azusa Pacific University for 3 years, where he taught several courses within the graduate and undergraduate School of Social Work, including public child welfare, and social welfare policy. Within the Center for Adult and Professional Studies, Dr. Smith taught human development courses for non-traditional students. In addition, Dr. Smith has more than five years of experience as a children's social worker with Los Angeles County Department of Children and Family Services, managing complex caseloads, dealing with clients of diverse socio-cultural backgrounds; not limited to at-risk children, youth, and families in various organic and non-clinical settings; prior to transitioning into medical social worker with Antelope Valley Hospital, and Children's Hospital Los Angeles.

Marilyn J. Milligan, Part-Time Lecturer

BSW, MSW, San Diego State University

Marilyn Milligan is a licensed clinical social worker who is currently the program manager of UC Irvine Healthcare. She is also a social work consultant to various agencies and is the director of Independent Living Power, a care management part of SCAN Health Plan. Ms. Milligan has published articles on group counseling for cancer patients and “Caring for the Caregiver.” Ms. Milligan is a fieldwork liaison, who also teaches field practicum seminars.

Jane Collier, Part-Time Lecturer

BSW, MSW, California State University Long Beach

Ms. Collier has a Bachelors Degree and Masters Degree in Social Work from CSU Long Beach, Summa Cum Laude. She is a member of the Phi Alpha Honor Society and a licensed clinical social worker. Ms. Collier has experience as a senior social worker, supervisor and manger in public child welfare. Her work in public child welfare with Orange County Children and Family Services has been diverse and includes experience as a social worker in Dependency Investigations, Dependency Intake, and Emergency Response. Further, she acted in the capacity of coordinator of the Options for Recovery Program, creating and providing education and support to caregivers of children impacted by parental substance abuse. In this capacity Ms. Collier managed a program with a budget of \$500,000, and was responsible for managing a respite program, providing quarterly training to caregivers and staff, and providing quarterly reports to the California Department of Social Services demonstrating compliance with State mandates.

As a supervisor with Orange County Children and Family Services Ms. Collier supervised Emergency Response Units and Child Abuse Services Multi-disciplinary Team who conduct forensic interviews for law enforcement and child protective services. In this role Ms. Collier coordinated training for community partners and law enforcement agencies. Ms. Collier also spent 5 years in Quality Assurance conducting fatality and case reviews for the agency and providing reports to the Juvenile Justice Commission, as well as participating as a member of the Orange County Coroners Death Review Team. In this role Ms. Collier was responsible for conducting case reviews, fatality reviews, and reviews of pending claims against the County, assessing for best practices, policy and procedures compliance, and addressing casework concerns. Ms. Collier was the Orange County Children and Family Services Intern Coordinator for the past 5 years, coordinating the placement and training of 40 MSW Interns from 8 Universities and providing Field Instructor Education. She is a passionate advocate for the CalSWEC Program. Currently Ms. Collier is the manager of the Child Welfare Services Case Management System, Management and Reports Team. In this role Ms. Collier is the intermediary between the IT and Children and Family Services Programs, with the role of ensuring that queries of the state wide data base meet program needs and planning for future needs. Ms. Collier has provided training to foster parents for the past 10 years and has been an adjunct professor at CSU Fullerton since September 2012.

Duan Tran, Part-Time Lecturer

BS, Behavioral Science and Health, University of Utah
MSW, Loyola University of Chicago

Duan Tran has over 12 years of experience since graduating from Loyola University in Chicago Illinois. He moved to California from Illinois six years ago bringing extensive experience and knowledge of social work with all populations including child welfare, children, youths, families, adults and older adults; clinical practice and counseling; social welfare policy and analysis; generalist practice, social practice with groups, and management within for-profit and not for profit organizations. In addition to being a part-time adjunct lecturer at CSUF, Mr. Tran is currently the program director of Community Service Programs and oversees the Victim Witness Assistance Programs; he was the clinical supervisor at Mental Health Association of Orange County serving the homeless population with chronic mental health issues; worked with adult substance abuse as the clinical supervisor at Recovery Solutions of Santa Ana; oversaw the Community Support Specialist, Seniors, and Psychosocial Rehabilitation programs at Heritage Behavioral Health Center in Illinois; was the program lead at Cirque Lodge in Provo, Utah serving the adult substance abuse population; and was a clinician at an adolescent residential treatment program at Odyssey House in Salt Lake City, Utah. Mr. Tran is passionate about serving his community as he feels obligated to give back as he experienced first-hand how he and his family benefited from various social service organizations as an immigrant refugee from Vietnam.

Lori Allemand, Part-Time Lecturer

BSW, California Polytechnic State University, Pomona
MSW, University of Nevada, Las Vegas

Lori Allemand is currently a licensed clinical social worker in the state of California. Mrs. Allemand brings many years of practice experience in the areas of mental health, child welfare, family preservation, school social work and quality assurance. She practiced professional social work at The Whole Child for 15 years as the director of student services, director of service coordination and also quality assurance manager. She worked as a consultant to Plaza Community Services consulting on grant writing, program development, staffing and clinical training. In addition to offering instruction in field seminar courses at CSUF, Mrs. Allemand teaches “Working with Groups” at Whittier College in Whittier California. She has always enjoyed working with students and helping them turn theory into practice. Her research interests include childhood anxiety, group work and ADHD.

Current faculty members have expertise in direct practice, social policy, child welfare, mental health, aging, alcohol and drug abuse, race and gender issues, and research methods enabling the faculty to cover the breadth of the curriculum in the MSW program at CSUF in a comprehensive manner.

The faculty have demonstrated more than adequate expertise to cover foundation and advanced (i.e., concentration) practice, policy, HBSE, research, and field courses. As evidenced by the experience represented on the Faculty Data Forms, which appear below, the faculty have direct practice expertise as well as established macro practice expertise in policy and research in mental health, public child welfare and aging. Faculty members are also able to provide full curriculum offerings for the program in both the two-year and three-year configurations. Among the full-time faculty, Dr. Kim-Goh, Dr. Chenot and Christine Ford comprise the mental health practice contingent. In addition, Dr. Hogan teaches mental health policy. Child welfare practice courses are taught by Dr. Chenot, Debra Saxton, Jackey Smith, or Jane Collier, while child welfare policy courses are taught by Dr. Cherin, Dr. Chenot, or Jackey Smith. Dr. Bailey, with a background in developmental psychology, offers much of the human behavior course content, including the assessment and diagnosis course (MSW 503) in the concentration year. Dr. Ji also teaches some HBSE courses. Dr. Cherin and Dr. Hogan teach most of the macro courses in policy, ethics-law and supervision. Dr. Chenot also teaches the supervision and organizational dynamics related course (MSW 564).

Research has been taught by several faculty members including, Dr. Kim-Goh, Dr. Hogan, Dr. Ji, and Dr. Chenot. Masters projects courses have been taught by various tenured and tenure-track faculty, but Dr. Ji and Dr. Hogan have mentored the students through these year-long courses most recently. A strong group of lecturers with a wealth of direct practice experience offer most of the foundation practice and field seminar courses, including, Marcella Mendez, Alex Ballan, Jackey Smith, and when needed, Christine Ford and Debra Saxton. The lecturers who teach field seminars also act as field liaisons with practicum agency sites. In summary, the faculty has demonstrated the capacity to cover the curriculum in the MSW program comprehensively.

The “Faculty Summary” table is presented below in order to illustrate that the Department of Social Work at California State University Fullerton complies with the following accreditation standards: 3.3.1, 3.3.2, and M3.3.3.

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary-Part I**

Form F2_2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

M3.3.3 *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.*

Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
D. A. Cherin	January 2007	White		8		11		7.5		100%
M. Kim-Goh	August 2007	Asian		20				7.0		100%
C. A. Ford	January 2007	White		17				7.5		100%
D. K. Chenot	August 2007	White		14				7.0		100%

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW				BSW	MSW
C. E. Bailey	August 2008	White	N/A	N/A	2			6.0		100%
J. Ji	January 2012	Asian				1.0		2.5		100%
D. D. Saxton	August 2007	White		13		2.0		5.0		100%
M. M. Mendez	January 2009	Hispanic						3.0		100%
A. O. Ballan	January 2012	Hispanic				5.0		1.5		100%
J. J. Smith	January 2013	Afr American								100%
M. J. Milligan	January 2008	White						6.5		100%
J. L. Collier	August 2012	White						1.0		100%
D. K. Tran	August 2013	Asian						.5		

* Indicate the total number of years practice experience after receiving the baccalaureate degree and/or master's of social work degree. Combine full-time and part-time work into a full-year equivalence years of full-time teaching.

** Should sum to total of years of full-time teaching.

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary—Part 2**

Form F2_2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing Accreditation Standards below.

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.2 *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.*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

M3.3.3 *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.*

Provide the information requested below for all faculty. Provide the information requested below for all faculty employed in full-time and part-time positions *within the last 3 years*. List from highest to lowest in rank.

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
D. K. Chenot	Chair and Director, Associate Professor		✓	✓		✓			✓	
D. A. Cherin	Professor		✓	✓		✓			✓	
M. Kim-Goh	Professor		✓	✓		✓				✓
C. A. Ford	Director of Field Education / Lecturer		✓		✓			✓		✓

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
S. R. Hogan			✓	✓		✓			✓	
C. E. Bailey	Associate Professor		✓	✓		✓				✓
J. Ji	Assistant Professor		✓	✓						
J. M. Preble	Lecturer		✓		✓			✓	✓	
M. M. Mendez	CalSWEC Field Coordinator / Lecturer		✓		✓			✓		✓
A. O. Ballan	Lecturer		✓		✓			✓	✓	
J. J. Smith	Lecturer		✓		✓			✓	✓	
E. Andujo	Lecturer	✓			✓			✓		✓
M. J. Milligan	Lecturer	✓			✓			✓		✓
M. R. Odom	Lecturer	✓			✓			✓	✓	
J. L. Collier	Lecturer	✓			✓			✓		✓
D. K. Tran	Lecturer	✓			✓			✓	✓	

The attitude of the faculty since the inception of the program has been that exposing students to a variety of faculty with diverse backgrounds and experiences in the field maximizes students' learning experiences. While this is a pedagogical key to the program, faculty members are also acknowledged as established experts in specific areas of the curriculum. In addition, the tenured and tenure track faculty have strong research skills, which contributes a robust foundation to the program curriculum. The Faculty Data Forms highlight the scope and depth of faculty expertise in the Department of Social Work at CSUF.

Finally, all faculty members who teach required practice courses in the MSW program have a master of social work degree from a CSWE-accredited program and at least two years of post-masters social work practice experience. Information on the individual Faculty Data Forms appear below and highlight faculty members' years and quality of post-MSW practice experience. The collective quantity and quality of practice experience represented by the practice histories of all faculty members in the department indicate the wealth of practice knowledge and wisdom students encounter and are able to draw from as they take courses with a variety of faculty in the program.

Faculty Data Forms:

Council on Social Work Education Commission on Accreditation (COA) Faculty Data

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member - **David Chenot**
2. Degree information
 - **Degree – Ph.D**
 - Institution granting degree – Case Western Reserve University
 - Major – Social Welfare
 - Date awarded (month/year) – 2007

- **Degree – MSW**
 - Institution granting degree – California State University Fullerton
 - Major – Social Work
 - Date awarded (month/year) – 1994
3. Academic appointments
- **Employing academic institution – California State University Fullerton**
 - Title – Chair, Associate Professor
 - City and state – Fullerton, CA.
 - Start date (month/year) – 9/2012
 - End date (month/year) – Current
- **Employing academic institution – California State University Fullerton**
 - Title – Assistant Professor
 - City and state – Fullerton, CA.
 - Start date (month/year) –2007
 - End date (month/year) – 2012
- **Employing academic institution – California State University Bakersfield**
 - Title – Assistant Professor
 - City and state – Bakersfield, CA.
 - Start date (month/year) – 2006
 - End date (month/year) – 2007
- **Employing academic institution – California State University Bakersfield**
 - Title – CalSWEC Project Coordinator (Title IV-E), Lecturer
 - City and state – Bakersfield, CA.
 - Start date (month/year) – 2000
 - End date (month/year) – 2006
4. Professional post–baccalaureate and post–master’s social work experience
- **Employer – Kern County Mental Health, System of Care**
 - Position – Supervisor
 - City and state – Bakersfield, CA.
 - Start date (month/year) – 1998
 - End date (month/year) – 2000
- **Employer – Kern County Mental Health, System of Care**
 - Position – Social Worker
 - City and state – Bakersfield, CA.
 - Start date (month/year) – 1994
 - End date (month/year) – 1998

5. List your current professional, academic, community-related, and scientific memberships.

Council on Social Work Education
National Association of Social Workers
Society for Social Work and Research
American Professional Society on the Abuse of Children

6. List your community service responsibilities and activities for the last 3 years.

Human Subjects/Institutional Review Board: Casey Family Foundation
Spirituality and Religion in Mental Health Advisory Board: Orange County Health Care Agency, Center for Excellence

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Faculty Research Grants:

Spirituality in Higher Education. A National Study of Students' Search for Meaning and Purpose: UCLA-Spirituality in Higher Education Project.

Chenot, D. & Kim, H. *Longitudinal Relationships Between Spirituality, Religiousness, and Social Justice in the Development of Young Adults: Educational Implications for the Helping Professions*

California State University Fullerton. *Diversity in the Child Welfare Workforce*

8. List your professional presentations presented during the last 5 years.

Chenot, D., & Benton, A. *Diversity in the Child Welfare Workforce: Preliminary Findings*. Poster presentation at the Annual Program Meeting of the Council of Social Work Education, Atlanta, GA., October, 2011.

Chenot, D. *Spirituality, Religion, and Social Justice Orientation in the Development of Young Adults*. Paper presentation at the 6th North American Spirituality Conference, Washington D.C. June, 2011.

Chenot, D. *Spirituality, Religion, and Social Justice Orientation in the Development of Young Adults: A Longitudinal Study*. Paper presentation at the Annual Southern California Conference for Spirituality and Social Work, Los Angeles, February, 2011.

Chenot, D. *Poverty and Justice Attitudes Among Social Work Students*. Moderator for the Annual Conference of the Society for Social Work Research, Tampa Bay, Florida, January 2011.

Chenot, D., & Kim, H. *The Effects of Spirituality on Social Justice Orientations Among Young Adults*. Paper presentation for the Annual Conference of the Society for Social Work Research, Tampa Bay, Florida, January 2011.

Kim, H. & **Chenot, D.** *Racial/ethnic disparity in Child Welfare Systems: An Exploratory Study*. Poster presentation at the Annual Program Meeting of the Council of Social Work Education, Portland, OR, October, 2010.

Chenot, D., & Kim, H. *Social work education, Title IV-E participation, and retention in public child welfare services*. Paper presentation for the Annual Conference of the Society for Social Work Research, San Francisco, CA, January 2010

Kim, H., Ji, J., & **Chenot, D.** *Dynamics of Racial/Ethnic Disparity in California: A Study of Trajectories of Disparity Index (DI) Scores*. Paper presentation for the Annual Conference of the Society for Social Work Research, San Francisco, CA. January 2010.

Chenot, D., *Organizational Dynamics and Retention in Public Child Welfare Services, & Title IV-E Participation, and Retention in Public Child Welfare Services*. CalSWEC –Title IV-E, Statewide Project Coordinators Meeting. Sacramento, CA. Invited address, 2010.

Chenot, D., *Organizational Dynamics and Retention in Public Child Welfare Services*. Central California Area Social Services Consortium, Morro Bay, CA. Invited address, 2010.

Chenot, D., *Title IV-E Participation, and Retention in Public Child Welfare Services*. Title-IVE Partnership Committee, California State University Fresno, Department of Social Work Education. Fresno, CA. Invited address, 2010.

Chenot, D., Kim, H., & Benton, A. D. (2009). *Social work education and retention in public child welfare services*. Paper presentation for the Annual Program Meeting of the Council of Social Work Education, San Antonio, TX, November, 2009.

Chenot, D. & Kim, H., *A Multilevel Model of Job Retention in Public Child Welfare Services (PCWS) Organizations: Effects of Supervisory and Peer Support*. Society for Social Work and Research. New Orleans, LA , 2009.

Chenot, D. *Resilience Among Children in Out-of-Home Care*. CASA Volunteers of Orange County; Orange, CA. Invited address, 2009.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Kim, H., **Chenot, D., & Lee, S.** (in press). *Running away from out-of-home care: A multilevel analysis*. *Children & Society*. (Published on line 2013).

- Chenot, D.** & Kim, H. (2013) Development among adolescents and young adults: longitudinal linkages between spirituality, religion, and social justice. In A. Bryant Rockenbach & M. J. Mayhew (Eds.), *Spirituality in College Students' Lives: Translating Research into Practice*. New York, NY: Routledge.
- Chenot, D.** (2012, Spring). The Vicious Cycle: Policy, the Media, and Secondary Traumatic Stress. *CW 360*, 10.
- Chenot, D.** (2011). The Vicious Cycle: Recurrent Interactions between the Media, Politicians, the Public, and Child Welfare Services Organizations. *Journal of Public Child Welfare*, 5, 167-184.
- Kim, H., **Chenot, D.**, & Ji, J., (2011). Racial/Ethnic Disparity in Child Welfare Systems: A Longitudinal Study Utilizing the Disparity Index (DI). *Children and Youth Services Review*. 33(7), 1234-1244.
- Howell, R.T., **Chenot, D.**, Hill, G., & Howell, C.J. (2011). Momentary happiness: The role of psychological need satisfaction. *The Journal of Happiness Studies*, 12(1), 1-15.
- Cherin, D., & **Chenot, D.** (2010). Organizational and workgroup culture. In P.J. Pecora, D. Cherin, E. Bruce, & T. Jesus Arguello (Eds.), *Strategic supervision: A brief guide for managing human service organizations*. Thousand Oaks, CA: Sage.
- Chenot, D.**, Benton, A. & Kim, H. (2009). The influence of supervisor support, peer support, and organizational culture among early career social workers in Child Welfare Services. *Child Welfare*, 88(5), 129-147.

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **David A. Cherin**

2. Degree information

- **Degree – Ph.D**

- Institution granting degree – University of Southern California
- Major – Social Work
- Date awarded (month/year) – 1996

- **Degree – MSW**

- Institution granting degree – California State University, Long Beach
- Major – Social Work
- Date awarded (month/year) – 1993

- **Degree – B.A.**

- Institution granting degree – California State University, Long Beach
- Major – English Literature
- Date awarded (month/year) – 1970

3. Academic appointments

- **Employing academic institution: California State University Fullerton and California Social Work Education Center**

- Title – Full time Professor, Dept. of Social Work & P.I. CalSWEC Program Cal State Fullerton and state wide Chair CalSWEC Curriculum Committee.
- City and state – Fullerton, CA
- Start date – August/2013
- End date – Present

- **Employing academic institution: California State University Chancellor's Office**

- Title – Director of California Forum on Diversity & Chancellor's Pre-Doctoral Program State Fullerton and state wide Chair CalSWEC Curriculum Committee.
- City and state – Long Beach, CA
- Start date – August/2012
- End date – June/2013

- **Employing academic institution: California State University Fullerton**

- Title – Department Chair and Social Work Program Director
- City and state – Fullerton, CA
- Start date – January 2007
- End date – August 2012

- **Employing academic institution: California State University Bakersfield**

- Title – Interim Associate Vice President for Grants, Research, and Sponsored Programs

- City and state – Bakersfield, CA
- Start date – August 2005
- End date – December 2006

- **Employing academic institution: University of Washington, School of Social Work**
- Title – Assistant Professor
- City and state – Seattle, WA
- Start date – 1999
- End date – 2002

- **Employing academic institution: Attistiba Social Pedagogical Institute**
- Title – Visiting Professor of Social Welfare
- City and state – Riga, Latvia
- Start date – 1997
- End date – 1997

- **Employing academic institution:** . University of Southern California, School of Social Work.
- Title – Research Assistant Professor, Director of Hamovitch Research Center
- City and state – Fullerton, CA
- Start date – 1996
- End date – 1999

- **Employing academic institution:** University of Southern California, School of Social Work.
- Title – Adjunct Assistant Professor
- City and state – Los Angeles, CA
- Start date – 1994
- End date – 1996

- **Employing academic institution:** California State University, Long Beach, Department of Social Work
- Title – Adjunct Professor
- City and state – Long Beach, CA
- Start date – 1994
- End date – 1996

4. Professional post-baccalaureate and post-master's social work experience

- **Employing academic institution: Partners in Care Foundation**
- Title – Senior Research Consultant and Palliative Care Program Director
- City and state – Burbank, CA
- Start date – 1994
- End date – 2006

- **Employing academic institution:** The Quality Improvement Company
 - Title – Partner, responsible for development and implementation of programs in health care quality including Patton State Hospital
 - City and state – Cupertino, CA
 - Start date – 1989
 - End date – 1994
5. List your current professional, academic, community-related, and scientific memberships.
 6. List your community service responsibilities and activities for the last 3 years
 7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Awards

2010 Cal State Fullerton Leadership Academy

2009 Outstanding Alumnus Cal State Long Beach, Department of Social Work

Appointments

President California Association of Deans and Directors of Social Work, 2011-2013

California Healthcare Workforce Development Board Career Pathway
subcommittee(Office of Statewide Health Planning). 2011 to present

Chair, California Social Work Education Center (CalSWEC) Curriculum Committee.
2010 to present

CalSWEC Executive Committee, 2010 to present

8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Books & Book Chapters

Pecora,P., **Cherin, D.**, Bruce, E. & Arguella, T. (2010). Strategic Supervision: A Brief Guide to Management in Social Service Organizations. Thousand Oaks: Sage.

Cherin, D. Chenot, D. (2009). Chapter 2: Organizational Culture...” In Strategic Supervision.... Pecora, P. Cherin, D. et. al (2009) Thousand Oaks: Sage.

10. Include any other relevant information below or as a separate attachment.

Research Experience

Principal Investigator CSUF Mission & Goals Grants. 2010 and 2011

Principal Investigator Fullerton CalSWEC Grant (Title Iv-E) (\$1.6mm annually) 2009 – 2013.

Council on Social Work Education Commission on Accreditation (COA) Faculty Data

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Mikyong Kim-Goh**
2. Degree information

- **Degree: Ph.D.**

- Institution granting degree: University of California, Berkeley
- Major: Social Welfare
- Date awarded (month/year): May 1990

- **Degree: MSW**

- Institution granting degree—University of California, Berkeley
- Major—Mental Health Track
- Date awarded—May 1985

- **Degree—B.A.**

- Institution granting degree—Pomona College, Claremont, CA
- Major—Psychology
- Date awarded—May 1983

3. Academic appointments
 - **Employing academic institution: California State University, Fullerton**
 - Title: Professor
 - City and state: Fullerton, California
 - Start date (month/year): August 1992
 - End date (month/year): Current

4. Professional post–baccalaureate and post–master’s social work experience
 - **Employer: Asian Pacific Counseling & Treatment Center**
 - Position: Supervising Psychiatric Social Worker
 - City and state: Los Angeles, CA
 - Start date (month/year): August 1986
 - End date (month/year): August 1992

5. List your current professional, academic, community-related, and scientific memberships.
 - Editorial Board, *Psychology*
 - Editorial Board, *Korean Family Social Work Journal*
 - Reviewer, *Journal of Nervous and Mental Disease*
 - Reviewer, *Journal of Family Issues*
 - Member, Council on Social Work Education
 - Korean American Social Work Educators Association
 - National Association of Social Workers
 - Fellow, American Orthopsychiatric Association

6. List your community service responsibilities and activities for the last 3 years
 - Clinical Supervisor, Full Service Partnership, KC Services, Buena Park, CA
 - Advisory Board Member, National Institute of Justice (NIJ) research grant on intimate partner and sexual abuse. Co-PIs: Dr. Mindy Mechanic (CSUF) & Dr. Courtney Ahrens (CSU Long Beach).
 - Consultant, Staff Training on Culturally Competent Health Care Practice, St. Jude Medical Center Oncology Services, Fullerton.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
 - Choi, H., Yoon, M.S., & Kim-Goh, M. (2012-2014). The Development of Cultural Competency Model to Promote Mental Health among Multicultural Families: Building Partnerships with Asian Mental Health Professionals. National Research Foundation of Korea. \$162,500.
 - Distinguished Service, Acting Associate Vice President for International Programs, CSUF, 2011-2012.
 - Selected to participate in German Academic Exchange Service (DAAD) - sponsored “Germany Today” Information Tour for Higher Ed International Education Administrators, 2011

8. List your professional presentations presented during the last 5 years.
- **Kim-Goh, M.**, Choi, H., & Yoon, M. S. "Culturally Competent Mental Health Care for Asian Americans: A Qualitative Study," The 7th International Conference on Social Work in Health and Mental Health, Los Angeles, June 2013.
 - **Kim-Goh, M.** "Mental Health of Korean Americans: Developing Community Voice in Los Angeles and Orange County," Fuller Theological Seminary, Pasadena, 2011.
 - **Kim-Goh, M.** "Cultural Competence in Social Work Practice with Multicultural Populations in Korea," Go-Yang Culture Sharing Day International Forum, Seoul, Korea, Oct. 2010
 - **Kim-Goh, M.** "Multicultural Social Work Competency Development," Pyung-Taek University, Korea, Oct. 2010.
 - **Kim-Goh, M.** "Culturally Competent Health Care Practice with Korean American Patients," St. Jude Medical Center Oncology Services, Fullerton, 2010.
 - **Kim-Goh, M.** "Cultural Considerations in the Mental Health Service Delivery to Korean American Clients," The Orange County Behavioral Health Cultural Competency Training, 2009.
 - **Kim-Goh, M.** "The Case for Cultural Competence in Social Work Practice in the Emerging Multicultural Korean Society," Presented at the Seoul Senior Welfare Center, August 2009, Korea.
 - **Kim-Goh, M.** "A Promising Practice: The Wraparound Process in the Mental Health Services for Korean American Children & Families," The 21st Workshop of Korean Academy of Family Social Work, June 2009, Chung-Ang University, Korea.
 - **Kim-Goh, M.** "The Wraparound Process in the Mental Health Services for Korean American Clients," Korea Research Institute for Social Welfare 6th Colloquium, June 2009, Kangnam University, Korea.
 - **Kim-Goh, M.** "Ethnic Identity Development among Korean-American Adolescents," Human Development Research Institute, May 2009, Kangnam University, Korea.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
- Choi, H.M, **Kim-Goh, M.**, & Yoon, M. S. (2013). The Impact Factors on Depression Among Married Immigrant Women in Rural Areas, *Social Science Research Review*, 29 (3), 119-142.
 - **Kim-Goh, M.**, Ahn, E., Wee, D., & Shin, L. (2009). *Profiles of the Korean American community in Orange County*. Project funded by the Children & Families Commission of Orange County.

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member—**Sean R. Hogan**
2. Degree information
 - **Degree—Ph.D.**
 - Institution granting degree—University of California, Berkeley, School of Social Welfare
 - Major—Social Welfare (Substance Abuse and Social Policy)
 - Date awarded (month/year)—July 2005

 - **Degree—MSW**
 - Institution granting degree—University of California, Berkeley, School of Social Welfare
 - Major—Social Welfare (Mental Health—Direct Services)
 - Date awarded (month/year)—May 2001

 - **Degree—B.A.**
 - Institution granting degree—University of California, Berkeley, School of Social Welfare
 - Major—Social Welfare
 - Date awarded (month/year)—May 1999
3. Academic appointments
 - **Employing academic institution—California State University, Fullerton**
 - Title—Associate Professor, Social Work Program
 - City and state—Fullerton, CA
 - Start date (month/year)—August 2011
 - End date (month/year)—Present

- **Employing academic institution—California State University, Fullerton**
 - Title—Assistant Professor, Department of Social Work
 - City and state—Fullerton, CA
 - Start date (month/year)—August 2007
 - End date (month/year)—August 2011

 - **Employing academic institution—California State University, Fullerton**
 - Title—Assistant Professor, Department of Human Services
 - City and state—Fullerton, CA
 - Start date (month/year)—August 2006
 - End date (month/year)—August 2007

 - **Employing academic institution—San Jose State University, School of Social Work**
 - Title—Lecturer, Social Welfare Policy and Services, and Research Methods, Data Analysis and Evaluations
 - City and state—San Jose, CA
 - Start date (month/year)—August 2004
 - End date (month/year)—May 2006

 - **Employing academic institution—University of California, Berkeley**
 - Title—Graduate Student Instructor, School of Social Welfare
Social work as a Profession; Practice in Social Work; Social Welfare Policy; and Introduction to Research Methods
 - City and state—Berkeley, CA
 - Start date (month/year)—January 2002
 - End date (month/year)—May 2004
4. Professional post–baccalaureate and post–master’s social work experience
- **Employer—Public Health Institute**
 - Position—Research Associate III, Project Evaluator
 - City and state—Oakland, CA
 - Start date (month/year)—May 2003
 - End date (month/year)—January 2004

 - **Employer—e-cohen Consulting Services**
 - Position—Research Assistant, Field Interviewer and Project Consultant
 - City and state—Berkeley, CA
 - Start date (month/year)—August 2002
 - End date (month/year)—November 2003

 - **Employer—Veterans Administration Outpatient Mental Health Clinic**
 - Position—Social Work Intern, Psychiatric Social Worker
 - City and state—Oakland, CA
 - Start date (month/year)—September 2000
 - End date (month/year)—May 2001

- **Employer—Villa Fairmont Mental Health Rehabilitation Facility**
 - Position—Social Work Intern
 - City and state—San Leandro, CA
 - Start date (month/year)—October 1999
 - End date (month/year)—April 2000

 - **Employer—Merritt Peralta Institute**
 - Position—Lecturer, substance abuse / chemical dependence
 - City and state—Oakland, CA
 - Start date (month/year)—January 1998
 - End date (month/year)—April 2000
5. List your current professional, academic, community-related, and scientific memberships.
- 10/05-Present: Council on Social Work Education, member.
9/04-Present: Society for Social Work and Research, member.
6. List your community service responsibilities and activities for the last 3 years.
- 8/09-Present: Principal Investigator, “Foster Youth in Higher Education” Department of Social Work, California State University, Fullerton.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
- 11/13 eFellows Program Award; California State University, Fullerton
- 6/13 California State University Incentive Grant to Encourage External Funding Award.
- 9/12 Paul P. Fidler Research Grant Finalist – Foster Youth in Higher Education: The Role of Social Capital in Successfully Transitioning to Adulthood.
- 6/12 California State University Senior Faculty Research Program Award.
- 4/12 Faculty Recognition Award – Service; Department of Social Work; California State University, Fullerton
- 6/11 California State University Incentive Grant to Encourage External Funding Award.
- 5/11 Faculty Recognition Award – Teacher Scholars; Department of Social Work; California State University, Fullerton

8. List your professional presentations presented during the last 5 years.

Hogan, S. R. (2013, January). *Foster youth in higher education: Preliminary results*. Southern California Higher Education and Foster Youth Consortium. California State Polytechnic University, Pomona.

Hogan, S. R. (2012, May). *Foster youth in higher education*. Foster Youth Research Panel, California State Polytechnic University, Pomona.

Hogan, S. R., & Unick, G. J. (2011, January). *Gender-specific barriers to self-sufficiency among former welfare beneficiaries*. Oral presentation at the annual conference of the Society of Social Work and Research, Tampa, FL.

Hogan, S. R., & Unick, G. J. (2009, November). *Welfare reform and self-sufficiency: Gender-specific predictors for success*. Oral presentation at the annual program meeting of the Council on Social Work Education, San Antonio, TX.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Journal Articles

Hogan, S. R., Unick, G. J., Speiglmán, R., & Norris, J. C. (2011). Gender-specific barriers to self-sufficiency among former Supplemental Security Income drug addiction and alcoholism beneficiaries: Implications for welfare-to-work programs and services. *Journal of Social Service Research, 37*, 320-337.

Hogan, S. R., & Bailey, C. E. (2010). *Service learning as a mechanism for change in attitudes and perceptions of human services students toward substance-dependent mothers*. *Journal of Teaching in Social Work, 30*(4), 420-434.

Hogan, S. R., Speiglmán, R., & Norris, J. C. (2010). The effects of eliminating Supplemental Security Income drug addiction and alcoholism eligibility on the mental health of low-income substance abusers. *Social Work in Public Health, 25*(5), 438-453.

Book Chapters

Hogan, S. R. (2009). Race, ethnicity, and early United States drug policy. In A. Browne-Miller (Ed.), *The Praeger international collection on addictions: Faces of addiction, then and now* (pp. 37-52). Westport, CT: Praeger-Greenwood.

Hogan, S. R. (2009). The social construction of drug policy and its impact on substance abuse treatment philosophies in the United States. In A. Browne-Miller (Ed.), *The Praeger international collection on addictions: Characteristics and treatment perspectives* (pp. 3-22). Westport, CT: Praeger-Greenwood.

10. Include any other relevant information below or as a separate attachment.

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member—**Caroline E. Bailey**
2. Degree information
 - **Degree—Ph.D.**
 - Institution granting degree—University of Southern California
 - Major—Clinical Psychology
 - Date awarded (month/year)—2004

 - **Degree—M.A.**
 - Institution granting degree—University of Southern California
 - Major—Psychology
 - Date awarded (month/year)—1999

 - **Degree—B.A.**
 - Institution granting degree—University of Southern California
 - Major—Interdisciplinary Studies
 - Date awarded (month/year)—1997
3. Academic appointments
 - Employing academic institution—California State University, Fullerton
 - Title—Associate Professor, Social Work Program
 - City and state—Fullerton, CA
 - Start date (month/year)—August 2013
 - End date (month/year)—Present

- Employing academic institution—California State University, Fullerton
 - Title—Assistant Professor, Social Work Program
 - City and state—Fullerton, CA
 - Start date (month/year)—August 2008
 - End date (month/year)—August 2013
- Employing academic institution—California State University, Fullerton
 - Title—Assistant Professor, Human Services Department
 - City and state—Fullerton, CA
 - Start date (month/year)—August 2006
 - End date (month/year)—August 2008
- Employing academic institution—University of California, Los Angeles
 - Title—Assistant Research Psychologist, Department of Child and Adolescent Psychiatry.
 - City and state—Los Angeles, CA
 - Start date (month/year)—2007
 - End date (month/year)—2010
4. Professional post–baccalaureate and post–master’s social work experience
- Employer—University of California at Los Angeles School of Medicine
 - Position—Post-Doctoral Fellow, Mental Retardation Research Center, Department of Psychiatry and Behavioral Sciences
 - City and state—Los Angeles, CA
 - Start date (month/year)—2004
 - End date (month/year)—2006
- Employer—University of California at Los Angeles, Neuropsychiatric Institute and Hospital
 - Position—Internship in Clinical Psychology, Child and Adolescent Track, Learning Disabilities and Educational Advocacy Specialization
 - City and state—Los Angeles, CA
 - Start date (month/year)—2003
 - End date (month/year)—2004
5. List your current professional, academic, community-related, and scientific memberships.
- The Slingerland Institute for Literacy: Elected to the Board of Trustees August 2007
 - International Dyslexia Association
 - Association for Psychological Science
 - American Psychological Association

6. List your community service responsibilities and activities for the last 3 years.
 Clinical Supervisor, USC Department of Clinical Science
 Clinical Supervisor, California Professional School of Psychology (CSPP) at Alliant International University
Consultation with Community Agencies/Partners
 Consultation with New Alternatives (Orange County WRAP team)
 Consultation with Disability Rights, California
 Consultation with Special Education Lawyers
 CSUF Orange County Homelessness Advisory Committee
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Funding:

- 2007 Undergraduate Research and Creativity Award---\$500
 California State University Fullerton Faculty Development Center Grant
- 2007 2006-2007 CSUF Probationary Faculty Stipend--\$6,500
 Office of the Vice President, CSUF

Awards and Honors:

- 2014 CSUF Irvine Campus Outstanding Teaching Award
- 2013 CSUF Faculty Recognition Award for Scholarly and Creative Activity
- 2007 Most Inspirational Faculty Award,
 Department of Human Services, California State University, Fullerton
- 2007 CSUF Outstanding Faculty Advisor,
 Student Life Programs and Services, Dean of Students Office,
 California State University Fullerton
- 2005 American Epilepsy Society,
 Neurobehavioral Fellow
8. List your professional presentations presented during the last 5 years.
- Bailey, C.E.** (November 2008). *Growing up dyslexic-making reading work for you.* Presentation given as part of a symposium entitled: *Teen symposium: Recognize the challenges and celebrate the differences of dyslexia!* 59th Annual Meeting of the International Dyslexia Association, Seattle, WA.
- Hogan, S. R. & **Bailey, C. E.** (October 2007). *Service learning as a mechanism for change in perceptions and attitudes of human services students toward substance-dependent women.* Oral presentation to be given at the Annual meeting of the Council for Social Work Education, San Francisco, CA.

Caplan, R., Siddarth, P. **Bailey, C. E.**, Lanphier, E. K., Vona, P., Stahl, L., & Gurbani, S. (July 2007). *Depression and anxiety in children with epilepsy*. Presentation given as part of symposium entitled: *Mood disorders: A co-morbidity in children with epilepsy*. 27th International Epilepsy Congress, Singapore.

Bailey, C. E. (November 2005). *Reading deficits in pediatric epilepsy*. Oral presentation at the Annual Meeting of the American Epilepsy Society, Washington, D.C.

Manis, F. R. & **Bailey, C. E.** (November 2003). *Three year longitudinal study of dyslexic subgroups*. Oral presentation at the Annual Conference of the International Dyslexia Association, San Diego, CA.

Peer-reviewed conference posters:

Bailey, C.E., Smith, C.A., Huey, S.J., McDaniel, D.D., & Babeva, K. (October 2010). *Posttraumatic stress disorder as a barrier to success in a delinquency intervention: A case study*. Poster session presented at the Kansas Conference in Clinical Child and Adolescent Psychology: Translating Research into Practice, Lawrence, KS.

Bailey, C. E., Siddarth, P., Gurbani, S., & Caplan, R. (December 2006). *Story recall deficits in children with complex partial seizures*. Poster presented at the Annual Meeting of the American Epilepsy Society, San Diego, CA.

Siddarth, P., Lanphier, E., **Bailey, C. E.**, Gurbani, S., & Caplan, R. (October 2006). *Neurobehavioral deficits in primary generalized epilepsy with absence*. Poster presented at the Annual Meeting of the American Academy of Child and Adolescent Psychiatry, San Diego, CA

O'Neill, J., Levitt, J., Lanphier, E., **Bailey, C. E.**, Gurbani, S., Alger, J. & Caplan, R. (May 2006). *Brain 1H MRSI and formal thought disorder in pediatric complex partial epilepsy*. Poster presented at 14th Annual Meeting of ISMRM, Seattle, WA.

Bailey, C. E., Siddarth, P., & Caplan, R. (October 2005). *Verbal memory deficits in children with complex partial seizures; Evidence for semantic memory deficits*. Poster presented at the UCLA Mental Retardation Research Center, Annual Meeting, Los Angeles, CA.

Demertzis, K. H., **Bailey, C. E.**, Siddarth, P., Caplan, R., & Asarnow, R. (April 2005). *Verbal memory in children with complex partial seizures*. Poster presented at the UCLA Annual Conference on Memory and Aging, Los Angeles, CA.

Tenorio, R, **Bailey, C. E.**, Siddarth, P. & Caplan, R (2005). *The relationship of academic achievement and depression in pediatric epilepsy*. Poster presented at the Annual Meeting of the American Psychological Society, Los Angeles, CA.

Invited Colloquia:

Bailey, C.E. (April 2008). *Treatment outcome of the slingerland approach to multi-sensory language instruction: results from a pilot summer school study.* Invitational address given at the National Meeting of the Slingerland Institute for Literacy. Seattle, WA.

Bailey, C.E. (September 2007). *How to best meet the classroom needs of students with learning disabilities.* Invitational address given at the meeting of the Los Angeles Branch of the Learning Disabilities Association. Sierra Madre, CA.

Bailey, C. E. (November 2006). *Teach toward tomorrow: Research and practice coming full circle.* Invitational address given at the 2006 Washington Branch on the International Dyslexia Association Annual Conference: The Last Word on Reading and Writing, Seattle, WA.

Bailey, C. E. (October 2003). *Coping skills for adults with dyslexia.* Invited Discussant on panel of experts. Conference presented by the International Dyslexia Association, Northern California Branch, South San Francisco, CA.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Peer-reviewed articles:

Bailey, C.E., Smith, C.A., Huey, S.J., McDaniel, D.D., & Babeva, K. (2014). Posttraumatic stress disorder as a barrier to success in a delinquency intervention: A case study. *Journal of Aggression, Maltreatment and Trauma*, 23, pp. 199-214.

Hogan, S. R., & **Bailey, C. E.** (2010). Service learning as a mechanism for change in attitudes and perceptions of human services students toward substance-dependent mothers. *Journal of Teaching in Social Work*, 30(4), pp. 1-15.

Caplan, R., Siddarth, P., Vona, P., Stahl, L., **Bailey C.E.**, Gurbani, S., Sankar, R. & Donald, W.D (2009). Language in pediatric epilepsy. *Epilepsia*, 50(11), pp. 2397-2407.

Caplan, R., Siddarth, P., **Bailey, C. E.**, Lanphier, E., Gurbani, S., Shields, W. D. & Sankar, R., (2006). Thought disorder: A developmental disability in pediatric epilepsy. *Epilepsy and Behavior*, 8(4), pp. 726-735.

Manis, F. R., Lindsey, K. A., & **Bailey, C. E.** (2004). Development of reading in grades K-2 in Spanish-speaking English language learners. *Journal of Learning Disabilities Research and Practice*, 19(4), pp. 214-224.

Bailey, C. E., Manis F. R., Seidenberg, M. S., & Pedersen, W. C. (2004). Variation among developmental dyslexics: Evidence from a printed word-learning task. *Journal of Experimental Child Psychology*, 87, pp. 125-154.

Lindsey, K. A., Manis, F. R. & **Bailey, C. E.** (2003). Prediction of first-grade reading in Spanish-speaking English language learners. *Journal of Educational Psychology*, 95(3), pp. 482-494.

Articles under review:

Hogan, S. R., & Bailey, C. E. (2008). Service learning as a mechanism for change in attitudes and perceptions of human services students toward substance-dependent mothers. Journal of Social Work Education.

Articles in preparation:

Bailey, C.E., Siddarth, P., & Caplan, R. (in preparation, 2008). Story recall deficits in children with complex partial epilepsy: The interplay of cognitive and illness variables. *Epilepsia*

Books and book chapters:

Bailey, C.E. (2011). Nasty nails no more: Helen's triumph over nail biting. In Corey, G. *Student Manual for Theory and Practice of Counseling and Psychotherapy*, Ninth Edition. Belmont, CA: Brooks/Cole, Cengage Learning.

Bailey, C.E. (2011). Brittany behaving badly: Addressing acting out behavior in an adolescent girl. In Corey, G. *Student Manual for Theory and Practice of Counseling and Psychotherapy*, Ninth Edition. Belmont, CA: Brooks/Cole, Cengage Learning.

Corey, G. F. & **Bailey, C. E.** (2009). *Instructor's resource manual with test bank for theory and practice of counseling and psychotherapy, Eighth Edition.* Belmont, California, Brooks/Cole Thomson Learning.

Bailey, C. E. & Caplan, R. (2008). Academic deficits and Interventions in pediatric epilepsy. In J. M. Pellock, B. F. D. Bourgeois, W. E. Dodson, D. R. Nordi and R. Sankar (Eds.). *Pediatric epilepsy: diagnosis and management, Third Edition.* New York, NY, Demos Medical Publishing.

Manis F. R., & **Bailey, C. E.** (in press). Exploring heterogeneity in developmental dyslexia: A longitudinal investigation. To appear in Reid, G., Fawcett, A., Siegel, L. S., & Manis, F. (Eds.), *Handbook of Dyslexia.* London, United Kingdom: Sage Publications.

10. Include any other relevant information below or as a separate attachment.

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Juye Ji**
2. Degree information
 - **Degree: Ph.D.**
 - Institution granting degree: University of Southern California, School of Social Work
 - Major: Social Work
 - Date awarded (month/year): August/2009

 - **Degree: MSW**
 - Institution granting degree—Ewha Womans University, Seoul, Korea
 - Major—Social Work
 - Date awarded (month/year): February/2002

 - **Degree: B.A.**
 - Institution granting degree—Ewha Womans University, Seoul, Korea
 - Major—Early Childhood Education
 - Date awarded (month/year): February/2007
3. Academic appointments
 - **Employing academic institution: California State University Fullerton**
 - Title: Assistant Professor (Tenure-Track)
 - City and state: Fullerton, CA
 - Start date (month/year): August 2012
 - End date (month/year): Present

- **Employing academic institution: Syracuse University, David B. Falk College of Sport and Human Dynamics**
 - Title: Assistant Professor (Tenure-Track)
 - City and state: Syracuse, NY
 - Start date (month/year): August 2009
 - End date (month/year): December 2011
4. Professional post–baccalaureate and post–master’s social work experience
- **Employer: Samjeon Community Welfare Center**
 - Position: Child Therapist, Child Development Enhancement Program
 - City and state: Seoul, Korea
 - Start date (month/year): January/2002
 - End date (month/year): July/2003
- **Employer: Dongbu Child Guidance Center**
 - Position: Clinical Social Work, Department of Counseling
 - City and state: Seoul, Korea
 - Start date (month/year): August/1999
 - End date (month/year): December/2001
- **Employer: Dongbu Child Guidance Center**
 - Position: Intern, Child Counseling and Play Therapy
 - City and state: Seoul, Korea
 - Start date (month/year): July/1999
 - End date (month/year): August/1999
- **Employer: Seoul National University Children’s Hospital**
 - Position: Medical Social Work Intern
 - City and state: Seoul, Korea
 - Start date (month/year): September/1998
 - End date (month/year): June/1999
- **Employer: Dongbu Child Guidance Center**
 - Position: Clinical Social Work Intern
 - City and state: Seoul, Korea
 - Start date (month/year): March/1998
 - End date (month/year): June/1998
5. List your current professional, academic, community-related, and scientific memberships.
- Council on Social Work Education (CSWE)
Society for Research in Child Development (SRCD)
6. List your community service responsibilities and activities for the last 3 years

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Summer 2011 Research Seed Grant, \$5,000, A study of Cortisol Reactivity and Recovery in Young Adolescents, College of Human Ecology, Syracuse University, NY," Principal Investigator

Summer 2010 Research Seed Grant, \$5,000, College of Human Ecology, Syracuse University, NY, *The development of cognitive ability and PTSD in maltreated adolescents, Principal Investigator*

8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

PEER-REVIEWED PUBLICATIONS

Kim, H., Chenot, D., & Ji, J. (2011) Racial ethnic disparity in child welfare systems: an exploratory study utilizing the Disparity Index (DI). *Children and Youth Services Review*, 33, 1234-1244. doi:10.1016/j.chilyouth.2011.02.021

Trickett, P. K., Negriff, S., Ji, J., & Peckins, M. (2011) Child maltreatment and adolescent development. A special issue, Decade in Review. *Journal of Research on Adolescence*, 21, 3-20. doi: 10.1111/j.1532-7795.2010.00711.x

Negriff, S., Ji, J., & Trickett, P. K. (2011). Exposure to peer delinquency as a mediator between self-report pubertal timing and delinquency: A longitudinal study of mediation. *Development and Psychopathology*, 23, 294-304. doi:10.1017/S0954579410000805

Kim, H., Ji, J., & Kao, D. (2011). Burnout and physical health among social workers: A three-year longitudinal study. *Social Work*, 56, 258-268.

Ji, J., Brooks, D., Barth, R. P., & Kim, H. (2010). Beyond preadoptive risk: The impact of adoptive family environment on adopted youth's psychosocial adjustment. *American Journal of Orthopsychiatry*, 80, 432-442. doi : 10.1111/j.1939-0025.2010.01046.x

Ji, J., & Trickett, P. K., & Negriff, S. (2010). Multidimensional self-perception of sexually abused girls: Factor models and differences between sexually abused and comparison groups. *Journal of Psychopathology and Behavioral Assessment*, 32, 203-214. doi: 10.1007/s10862-009-9137-1

Noll, J. G., Shenk, C. E., Yeh, M. E., Ji, J., Trickett, P. K., & Putnam, F. W. (2010). Receptive language and educational attainment for sexually abused females. *Pediatrics*, 126(3), 625-622 doi: 10.1542/peds.2010-0496

Kim, H., & Ji, J. (2009). Factorial validity and longitudinal invariance of Maslach Burnout Inventory (MBI-HSS) for social work research. *Research on Social Work Practice, 19*, 325-339. doi: 10.1177/1049731508318550

SELECTED CONFERENCE PRESENTATIONS

Ji, J., & Susman, E. J., & Kim, H. A study of cortisol reactivity and recovery among young adolescents: Age, gender and heterogeneity Paper was presented at the 15th Annual Meeting of the Society for Social Work and Research, Tampa, FL. January, 2011.

Ji, J., & Trickett, P. K. (2010). The impact of child maltreatment on the development of long-term memory functioning. Paper was presented at the 14th Annual Meeting of the Society for Social Work and Research, San Francisco, CA. January, 2010.

Kim, H., Chenot, D. & Ji, J. (2010). Dynamics of racial/Ethnic Disparity in child welfare system: An exploratory study of disparity index scores in California. Paper was presented at the 14th Annual Meeting of the Society for Social Work and Research, San Francisco, CA. January, 2010.

Ji, J., Trickett, P. K., & Noll, J. G. (2009). The impact of child maltreatment on the developmental trajectories of cognitive memory functioning in adolescence. Poster was presented at the Biennial Meeting of Society for Research in Child Development, Denver, CO. April, 2009.

Negriff, S., Ji, J., & Trickett, P. K. (2009). Peer delinquency as a mediator between pubertal timing and delinquency: longitudinal associations, gender, and maltreatment. Symposium paper will be presented at the Biennial Meeting of Society for Research in Child Development, Denver, CO. April, 2009.

Kim, H., Ji, J., & Brooks, D. (2009). Conceptual and Measurement Issues in Family Sense of Coherence: Applying Research on Family Resilience to Transracial and Inracial Adoptive Families. Paper will be presented at the Annual Meeting of the Society for Social Work and Research, New Orleans, LA. January, 2009.

10. Include any other relevant information below or as a separate attachment.

ACADEMIC SERVICES

Summer 2012-present, Department of Social Work, California State University Fullerton, **Program Evaluation Task Force**

Summer 2013-present, Department of Social Work, California State University Fullerton, **Chair, Faculty Search Committee**

Spring 2013-Present, College of Health and Human Development, California State University Fullerton, **Member, Strategic Planning Committee**

Spring 2012, Department of Social Work, California State University, Fullerton, CA,
Member, Graduation Committee

Spring 2011-Fall 2011, School of Social Work, Syracuse University, **MSW Program
Committee**

Fall 2009-Fall 2011, School of Social Work, Syracuse University, **Undergraduate
Student Advisor**

OTHER PROFESSIONAL SERVICES & SCHOLARLY ACTIVITIES

Child Abuse and Neglect, the International Journal Elsevier, **Ad Hoc Manuscript
Reviewer**

International Journal of Social Welfare, **Ad Hoc Manuscript Reviewer**

Child Development, Wiley- Blackwell Publishing, **Ad Hoc Manuscript Reviewer**

American Journal of Orthopsychiatry, Wiley- Blackwell Publishing, **Ad Hoc
Manuscript Reviewer**

Journal of Psychopathology and Behavioral Assessment Springer Press, US, **Ad
Hoc Manuscript Reviewer**

Summer 2011, Society for Social Work and Research, Annual Meeting Abstract
Reviewer

Fall 2009, Society for Research on Adolescence 2010 Biennial Meeting, **Review
Panel** for "Biological Approaches and Health" section

Council on Social Work Education Commission on Accreditation (COA) Faculty Data

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Christine A. Ford**
2. Degree information
 - **Degree: MSW**
 - Institution granting degree: **CSU Long Beach**
 - Major: **Social Work**
 - Date awarded (month/year): **5/1991**

 - **Degree: BSN**
 - Institution granting degree: **CSU Long Beach**
 - Major: **Nursing**
 - Date awarded (month/year): **5/1982**
3. Academic appointments
 - **Employing academic institution: California State University Fullerton**
 - Title: **Director of Field Education, Lecturer**
 - City and state: **Fullerton, CA**
 - Start date (month/year): **1/2007**
 - End date (month/year): **current**
4. Professional post–baccalaureate and post–master’s social work experience
 - **Employer: County of Orange, Health Care Agency-Behavioral Health Services**
 - Position: **Service Chief**
 - City and state: Start date (month/year): **9/1991**
 - End date (month/year): **2/2007**
5. List your current professional, academic, community-related, and scientific memberships._

NASW, CSWE, EMDRIA

6. List your community service responsibilities and activities for the last 3 years

I have been of service to the Profession, the University and the Community by:

- Collaborating with other Field Directors and Field Faculty within the region and the state-continuous since January 2007.
- Serving on the NASW local region Planning Committee-continuous since 2005.
 - Planning a community picnic for social workers and their families during Social Work Month (March, 2008).
 - Honoring Assemblyman Jose Solorio for his continued support of social work issues in the California Legislature.
- Serving on the NASW Committee on Nominations and Leadership Development-2006-08.

- Serving on the NASW Image Council-continuous since 1999.
 - Serving on the NASW Social Work Reinvestment Initiative Taskforce-appointed June 2007, ended June 2008.
 - Serving on two Board of Behavioral Sciences committees:
 - LCSW Education Committee
 - Examination Review Committee
 - Serving on College of Health and Human Development Curriculum Committee beginning Fall, 2008.
 - Co-presenter “Culture of Poverty” 2008 to CASA volunteers
 - Served as a Judge in the 2009 Judith Holm Memorial Awards
 - Reviewed and rated student clinical papers
 - Panel discussant at Board of Behavioral Science meeting June 8, 2009 focusing on social work education as it pertains to clinical licensure preparation
 - Served as 1st Vice President of the California Chapter of NASW from 2010-12
 - Serve as Graduate Program Advisor
 - Attend all meetings
 - Interact each semester with the Office of Graduate Studies
 - Presented on American Social Welfare to a group of visiting Korean social work students and their instructors
 - Served as Admissions Coordinator for 2012-13
 - Presented all Information Sessions
 - Revised application
 - Developed electronic notification of candidates and acceptances
 - Served on UEE Course Sequence Committee within the department
 - Serving on Admissions Committee for 2014
 - Serving on Community Outreach and Engagement Committee
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. **None**
8. List your professional presentations presented during the last 5 years. **None**
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
- Ford, C.** (2011). MSW student field readiness: “boot camp”. *The Field Educator*, 1.1, <http://fielddeducator.simmons.edu/2011/10/>
10. Include any other relevant information below or as a separate attachment. **None**

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member—**Debra Saxton**
2. Degree information
 - **Degree—MSW**
 - Institution granting degree—University of Southern California, School of Social Work
 - Major—Social Work
 - Date awarded (month/year)—May 1994

 - **Degree—B.S.**
 - Institution granting degree—California State University, Fullerton
 - Major—Sociology, Concentration in Family Studies, Minor in Human Services
 - Date awarded (month/year)—May, 1992
3. Academic appointments
 - **Employing academic institution—California State University, Fullerton**
 - Title—Full-Time Lecturer, College of Health and Human Development, Department of Social Work
 - City and state—Fullerton, CA
 - Start date (month/year)—August 2008
 - End date (month/year)—Present

 - **Employing academic institution—California State University, Fullerton**
 - Title—Part-time Faculty, College of Health and Human Development, Department of Human Services
 - City and state—Fullerton, CA
 - Start date (month/year)—2004
 - End date (month/year)—2008

 - **Employing academic institution—Whittier College**

- Title—Adjunct Professor, Departments of Social Work and Child Development
 - City and state—Whittier, CA
 - Start date (month/year)—September 2002
 - End date (month/year)—May 2005

 - **Employing academic institution—California State University, Fullerton**
 - Title—Parenting Instructor
 - City and state—Montebello, CA
 - Start date (month/year)—January 1998
 - End date (month/year)—June 2001
4. Professional post–baccalaureate and post–master’s social work experience
- **Employer—East Whittier City School District**
 - Position—School Counselor
 - City and state—Whittier, CA
 - Start date (month/year)—August 2007
 - End date (month/year)—June 2008

 - **Employer—Intercommunity Child Guidance**
 - Position—Crisis Intervention Therapist
 - City and state—Whittier, CA
 - Start date (month/year)—August 2001
 - End date (month/year)—August 2003

 - **Employer—Newport Psychcare**
 - Position—Clinician
 - City and state—Newport Beach, CA
 - Start date (month/year)—November 2000
 - End date (month/year)—July 2001

 - **Employer—Homes of Hope Foster Family Agency**
 - Position—Foster Care Social Worker
 - City and state—CA
 - Start date (month/year)—May 1998
 - End date (month/year)—July 2001

 - **Employer—Self**
 - Position—Private Practice Therapist
 - City and state—Whittier, CA
 - Start date (month/year)—September 1997
 - End date (month/year)—December 2001

 - **Employer—Intercommunity Child Guidance**
 - Title—Field Instructor / Clinical Supervisor
 - City and state—Whittier, CA
 - Start date (month/year)—August 1997
 - End date (month/year)—May 1998

- **Employer—Intercommunity Child Guidance**
 - Title—Clinician
 - City and state—Whittier, CA
 - Start date (month/year)—December 1994
 - End date (month/year)—May 1998

 - **Employer—Presbyterian Intercommunity Hospital**
 - Title—Clinical Social Worker
 - City and state—Whittier, CA
 - Start date (month/year)—May 1994
 - End date (month/year)—October 1994
5. List your current professional, academic, community-related, and scientific memberships.
 - National Association of Social Workers
 - American School Counselor Association
 - California Association of School Counselors
 - Council on Social Work Education

 6. List your community service responsibilities and activities for the last 3 years.
 - Scan Community Advisory Committee and Task Force as representative of East Whittier City School District
 - Parenting Instructor Whittier Area Community

 7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
 - CSUF Outstanding Faculty Member of the Year 2005-2006
 - CSUF Outstanding Adjunct Faculty Member of the Year 2006-2007

 8. List your professional presentations presented during the last 5 years.
 - California School Social Worker Association Annual Conference
 - **Presentation: Show Me the AB1802 Money:** Presentation to professional School Social Workers to provide greater understanding of AB1802 funding, advance knowledge of academic counseling from a social work perspective, and expand the profession of social work in schools.

 9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A

 10. Include any other relevant information below or as a separate attachment. N/A

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Marcella Mendez**
2. Degree information
 - **Degree: MSW**
 - Institution granting degree: University of Southern California
 - Major: Social Work, Families and Children
 - Date awarded (month/year): 2006

 - **Degree: B. A.**
 - Institution granting degree: California State University, Northridge
 - Major: Sociology
 - Date awarded (month/year): 2003
3. Academic appointments
 - **Employing academic institution: California State University Fullerton**
 - Title: CalSWEC Mental Health Coordinator, Lecturer, Field Liaison
 - City and state: Fullerton, CA
 - Start date (month/year): 01/2014
 - End date (month/year): Current

 - **Employing academic institution: California State University Fullerton**
 - Title: CalSWEC Field Coordinator, Lecturer, Field Liaison
 - City and state: Fullerton, CA
 - Start date (month/year): 08/2011
 - End date (month/year): 12/2013

- **Employing academic institution: California State University Fullerton**
 - Title: Field Liaison, Lecturer
 - City and state: Fullerton, CA
 - Start date (month/year): 08/2010
 - End date (month/year): 05/2011

 - **Employing academic institution: California State University Fullerton**
 - Title: Field Liaison, Part-Time Instructor
 - City and state: Fullerton, CA
 - Start date (month/year): 01/2009
 - End date (month/year): 07/2010
4. Professional post–baccalaureate and post–master’s social work experience
- **Employer: The Whole Child**
 - Position: Director of Client Care, Psychiatric Services & Private Insurance
 - City and state: Whittier, CA
 - Start date (month/year): 01/2009
 - End date (month/year): 07/2010

 - **Employer: ALMA Family Services**
 - Position: Regional Director, Southeast Area
 - City and state: Pico Rivers & Long Beach, CA
 - Start date (month/year): 12/2006
 - End date (month/year): 12/2008

 - **Employer: ALMA Family Services**
 - Position: Quality Improvement Coordinator/Clinical Supervisor/Privacy Officer
 - City and state: Greater Los Angeles Area, CA
 - Start date (month/year): 02/2005
 - End date (month/year): 11/2006

 - **Employer: Intercommunity Child Guidance Center**
 - Position: Senior Program Manager
 - City and state: Whittier, CA
 - Start date (month/year): 06/2002
 - End date (month/year): 01/2005

 - **Employer: Intercommunity Child Guidance Center**

- Position: School-Based Program Manager
- City and state: Whittier, CA
- Start date (month/year): 05/1999
- End date (month/year): 06/2002

- **Employer: Intercommunity Child Guidance Center**
- Position: Clinical Social Worker
- City and state: Whittier, CA
- Start date (month/year): 06/1996
- End date (month/year): 04/1999

- **Employer: Homes of Hope Foster Family Agency**
- Position: Foster Family Social Worker
- City and state: West Covina, CA
- Start date (month/year): 09/1997
- End date (month/year): 06/1999

- **Employer: St. Anne's Maternity Home**
- Position: Activity Coordinator/Residential Counselor
- City and state: Los Angeles, CA
- Start date (month/year): 08/1993
- End date (month/year): 01/1996

5. List your current professional, academic, community-related, and scientific memberships.

University of Southern California Latino Alumni Association
 Chicano/Latino Faculty and Staff Association
 MSW Job Fair Committee
 MSW Job Fair Committee Chair

6. List your community service responsibilities and activities for the last 3 years
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment. None

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Alexander Otto Ballan**
2. Degree information
 - **Degree – Ed.D.**
 - Institution granting degree – California State University, Long Beach
 - Major – Education (Higher Education)
 - Date awarded (month/year) – In Progress – Candidate 2015
 - **Degree – MSW**
 - Institution granting degree – California State University, Long Beach
 - Major – Social Work (Older Adults & Families)
 - Date awarded (month/year) – May 1999
 - **Degree – B.A.**
 - Institution granting degree – California State Polytechnic University, Pomona
 - Major – Behavioral Sciences
 - Date awarded (month/year) – May 1996
3. Academic appointments
 - **Employing academic institution - California State University, Fullerton**
 - Title - Full-time Lecturer
 - City and state - Fullerton, California

- Start date (month/year) - August 2013
 - End date (month/year) – Present
 - **Employing academic institution - California State University, Los Angeles**
 - Title - Full-time Lecturer
 - City and state – Los Angeles, California
 - Start date (month/year) – September 2008
 - End date (month/year) – August 2013
4. Professional post-baccalaureate and post-master's social work experience
- **Employer - Partner for Adoption**
 - Position - Adoption Social Worker (contracted)
 - City and state - Walnut Creek, California
 - Start date (month/year) - 2007
 - End date (month/year) - 2010

 - **Employer – Human Potential Consultants**
 - Position – Clinical Director
 - City and state – Carson, CA
 - Start date (month/year) - 2007
 - End date (month/year) - 2008

 - **Employer – Renal Advantage, Inc.**
 - Position – Dialysis Center Director
 - City and state – Los Angeles, CA
 - Start date (month/year) - 2007
 - End date (month/year) - 2007

 - **Employer – Consortium for Children**
 - Position – Mediator (Part-time, contract)
 - City and state – San Rafael, CA
 - Start date (month/year) - 2006
 - End date (month/year) - 2007

 - **Employer – Concept 7**
 - Position - Adoption Program Coordinator and Clinical Therapist
 - City and state – Santa Ana & Ontario, CA
 - Start date (month/year) - 2005
 - End date (month/year) – 2007

- **Employer - Refugio Para Niños**
- Position – Supervisor, Foster Care social Worker, and Therapist
- City and state – West Covina, CA
- Start date (month/year) - 1999
- End date (month/year) - 2005

- **Employer – Social Work Services**
- Position – Recruiter/Registry Social Worker (contract)
- City and state – Seal Beach, CA
- Start date (month/year) - 1999
- End date (month/year) - 2002

5. List your current professional, academic, community-related, and scientific memberships

1/07-current License Clinical Social Worker (LCSW), Board of Behavioral Sciences, Sac., CA
(LCS#23768) valid until October 31, 2014.

10/06-current Certified Mediator, Consortium for Children, San Rafael, CA
Completed a multi-cultured focused mediation training and certification.

6. List your community service responsibilities and activities for the past 3 years:

2013-2014 California State University, Fullerton, CA
MSW Field Instructor

2007-2010 Human Potential Consultants, Compton, CA
MSW Field Instructor

1996-Present California State Polytechnic University, Pomona, CA
University Guest Lecturer

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years: N/A

8. List your professional presentations presented during the last 5 years:

Presentation. "Community Based Re-integration programs." Presented at the California Sociological Association. Held in Berkley, CA, 2011.

1996-Present California State Polytechnic University, Pomona, CA
University Guest Lecturer

1999-2010 California Department of Corrections and Rehabilitation, Chino, CA
Guest Lecturer

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published, and the city and state of the publisher.

10. Include any other relevant information below or as a separate attachment.

MSW Courses Taught

California State University, Fullerton

MSW 510 Social Work Practice (Fall 2012, Fall 2013)
MSW 511 Advance Group and Family Practice (Spring 2012, Spring 2014)
MSW 520 Social Welfare Policy and Services 1 (Fall 2012)
MSW 540 Social Work Field Instruction (Fall 2013)
MSW 541 Social Work Field Instruction (Spring 2014)
MSW 542 Advance Social Work Field Instruction (Fall 2012)
MSW 543 Advance Social Work Field Instruction (Spring 2013)
MSW 564 Professional Issues in Social Work (Spring 2013)

California State University, Los Angeles

MSW 549 A Integrated Field Seminar (Fall 2007, 2008, 2009, 2010, 2011)
MSW 549 B Integrated Field Seminar (Winter 2008, 2009, 2010, 2011, 2012)
MSW 549 C Integrated Field Seminar (Spring 2008, 2009, 2010, 2011, 2012)
MSW 560 Advance Practice III (Spring 2008)
MSW 591 A Integrated Field Seminar (Fall 2008, 2009, 2010, 2011)
MSW 591 B Integrated Field Seminar (Winter 2009, 2010, 2011, 2012)
MSW 591 C Integrated Field Seminar (Spring 2009, 2010, 2011, 2012)

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

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3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Jackey J. Smith**
2. Degree information
 - **Degree: Psy.D.**
 - Institution granting degree: Phillips Graduate Institute
 - Major: Organizational Management Consulting
 - Date awarded (month/year): 02/2013

 - **Degree: MSW**
 - Institution granting degree: University of Southern California
 - Major: Social Work, Children and Families
 - Date awarded (month/year): 05/2006
3. Academic appointments
 - **Employing academic institution: California State University Fullerton**
 - Title: Lecturer
 - City and state: Fullerton, CA
 - Start date (month/year): 01/2013
 - End date (month/year): Current

 - **Employing academic institution: Azusa Pacific University**
 - Title: Adjunct Faculty
 - City and state: Azusa, CA
 - Start date (month/year): 06/2010
 - End date (month/year): 12/2013

4. Professional post–baccalaureate and post–master’s social work experience

- **Employer: Antelope Valley Hospital**
- Position: Lead Social Worker
- City and state: Lancaster, CA
- Start date (month/year): 06/2012
- End date (month/year): Current

- **Employer: Children’s Hospital, Los Angeles**
- Position: Clinical Social Worker, Division of Gastroenterology
- City and state: Los Angeles, CA
- Start date (month/year): 09/2011
- End date (month/year): 06/2012

- **Employer: Los Angeles County Department of Children and Family Services**
- Position: Children’s social Worker III
- City and state: Palmdale, CA
- Start date (month/year): 06/2006
- End date (month/year): 10/2011

- **Employer: The Canyon at Peace Park**
- Position: Residential Counselor
- City and state: Malibu, CA
- Start date (month/year): 09/2005
- End date (month/year): 04/2006

- **Employer: Xavier Psychological Treatment Center**
- Position: Foster Care Social Worker
- City and state: Inglewood, CA
- Start date (month/year): 05/2005
- End date (month/year): 04/2006

- **Employer: Family Mosaic Project**
- Position: Family Advocate / Care Manager
- City and state: San Francisco, CA
- Start date (month/year): 08/2003
- End date (month/year): 08/2004

5. List your current professional, academic, community-related, and scientific memberships.

Alpha Phi Alpha Fraternity, Incorporated

Board of Behavioral Sciences
6. List your community service responsibilities and activities for the last 3 years
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.

Guest Speaker, True Hope Church of God in Christ
Youth Revival: "Back to the Basics" 2012
Guest Speaker, USC CALSWEC Student Day
University of Southern California, School of Social Work, 2011, 2010
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Data**

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3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Marilyn J. Milligan**

2. Degree information
 - **Degree: MSW**
 - Institution granting degree: San Diego State University
 - Major: Social Work
 - Date awarded (month/year): June, 1966

 - **Degree: BSW**
 - Institution granting degree: San Diego State University
 - Major: Social Welfare
 - Date awarded (month/year): August, 1964

3. Academic appointments
 - **Employing academic institution: California State University, Fullerton**
 - Title: Part-Time Lecturer
 - City and state: Fullerton, CA
 - Start date (month/year): January, 2009
 - End date (month/year): Current appointment

4. Professional post–baccalaureate and post–master’s social work experience
 - **Employer: Children’s Hospital**
 - Position: Social Worker
 - City and state: San Diego, CA
 - Start date (month/year): 1966
 - End date (month/year): 1967

 - **Employer: Fairview State Hospital**
 - Position: Social Worker
 - City and state: Salem, Oregon
 - Start date (month/year): 1967
 - End date (month/year): 1968

 - **Employer: Los Angeles County Department of Adoptions**
 - Position: Social Worker
 - City and state: West Covina, CA
 - Start date (month/year): 1968
 - End date (month/year): 1969

 - **Employer: Pacific State Hospital (Currently Lanterman State Hospital)**
 - Position: Social Worker
 - City and state: Pomona, CA
 - Start date (month/year): 1969
 - End date (month/year): 1971

 - **Employer: St. Jude Hospital and Rehabilitation Center**
 - Position: Director of Social Service
 - City and state: Fullerton, CA

- Start date (month/year): 1971
- End date (month/year): 1972

- **Employer: Martin Luther Hospital Medical Center**
- Position: Consultant/Director of Social Service
- City and state: Anaheim, CA
- Start date (month/year): 1972
- End date (month/year): 1977

- **Employer: St. Joseph Hospital**
- Position: Director of Social Service
- City and state: Orange, CA
- Start date (month/year): 1977
- End date (month/year): Position changed 1983

- **Employer: St. Joseph Hospital**
- Position: Administrative Director
- City and state: Home Health Services, Hospice Volunteers, Project PACE, Lifeline
- Start date (month/year): 1983
- End date (month/year): 1985
- **Employer: Personal Care Health Services (home care for chronically ill adults and children)**
- Position: Director of Social Service
- City and state: Westminster, CA
- Start date (month/year): 1986
- End date (month/year): 1988

- **Employer: University of California Irvine Medical Center**
- Position: Coordinator, Health Assessment Program for Seniors/HAPS and Senior Care Options
- City and state: Orange, CA
- Start date (month/year): 1988
- End date (month/year): 1992 (assumed additional responsibilities)

- **Employer: University of California Irvine Medical Center**
- Position: Manager, Clinical Social Work Department
- City and state: Orange, CA
- Start date (month/year): 1992
- End date (month/year): 1995

- **Employer: County of Orange Health Care Agency**
- Position: Behavioral Health Care Older Adult Coordinator

- City and state: Santa Ana, CA
- Start date (month/year): 1995
- End date (month/year): 1999

- **Employer: John Douglas French Center**
- Position: Director of Social Service
- City and state: Los Alamitos, CA
- Start date (month/year): 1999
- End date (month/year): 2000

- **Employer: SCAN (Senior Care Action Network) Social HMO**
- Position: Director of Independent Living Power
- City and state: Long Beach, CA
- Start date (month/year): 2000
- End date (month/year): 2002

- **Employer: University of California Irvine Medical Center**
- Position: Per Diem Clinical Social Worker/week-end trauma coverage as needed and weekday as needed
- City and state: Orange, CA
- Start date (month/year): 2002
- End date (month/year): 2005

- **Employer: Newport Bay Hospital (free-standing geropsychiatry)**
- Position: Geropsychiatric Social Worker/Consultant for LCSW supervision
- City and state: Newport Beach, CA
- Start date (month/year): 2002
- End date (month/year): 2004

- **Los Alamitos Hospital**
- Geropsychiatric Social Worker
- City and state: Los Alamitos, CA
- Start date (month/year): 2004
- End date (month/year): December 2004

- **Employer: University of California Irvine Medical Center**
- Position: Program Manager Geropsychiatry
- City and state: Orange, CA
- Start date (month/year): January 2005
- End date (month/year): 2008 (retired)

5. List your current professional, academic, community-related, and scientific memberships.
 - Professional Licensure: State of California LCSW License # LCS 1974
 - National Association of Social Workers
 - Council on Social Work Education
 - Orange County Hoarding Task Force
Executive Committee
Co-Chair of Task Force; Chair of Education Committee
North Orange County Senior Collaborative
6. List your community service responsibilities and activities for the last 3 years.
 - Orange County Hoarding Task Force Multi-agency/community support committee dedicated to education and appropriate interventions for hoarding behaviors.
 - North Orange County Senior Collaborative, Member of Senior Survey Development Committee and Member of Community Education Committee, General member
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
 - Formal professional presentations and publication pre-date the past 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.

Council on Social Work Education Commission on Accreditation (COA) Faculty Data

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member: **Jane Collier**
2. Degree information
 - **Degree: MSW**
 - Institution granting degree: California State University, Long Beach
 - Major: Social Work
 - Date awarded (month/year): June 1999

 - **Degree: BSW**
 - Institution granting degree—California State University, Long Beach
 - Major—Social Work
 - Date awarded (month/year): June 1997
3. Academic appointments
 - **Employing academic institution: Saddleback Community College**
 - Title: Foster Parent Educator
 - City and state: Mission Viejo, CA
 - Start date (month/year): June 2010
 - End date (month/year): June 2012

 - **Employing academic institution: California State University Fullerton**
 - Title: Part-Time Instructor
 - City and state: Fullerton, CA
 - Start date (month/year): August 2012
 - End date (month/year): Present

4. Professional post–baccalaureate and post–master’s social work experience
 - **Employer: Orange County Social Services Agency**
 - Position: Child Welfare system/Case Management System, Management & Reports Team
 - City and state: Santa Ana, CA
 - Start date (month/year): September 2013
 - End date (month/year): Present

 - **Employer: Orange County Social Services Agency**
 - Position: Social Services Supervisor, Quality Assurance
 - City and state: Santa Ana, CA
 - Start date (month/year): April 2008
 - End date (month/year): September 2013

 - **Employer: Orange County Social Services Agency**
 - Position: Child Abuse Services Team and Emergency Response
 - City and state: Santa Ana, CA
 - Start date (month/year): September 2005
 - End date (month/year): April 2008

5. List your current professional, academic, community-related, and scientific memberships.

2013 – Present

Orange County Eliminating Racial Disproportionality/ Disparity Advisory Board
 Co-Chair- Children and Family Services Grand Rounds Work Group
 Chair- Children and Family Services Policy and Implementation Work Group

2012 – Present

CSU Fullerton Field Education Advisory Board
 CSU Fullerton CalSWEC Advisory Board

2009- 2013

Orange County Coroner’s Child Fatality Review Team
 University of California Irvine Medical Center SCAN Team

6. List your community service responsibilities and activities for the last 3 years
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment. None

Council on Social Work Education Commission on Accreditation (COA) Faculty Data

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year.*

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member - **Lori Melendrez-Allemand**
2. Degree information
 - **Degree—Master of Social Work**
 - Institution granting degree—University of Nevada, Las Vegas
 - Major—Social Work
 - Date awarded (month/year)—June 1994
3. Academic Appointments
 - **Employing Academic institution—California State University, Fullerton**
 - Title—Adjunct faculty
 - City and state—Fullerton, California
 - Start date (month/year)—August 2013
 - End date (month/year)—Present
4. Professional post-baccalaureate and post-master's social work experience
 - Employer—The Whole Child
 - Position—Director of Student Services, Director of Service Coordination, Quality Assurance Manager
 - City and state—Whittier, CA
 - Start date (month/year)—August 1996
 - End date (month/year)—December 2011
5. List your current professional, academic, community-related, and scientific memberships

National Association of Social Work, Parent Teacher Student Association
6. List your community service responsibilities and activities for the last 3 years

President of the Parent Teacher and Student Association, Whittier Ca.
Plaza Community Services Clothing Drive Coordinator, East Los Angeles Ca.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Rotary Club Grant Recipient 2011
Award of Recognition South Whittier School District 2011

Council on Social Work Education Commission on Accreditation (COA) Faculty Data

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *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.*

3.3.2 *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 ...*

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member – **Duan Tran**
2. Degree information
 - **Degree MSW**
 - Institution granting degree: Loyola University in Chicago
 - Major: Social Work
 - Date awarded (month/year) May 2002
3. Academic appointments
 - **Employing academic institution: California State University Fullerton**
 - Title: Part Time Lecturer
 - City and state: Fullerton, Ca
 - Start date (month/year): August 2013
 - End date (month/year): Present

4. Professional post–baccalaureate and post–master’s social work experience
 - **Employer: Community Service Programs, Inc**
 - Position: Program Director
 - City and state: Santa Ana, Ca
 - Start date (month/year): 10/2012-
 - End date (month/year): Present

 - **Employer: Mental Health Association of Orange County**
 - Position: Clinical Supervisor
 - City and state: Santa Ana, Ca
 - Start date (month/year): 07/2010
 - End date (month/year): 10/2012
5. List your current professional, academic, community-related, and scientific memberships. N/A
6. List your community service responsibilities and activities for the last 3 years.

Participates in the Orange County Family Violence Council, the Family Violence Shelter Services Committee, and the Violence Prevention Coalition.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A
8. List your professional presentations presented during the last 5 years. N/A
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A
10. Include any other relevant information below or as a separate attachment. N/A

Accreditation Standard: 3.3.2: CSUF 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 1:12 for master's programs.

The Department of Social Work at CSUF will have 12 full-time faculty members on staff during AY 2014-15. Currently, there are 11 full-time faculty members in the department but an additional full-time tenure track faculty member has recently been hired, who will join the department in Fall 2014. The composition of the faculty in the department includes; seven tenured or tenure-track professors, five full-time lecturers, and four part-time lecturers.

Therefore, the Department of Social Work has a full-time equivalent (FTE) faculty of 11 and the four part-time faculty combine to compose a single FTE. The current MSW program student body, in 2013-2014, totals 138 two-year program students; all of these students are counted as full-time. There are an additional 70 students in the three-year program who are each counted as half of a full-time student. Therefore, there are a total of 173 full-time equivalent students in the program for AY 13-14. This means that, currently, the faculty-to-full-time equivalent student ratio is approximately 14:1.

The number of applicants to the MSW program has increased dramatically over the past two years, growing by more than 100 completed applications each of those years. The program has also experienced lower than anticipated attrition of accepted students during that time period. The department has already hired a new tenure-track faculty member who will begin in Fall 2014 bringing the total number of full-time-equivalent faculty to 13. In anticipation of continued steep growth in the applicant pool in the near future, the chair of the Department of Social Work has submitted a plan to hire one additional tenure-track faculty member, a new lecturer and part-time faculty members as needed by 2015-2016. Approval of the hiring plan is anticipated and, with current plans for the numbers of students the department will admit in the next few years as the context, current faculty student ratios will be reduced. For instance, plans for the admissions cycle that will produce the 2015-2016 cohort would yield approximately 185 FTE students. These student totals and the number of total faculty (including newly hired faculty and part time faculty) anticipated in 2015-2016 will produce the prescribed 12:1 ratio.

Class sizes vary considerably in the department. The numbers of student in each class are determined primarily by the types of curriculum delivered in the courses. For instance, relatively small numbers are normally maintained in field seminar courses because they require ongoing processing of field experiences and mentoring in practice skills by field faculty. During the Spring semester, 2014, the numbers of students in 10 sections of first year field seminar courses varied from 10-15, with a modal number of 12. In addition, the other types of courses that regularly contain low numbers of students are master's projects courses. Students in the sections of these courses often require close supervision as their projects develop. This necessitates a great deal of mentoring by the faculty who teach these courses

and often include many one-on-one meetings. During the 2014 Spring semester, the numbers of students in five sections of these courses ranged from 6-12.

However, other types of courses in the curriculum can be delivered in a lecture format offered with comparatively high numbers of students in each section of a class. For instance, the courses in the HBSE sequence, policy, and foundation-level research courses can be offered to large numbers of students through a lecture format. In Spring semester, 2014, in the second course in the HBSE sequence (MSW 502: Social Work Perspectives on Human Behavior II), there was an average of 47 students in three sections of the course. During the same semester there was an average of 36 students in four sections of the second course in the policy sequence (MSW 521: Social Welfare Policy and Services II). Courses with large numbers of students have been double-weighted for the faculty members who teach them and graduate assistants have been hired to assist these professors. Over the next two years, admissions numbers will be reduced and, as already mentioned above; faculty will be added in order to decrease class sizes, particularly in the HBSE sequence.

In addition, five sections of foundation-level research during the 2014 Spring semester contained an average of 25 students. However, practice courses are kept at more moderate sizes in order to encourage Socratic pedagogy, dialogue between students and professors, and interaction between students in a format that is amenable to in-class exercises. For instance, six sections of MSW 511: Social Work Practice II contained an average of 21 students in the 2014 Spring semester.

Typically, faculty workloads allow tenured and tenure-track faculty members to engage in research and service. Full-time tenured and tenure track faculty teach three courses per semester unless special circumstances require higher teaching loads temporarily. Lecturers teach four courses per semester. Some of the courses lecturers teach may have low student numbers because they are field seminar courses. Therefore, the overall numbers of students who receive instruction from lecturers is often comparatively lower than the overall numbers of students who receive instruction from tenured and tenure-track professors. Over the past two years, three faculty members in the Department of Social Work have earned awards for teaching for the quality of their instruction.

Faculty members are provided one-course of release time per semester for research and/or service activities. In this way, faculty are encouraged to engage in research and other scholarly activities, including pursuing grants, and presenting research and other scholarly projects at national and local conferences. For instance, the College of Health and Human Development sets aside funds to help tenured and tenure-track faculty members present at scholarly conferences. Though lecturers are also included in scholarly projects when possible, their efforts to engage in targeted service efforts with community partners are directly encouraged and supported by the department.

All faculty are encouraged to engage in service to the community, the department, the college, and the university. Faculty members in the department are very active in the community. For instance, many ongoing working relationships have been established with

administrators and supervisors in local Orange County social services organizations. These relationships are particularly salient between the field faculty and agency personnel. However, the project coordinator of the CalSWEC Child Welfare program, Debra Saxton, has established mutually beneficial relationships with the child welfare administrators at the Orange County Social Services Agency. Professor Saxton recently established a new “field initiative” with the agency that will allow more of our students to be placed in the agency and to receive specialized training that is usually reserved for employees.

Service opportunities abound in the department since we have a relatively small faculty. Since the inception of the program, the collective attitude of the faculty has been that everyone on the faculty “pitches in” when areas of need emerge. Every faculty member fulfills responsibilities on standing departmental committees and most volunteer to fill the needs represented when temporary or ad hoc committees are formed to meet those needs. Many committees are composed of small groups of faculty (3-4 members). However, some committees are treated as “committees of the whole” since the faculty is small enough as a group to request every faculty member’s input on collective issues. For instance, major curriculum issues are discussed in faculty meetings because the “curriculum committee” is the entire faculty. This may become impossible as the department grows larger in the next few years, at which time, a small group of faculty will become the curriculum committee with designated responsibilities concerning the curriculum and will make recommendations to the faculty as a whole concerning curriculum.

Standing committees in the Department of Social Work at CSUF include the following: Admissions, recruitment and outreach, the department personnel committee (RTP review), faculty search, field, CalSWEC Child Welfare, CalSWEC Mental Health, student status review, community engagement seminar/alumni event. Each of these committees includes 3-4 faculty members. On a faculty with 11-full time faculty members, this means every faculty member serves on at least two committees. Seasonal or ad hoc committees include, tasks commencement/graduation, Legislative Lobby Days, etc.

On the college and university level, many opportunities are presented to represent the department on committees and work groups. The tenured/tenure-track faculty and lecturers in the department are well represented in the College of Health and Human Development (HHD) college-level committees of various types. As examples, various social work faculty serve on the following committees: the Dean’s Advisory Committee, the Strategic Planning Committee, the HHD Curriculum Committee, and the Information Technology Committee.

Accreditation Standard: M3.3.3: CSUF identifies no fewer than six full-time faculty members with master’s degrees in social work from a CSWE-accredited program and whose principle 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.

Of the current 11 full-time faculty members in the Department of Social Work, 10 have earned MSW degrees from CSWE-accredited institutions. Six of the faculty, two tenured faculty and four lecturers, have also earned post-MSW licensure in the state of California (LCSW). The LCSW license requires at least 3,200 hours of supervised post-MSW practice hours before one can test for the license. Six of the faculty have earned doctorate degrees. Five faculty members have earned PhDs in social work/welfare from CSWE-accredited institutions and one of the faculty has earned two PhD's in psychology (Caroline Bailey). One of the lecturers recently earned a PsyD degree (Jackey Smith), and one (Alex Ballan) is in the process of earning an EdD degree.

Accreditation Standard: 3.3.4: CSUF describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

The Department of Social Work at CSUF endeavors to provide effective instruction to the students in the department and to encourage professional development among departmental faculty members in a manner that their endeavors will contribute to the knowledge-base in social work and provide valuable service to the community, the department, the college, and the university. Currently, many of the California State University, Fullerton institutional priorities are summarized in the university's strategic plan. One of the goals in the strategic plan (Goal 3) is to "recruit and retain a high-quality and diverse faculty and staff" (see <http://planning.fullerton.edu/goal3.asp>). The workload assignment system discussed below allows the department the flexibility to provide support for faculty that contributes to recruiting and retaining high-quality faculty.

The Department of Social Work Personnel Standards, which provide guidance on faculty workload are included in the appendix. Conceptually, the workload for faculty in the College of Health and Human Development is a workload which requires faculty teaching courses to have 15 semester workload teaching units (WTUs) or 65 full-time equivalent students. This then means that a full-time unadjusted faculty load is 65 students. However, tenured and tenure-track faculty members are provided a one-course reduction for research, making their teaching load effectively 52 students (4 classes x 13 students). New faculty members, in their first year, are afforded an extra course buy-out so their effective teaching load is 6 WTUs per semester.

The mechanics and regulations of this summary are explained in detail in the College of Health and Human Development budgeting principles included below. Essentially, the number of students is the basis for faculty load calculations, so a faculty member can teach fewer classes with more students or a department can assign adjunct faculty more students in classes and relieve the workload burden for tenure-track faculty. With all this as the context, the consistent practice in the Department of Social Work at CSUF is to assign a teaching load of no more than three classes a semester for tenured and tenure-track faculty. This allocation of workload takes into account time for faculty research and development and is

automatically calculated into workload as a buy-out on behalf of each faculty member in recognition of tenure-track faculty development.

Faculty can teach overload each semester but this is kept to a minimum to encourage faculty to engage in research and to participate actively in the key areas of faculty involvement in the curriculum and advising of students within the department. The faculty workload policy has built-in time for faculty to do student advising and serve on faculty committees that operationalize departmental objectives. In addition the research release time each semester of 3 units for research and developmental work, permits faculty to have an active research and publishing agenda.

In the department, the faculty are encouraged to develop a research agenda and this is supported with adequate travel funds for faculty to attend academic conferences. Travel funds for scholarly presentations are provided by the dean of the College of Health and Human Development. Therefore, time for research is built into the workload assignment system and support is provided for research and scholarly activities through both the college and the Department of Social Work for tenured and tenure-track faculty. Full-time lecturers in the department are also provided one-course release each semester to engage in service for the department, the college, and the university and collaboration with community partners.

In summary, the workload assignment system includes the recognition that all faculty should be provided time to engage in scholarship and service to both support their own careers as well as enhance their effectiveness with students in the classroom and encourage active research endeavors. The university strategic plan (Goal 3) is addressed through workload assignment in this way since this system contributes to recruiting and retaining high-quality faculty. The University's priorities and needs and the program's mission and goals are served through this system of workload assignment.

Accreditation Standard: 3.3.5: 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.

One of the institutional priorities that is reflected in the current California State University, Fullerton strategic plan is: Goal 1, "Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs." The Department of Social Work fulfills this goal consistently since the need for social workers in many fields in the State of California and throughout the nation has been well documented (i.e., NASW, 2006 - http://workforce.socialworkers.org/studies/nasw_06_execsummary.pdf).

The faculty intentionally focuses on professional development among the students in the MSW program. The emphasis is not only on attaining employment after students graduate

from the program but their ability to serve clients in an effective manner as professional MSW-level social workers once they are employed. This focus is also reflected in the Mission Statement of the Department of Social Work, which states, “The mission of the Department includes a commitment to developing competent and effective professional social workers . . .” The faculty in the Department of Social Work consistently devotes their time and energy to fulfill both the departmental mission and institutional goals.

In addition, there is an emphasis on “participation in global society” by the faculty in the Department of Social Work. For instance, one of the faculty members in the MSW program offers a course on international social work. This course includes trips to other countries in order to expose students to the need for a globally informed mindset in social work which includes internationally focused interventions. As a part of this course, a group of students and a faculty member traveled to Chile in 2013 and engaged in a field placement in a hospital that serves developmentally delayed populations for two-weeks during the trip. The faculty member was supported by the department for this trip.

Viewed collectively, the Faculty Data Forms, above, paint a portrait of research, scholarly activities, and service to the community offered by a faculty that embodies the mission of the department. The tenured and tenure-track faculty are involved in research projects that focus on, “individuals and groups in socially, culturally, and economically diverse environments . . .” and that include student involvement in, “addressing social problems, and advocating against social injustice” (CSUF Department of Social Work, 2014). For instance, Dr. Kim-Goh is currently studying services to domestic violence victims among populations in two countries; Dr. Hogan is studying educational outcomes among transitional-age foster youth; Dr. Bailey studies services for children with developmental delays or difficulties and their families and medical and mental health services for homeless families; and Dr. Ji studies trauma in children. Students are currently working with each of these professors on their research projects. In this way, they are mentored by the professors and learn, not only about research, but the needs of the populations being studied, and evidence-based, effective ways to serve them. In addition, Dr. Chenot studies the child welfare workforce and Dr. Cherin studies palliative care and both professors have included students in their research in the past.

The faculty in the department also publish the results of their studies in widely read peer-reviewed social work journals and in books. They also present their findings regularly at national, statewide, and local conferences and meetings.

As reflected in the Faculty Data Forms, the faculty are all directly involved with the community in diverse ways that are too numerous to catalogue here. Faculty members provide services to various populations and supervision to social workers serving clients, are implementing new field models in multiple agencies with groups of students, serve on advisory boards at a variety of organizations, present to agency personnel, serve on statewide committees, etc.

Accreditation Standard: 3.3.6: CSUF describes how its faculty models the behavior and values of the profession in the program's educational environment.

The values of the profession, as articulated in the NASW Code of Ethics, and the rest of the code content are taught in so many courses in the curriculum that the students in the program often complain about having to know so much about the Code of Ethics. The faculty model the values of the profession through their commitment to service to their students and the populations they study and serve; their devotion to social justice and distributive justice in the service of the clients social workers serve; by treating students with the dignity and worth of the person that must inform social workers' interactions with clients; focusing on the importance of human relationships, since students tend to learn more effectively when they are engaged in positive relationships with faculty; integrity in the way students are treated by faculty in the program; and competence in each faculty member's specialty areas and the subjects they teach in the curriculum.

In addition, the faculty has included student input on decision-making in the department in several ways. For instance, students are included on planning committees such as the Legislative Lobby Days planning committee, graduation/commencement and at recruitment and outreach events (alumni are included at outreach events as well). Also, since the program does not have enough faculty members available with the requisite expertise to offer all available electives each time they are designated in course schedules, over the past three years, students have been invited to participate in a survey in order to choose which electives they would like to have offered most. The survey uses a priority ranking system. Student responses to these surveys are tallied and the wishes of the students have been followed for three years.

Finally, the faculty has worked with students on several special projects that begin as professor led and guided seminal ideas with broad parameters and are sculpted into student-planned and driven projects. Through the modeling they provide in the planning and development of these projects, the faculty members involved provide the framework for students to develop several essential social work values and skills (i.e., self determination, self-efficacy, competence, service, the importance of human relationships, program planning, program implementation, and program evaluation). This is a vital aspect of faculty modeling of behaviors that are consistent with the profession and the values of the profession for students.

The students have learned a great deal while planning, implementing, and evaluating these projects. For instance, annually, a large group of students travels together by bus to Sacramento to engage in Legislative Lobby Days. This is an NASW event that unites graduate students from schools and departments of social work across California to advocate for the passage of bills that are important for the clients served by social workers. In Spring 2014, CSUF sent 130 students to Sacramento for this event. The students only paid for their registration. The Department of Social Work paid for transportation, lodging, and some food during the event in order to support this worthwhile endeavor. Four full-time faculty members accompanied the students. Obviously, this effort operationalizes social work values

such as social justice and directly engages the students in behaviors that activate this value in their professional development.

Two other recent special projects are also excellent examples of the modeling process indicated above. In Dr. Cherin's advanced child welfare policy course (MSW 522), he challenged the students to formulate the plan for a special project. The students chose to bring the Heart Gallery to the CSUF campus, which had never been done before. This project demanded a great deal of planning, collaboration with two large child welfare agencies, the national Heart Gallery, the university, and other organizations in the community. They also applied for a grant through the university. After implementing the Heart Gallery event at CSUF they evaluated the success/effectiveness in both a formative and summative manner. This evaluation will lead to the Heart Gallery as an annually reproduced event that will be planned and implemented by future students who will learn from the evaluations of the students who implemented the project the first time.

Another special project is currently (Spring 2014) being planned for the first time across all sections of the second HBSE course (MSW 502) with Dr. Bailey's guidance. The project is affectionately known as "Box City." The scope of this project has become quite broad due to the planning and work the students have invested in it. However, this level of commitment and diligence in undertaking the project would not have emerged from the students without the modeling and guidance they received from Dr. Bailey. The project is multi-faceted in that it is targeting stigma reduction and awareness concerning homelessness, as well as, enhanced service provision to homeless adults and families. It will culminate in a specific event, a night in which at least 110 students and 4 faculty members will spend the night in a box on campus. However, the project is much broader than this single event. The students have had to, for instance, engage in an abundance of planning, navigate the labyrinth of bureaucratic policies and procedures in the university system, appear before the safety committee of the Academic Senate, and recruit 30-community agencies to participate in the Box City event and more.

The entire planning and implementation process has unfolded over time in conjunction with a specific local agency that serves homeless adults and families in Orange County, Family Promises. While engaging in the planning process the students have concurrently implemented some of the planning by raising money for Family Promises in a variety of ways and collecting, clothing and food for the homeless clientele served by the agency. Also, the students are writing about their experiences, and developing a "road map" for implementation of the project for future students. There is a plan to institutionalize the project as an annual event based on the level of success of the current project in meeting the educational objectives for the course. The outcomes of the Box City project will be evaluated at the end of the semester by the students in a program evaluation process, and by Dr. Bailey and the faculty to determine how much time and energy should be devoted to the project in the future.

Accreditation Standard: 3.4.1: CSUF describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

The Department of Social Work at CSUF is situated in the College of Health and Human Development. However, the MSW program is an autonomous program within the department in that most decision making concerning the program is carried out by the chair and the faculty in the department. For instance, decisions about the structure of the program are made within the department and choices concerning curriculum are made entirely by the faculty in the Department of Social Work. Decisions concerning funding through the grants received in the department are made by the chair of the department. For instance, all decisions concerning CalSWEC Child Welfare and CalSWEC Mental Health funding are made by the chair and project coordinators of these grants. The chair of the department is the PI on both grants. In addition, within the department, a great deal of decision making is accomplished by the faculty as a body. In most situations, committees in the department make recommendations to the faculty and the faculty vote on decisions that affect the department, MSW program, and/or the students in the program.

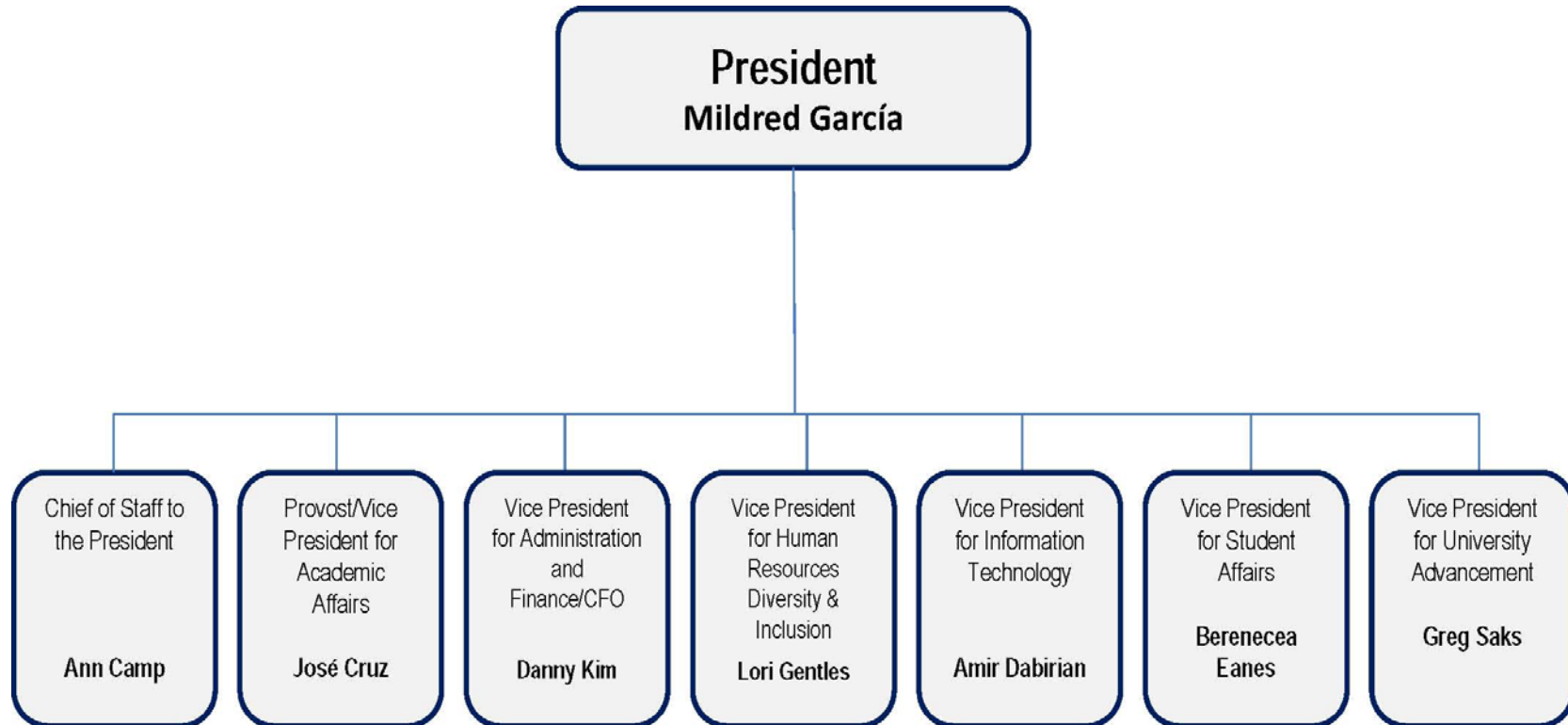
The College of Health and Human Development is one of eight colleges within the Division of Academic Affairs at Cal State Fullerton. The College of Health and Human Development currently has eight departments/programs: Child and Adolescent Studies, Counseling, Health Science, Human Services, Kinesiology, Military Science, Nursing, and Social Work. The Department Personnel Standards (Retention, Tenure and Promotion (RTP) guidelines), as well as the Department of Social Work bylaws, and Rules of Governance, appear in Volume III. These documents, combined, signify that the department has the necessary autonomy within the university and the college to achieve its goals and objectives.

Finally, the university organization chart and a college organization chart are reproduced below. These organization charts illustrate that the department is recognized among the academic units within the university and college and, as such, is an autonomous operating unit. Also, see the academic senate regulations which are codified in University Policy Statement (UPS) 211.000. A few lines from UPS 211.000 highlight the autonomy of the department within the college and the university: Under the heading, Areas of Departmental Operation: Rights and Responsibilities,

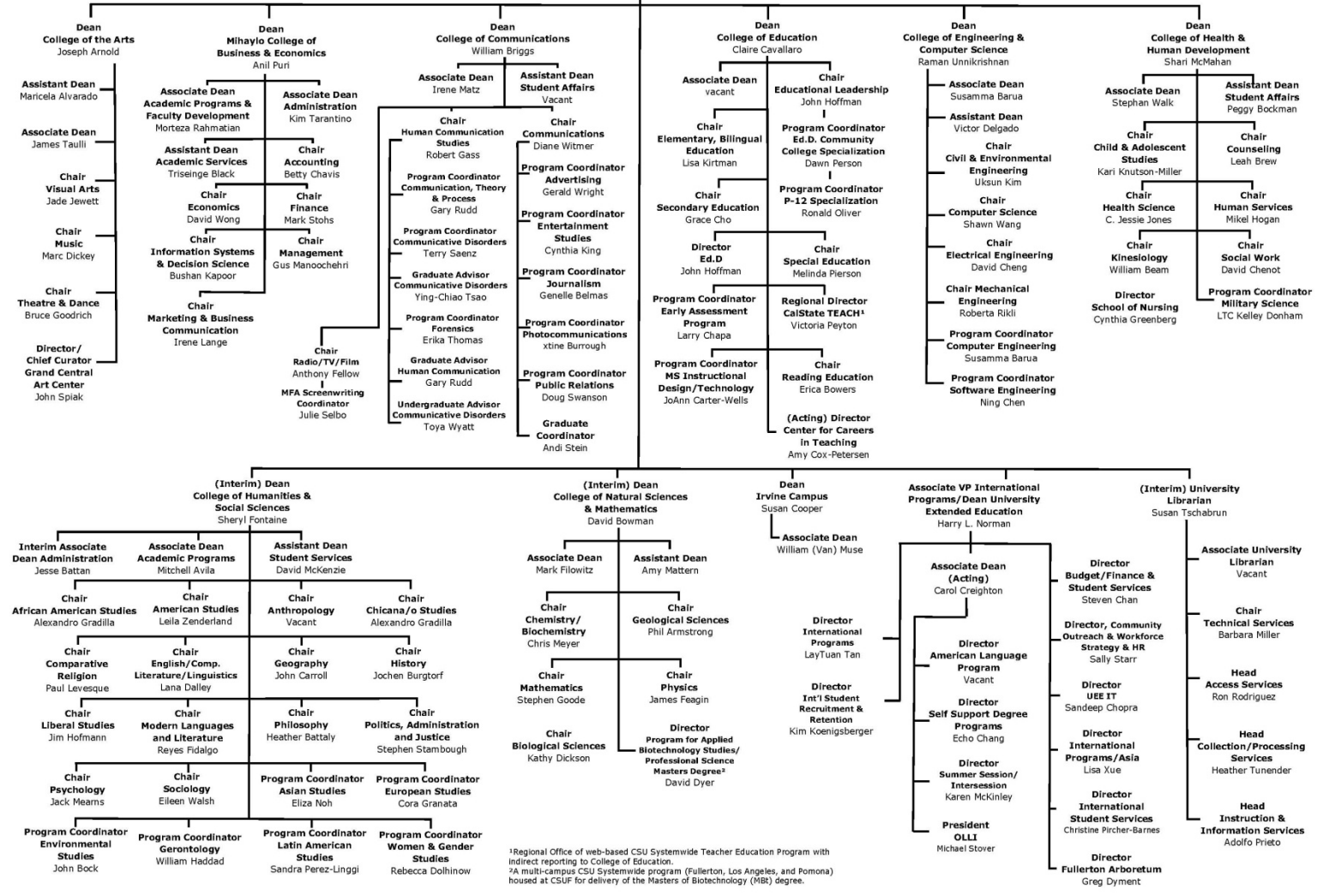
1. The department as a whole shall, with the full participation of its tenured and tenure-track faculty members, determines its own organizational structure.
2. This organizational structure shall provide for the effective determination and implementation of departmental policies governing curriculum, personnel, budget, general administrative and office and facilities management, and student and community relations.
3. The department as a whole shall autonomously carry out its policies and procedures within the context of College and University policy.

UPS 211.000 appears in its entirety under EPAS 3.4.4.

Presidents' Cabinet

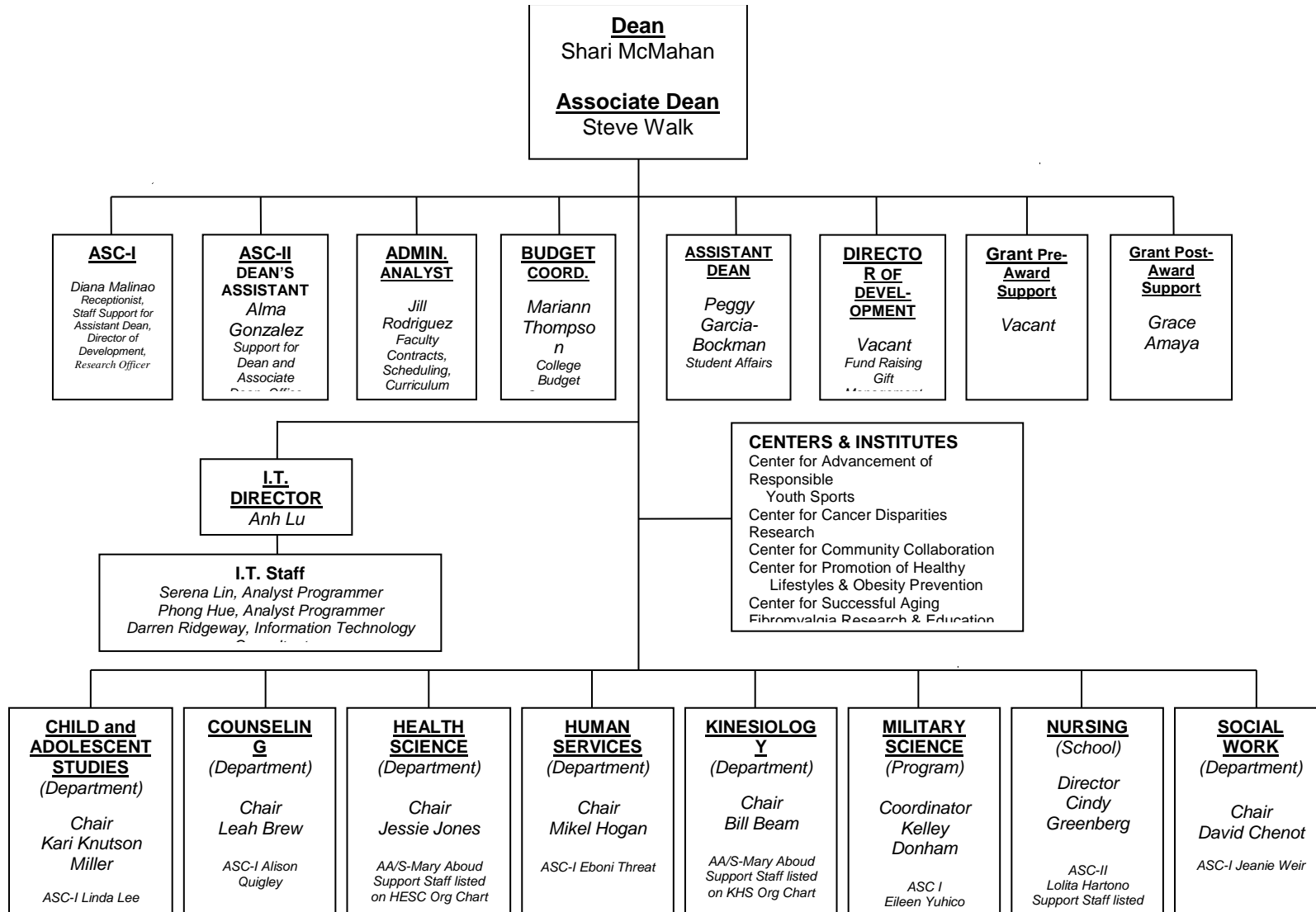


**Provost &
Vice President for
Academic Affairs**
José L. Cruz



College of Health and Human Development

ORGANIZATIONAL CHART: AY 2013-2014



Accreditation Standard: 3.4.2: CSUF describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

The curriculum committee in the Department of Social Work at CSUF is a “committee of the whole.” Therefore, all major decisions about the curriculum are made as a collective. For instance, in the last year a revision to the scheduling sequence of courses in the three-year program was suggested by a few faculty members (The curriculum and the courses offered in the program remained the same). Since the curriculum committee is a committee of the whole, a sub-committee drew up alternate plans for scheduling in the three-year program. One of these schedules was recommended to the faculty, who voted to implement the new scheduling sequence for the subsequent year incoming cohort.

Specialized areas of the curriculum are usually discussed among the faculty who teach those courses and collective decision making is accomplished concerning the manner in which the competencies emphasized through the CSWE EPAS will be met in the courses represented in that area of the curriculum. For instance, the professors who teach the foundation practice courses met at the beginning of the academic year to discuss the competencies and how to ensure they are met in the practice courses (MSW 510 and 511). They also discussed the books they planned to use and how those books address the competencies and the skills they wanted the students to develop throughout these courses. In addition, assignments were assessed for their value to student learning and the ability to use them to measure the practice behaviors the students are supposed to gain in order to measure their mastery of the competencies. This process was repeated by the faculty who teach other aspects of the curriculum as well (e.g., HBSE, research, and policy).

The faculty has discussed a plan to name professors who offer instruction most often in each curriculum sequence to act as the central organizing figures for that part of the curriculum. In other words, each of these professors would be the faculty member who meets with all other faculty who teach in that particular sequence and ensure that the competencies are being met within that part of the curriculum across all sections of each class, no matter which professors are teaching the courses. With this plan as the context, it is also important to note that the faculty do not expect absolute uniformity across each section of a particular course. The culture of the department includes a great respect and appreciation for academic freedom. In fact, professors will, at times, use varying assignments to measure students' grasp of instructional material. For instance, in a foundational policy course, one professor uses a writing assignment (a paper) to measure mastery of policy analysis processes and techniques while another uses a succession of quizzes and a test to measure student attainment of this material. The plan to choose central organizing faculty members for each portion of the curriculum will be implemented next year.

Accreditation Standard: 3.4.3: CSUF describes how 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.

Final approval concerning faculty hiring decisions resides with the dean of the College of Health and Human Development; however, the search process, including screening of candidates' application materials, and interviews with candidates, is executed by a departmental search committee composed of three tenured or tenure-track faculty members. The chair also reviews the applicants' materials that represent the group of potential finalists. When candidates visit the university for in-person interviews, the chair spends a great deal of time with them and interviews each of them individually.

Please see the CSUF, University Policy Statement 210.001 below for the policy the department follows when recruiting new faculty.

**University Policy Statement
California State University Fullerton**

**UPS 210.001
RECRUITMENT OF FACULTY**

The goal for recruitments is to appoint a high quality and diverse faculty utilizing an effective nondiscriminatory recruitment process. New faculty who show promise of satisfying the criteria for retention, tenure, and promotion should be selected in accordance with the announced position description. The affirmative action provisions of this document apply to the recruitment of full-time, tenure track faculty and to full-time lecturers. Full-time lecturers may be appointed to a tenure-track position only if the process outlined below and in Diversity & Equity Programs' "Recruitment and Documentation Procedures for Full-time Faculty Positions" are followed prior to the tenure-track appointment.

1. Authorization of Full-time Faculty Positions

Each year, on a date designated in advance by the vice president for Academic Affairs, and following consultation with an appropriate departmental committee, which shall include at least one member of the departmental personnel committee (DPC), each department chair and the chair of the appropriate departmental committee shall submit to the dean of the college a request for additional faculty for the following year. Such requests shall be consistent with the departmental plans for growth and shall, for each proposed position, justify the need and describe the position(s) and person(s) needed in terms of training, experience, and other qualities, indicate the proposed rank, and submit any additional information which might be useful in interpreting the need to appropriate universities and placement agencies. College deans will submit their college's request to the vice president for Academic Affairs.

After the budget for faculty positions has been determined, the vice president for Academic Affairs will consult with the academic deans and determine the number of positions and probable ranks to be included in the faculty allocation for the following

year. The department chairs shall thereafter be advised of the determination and the reasons thereof.

2. Position Description and Recruitment Plan

Implementation of the search for a new faculty member shall be primarily the responsibility of the department chair concerned. Chairs are responsible for ensuring compliance with the Diversity and Equity Program's procedures for faculty recruitment. This includes identifying advertising sources, preparation and submission of a position description, announcement and recruitment plan. The college dean and the Diversity and Equity program director will review, consult and approve these documents.

3. Selection of Department Recruitment Committee

Recommendations regarding probationary appointments shall originate at the department or equivalent unit. Each department or equivalent unit shall elect a Recruitment/Search Committee for the purpose of reviewing and recommending individuals for probationary appointments. The Recruitment/Search Committee shall elect a chair from its membership. While the committee shall normally consist of tenured faculty, if a department wishes to include probationary faculty as members of the Recruitment/Search Committee, they shall make a request to the college dean who will review the request. The dean will make a recommendation and send the request and recommendation to the President or designee. The president may grant the department's request. Probationary faculty selected to serve on Recruitment/Search Committees may not serve on any other type of personnel committee. The Recruitment/Search Committee shall maintain strict confidentiality concerning all information received, reviewed and discussed.

4. Roles

Department Chair

The department chair ensures that fair employment practices are evident to all (applicants, department faculty, dean, VP) and all available recruitment resources appropriate to the discipline are considered and used. The chair is responsible for the early completion of position announcements; following consultation with the Department Recruitment/Search Committee, the department chair is responsible for the placement and wide distribution of advertisements in media, conferences, doctoral and masters programs relevant to the vacancy and to diverse organizations appropriate to the discipline. The chair monitors the process to keep it moving in a timely manner. The department chair and the chair of the Recruitment/Search Committee review the applicant pool and recommendations of finalists with the college dean. It is the responsibility of the department chair to inform prospective candidates clearly regarding requirements for tenure and promotion. In a reasonable amount of time after campus interviews, the department chair and the chair of the Recruitment/Search Committee will consult with the dean about the Recruitment/Search Committees' recommendation. The department

chair and the chair of the Recruitment/Search Committee will also recommend to the dean concerning the offer.

Faculty and Recruitment/Search Committee

All tenured and tenure-track faculty are invited to participate in the selection of their future colleagues. These faculty may review letters of application, vitae, transcripts (exclusive of candidate's social security number and restricted or personal information) and written statements. In addition, the members of the Recruitment/Search Committee will review the following restricted documents: letters of recommendation, reference checks/notes. Prior to inviting candidates to the campus, the search committee members will solicit feedback from the entire tenured and tenure-track faculty.

Dean

The dean is responsible for the integrity of the recruitment process and for ensuring that the process is implemented in compliance with the collective bargaining agreement, and with campus recruitment policies and procedures. The dean authorizes which candidates will be invited for campus interviews and recommends appointment of faculty to the vice president. The dean will receive authorization from the vice president before an appointment offer is made. Candidates shall be given a specific date to respond to the offer of employment.

5. Screening Levels

Paper Screening

The Department Recruitment/Search Committee will screen all application materials to determine whether the candidates meet minimum qualifications and recommend a list of finalists for on-campus interviews.

Pre-Interview References

Under the direction of the department and committee chairs, committee members may also conduct reference checks with individuals who are able to comment on the applicant's qualifications and suitability.

On Campus Interviews

The department chair and the chair of the Recruitment/Search Committee review the applicant pool and recommendations of finalists with the college dean. Final candidates are interviewed by the Department Recruitment/Search Committee and appropriate departmental faculty, and are invited to spend a day, or so, on campus when they will also meet with the college dean and, where possible, with students.

Recommendation

The Department Recruitment/Search Committee meets, accepts/rejects/ranks candidates, and makes recommendation to the department. After approval by a majority of the department and by the department chair, the department chair and the chair of the Recruitment/Search Committee shall consult with the college dean regarding the committee's recommendation and terms of the offer. In voting on the recommendations of the Department/Recruitment/Search Committees, only tenured and tenure-track faculty members in the department shall vote.

6. Final Actions

The department chair forwards required documents, including an Affirmative Action Process Summary form, to the vice president for Academic Affairs via the dean, and Faculty Affairs and Records, so that a formal written offer can be prepared. An appointment offer of a new full-time faculty member is made by the dean after concurrence of the vice president. The appointment offer shall be made within one week after the department has submitted its recommendations and all required documents.

At the conclusion of the search process, the department chair shall notify all candidates concerning the outcome of their application. All records and application materials are maintained for three (3) academic years in the departmental files or as long as any grievance, complaint, or civil action is pending. The year the recruitment is implemented counts as year one.

EFFECTIVE DATE: June 18, 2003
Supersedes: UPS 210.001 dated 7-1-83
and ASD 02-121

Source: Faculty Affairs Committee

Accreditation Standard: 3.4.4: CSUF identifies the MSW program director.

The chair of the Department of Social Work and director of the MSW program at CSUF is Dr. David Chenot. He fulfills the responsibilities involved with administering the program. The chair's overall duties are outlined as university policy in the University Policy Statement, section 211.00, which is reproduced in its entirety below:

**University Policy Statement
California State University Fullerton**

UPS 211.000 RESPONSIBILITIES OF DEPARTMENTS AND

DEPARTMENT CHAIRS

I. Preamble

From the inception of California State University, Fullerton the faculty and administration have recognized, both in philosophy and in practice that this institution's commitment to academic excellence must be predicated upon the full participation of individual faculty members in the creation and implementation of University policy and procedures. The recognition of this necessity rests upon the assumption that full participation confers obligations upon those who assume positions. With the continued growth of this institution, the departments have necessarily become the primary focus of the commitment of the individual faculty member of the university community. The purpose of this document is to clarify the respective roles of the department members and the department chairs in creating and implementing policy and procedures. For the purposes of this policy, 'department members' shall be defined as tenured and probationary faculty unless otherwise defined in departmental policies, including but not limited to department policies that enfranchise temporary faculty.

II. The Department*

A. Basic Assumptions:

1. The department is the primary functional unit of the university: it consists of its individual instructors and its chair, who together constitute its faculty.
2. The department's basic function is to determine and carry out its educational mission.
3. The department operates within the framework of the college of which it is a part and of the university as a whole.
4. The department shall conduct its affairs by means best determined by the departmental faculty; but whatever means the department adopts shall be consonant with college and university policy and the CSU/CFA Collective Bargaining Agreement.

*In some cases other entities within a college (e.g., schools and divisions) may be a functional unit equivalent to a department.

B. Areas of Departmental Operation: Rights and Responsibilities:

1. The department as a whole shall, with the full participation of its tenured and tenure-track faculty members, determine its own organizational structure. The tenured and tenure-track faculty may vote to enfranchise temporary faculty as well as other department staff members, with the exception of personnel committees and other enfranchisements prohibited by the collective bargaining agreement.

2. This organizational structure shall provide for the effective determination and implementation of departmental policies governing curriculum, personnel, budget, general administrative and office and facilities management, and student and community relations.
3. The department as a whole shall autonomously carry out its policies and procedures within the context of college and university policy.
4. The individual faculty members of the department, including tenured and probationary faculty and lecturers, have both an obligation and a right to perform the roles, duties, and responsibilities assigned to them by the department.

III. The Chair

A. Basic Assumptions:

1. A faculty member appointed to the position of department chair retains the rights and responsibilities possessed by virtue of being a member of the faculty, consistent with the terms of that appointment.
2. The chair of the department is the liaison between the department and the administration. His/her appointment is governed by University policy and s/he is responsible to the president through the dean of the college. The chair is responsible to his/her faculty colleagues in the performance of his/her duties. The chair is expected to seek the advice, counsel, and recommendation of his/her faculty colleagues in a systematic manner.
3. The chair is expected to conduct departmental affairs in a democratic manner by means of appropriate department and committee meetings, and other means of consultation.

B. Areas of Responsibility:

1. The chair shall exercise appropriate leadership in assisting the department in its determination of objectives, policies and procedures by which its business shall be conducted, while at the same time preserving the democratic procedures of the department. Additionally s/he shall actively seek out and include faculty participation in the decision-making processes of the department. S/he also shall preserve the individual rights of the department faculty within the context of the priorities of departmental needs and concerns.
2. The chair shall initiate a periodic review of all policies, procedures, objectives, and curricula in order to make them effective and consistent with university, college, accreditation, and program performance review policies and standards.

3. The chair is responsible for implementing departmental, college and university policies. S/he therefore has the concomitant authority to fulfill these responsibilities. In the case of faculty personnel decisions, however, s/he may evaluate and recommend for retention, tenure and promotion only if s/he has been granted tenure. A chair may not review candidates for promotion to a higher rank than the rank he/she holds.
4. The chair is responsible for the operational functions of the department and shall conduct them in a systematic and professional manner. This will include the supervision of and/or delegation of duties to all departmental employees, including faculty in non-instructional assignments, staff, student assistants, and academic student employees, consistent with the respective collective bargaining agreements and departmental policies.
5. As the department's liaison to the administration, the chair is responsible for initiating certain actions and for making administrative decisions. For these s/he is accountable to the department, but may act without the prior approval of the department.
6. The department chair should be informed of university policies and proposed policies affecting his/her department. The chair is responsible for informing his/her department of university policies and proposed policies affecting the department.
7. The chair shall provide an appropriate means for the involvement and participation of students in departmental affairs.
8. The chair shall facilitate academic advisement for students majoring and minoring within the department.

EFFECTIVE DATE: January 30, 2013
Supersedes: UPS 211.000 dated 2-18-05
and ASD 12-156

Source: Faculty Affairs Committee

Accreditation Standard: 3.4.4 (a): CSUF describes the MSW 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. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

Presently, the director of the MSW program at Cal State Fullerton is Dr. David Chenot. He was the interim chair of the department and MSW program director during 2012-2013. In the 2013-

2014 academic year, he was named department chair and MSW program director. Dr. Chenot's faculty data forms is included under Accreditation Standard 3.3.1 above. Dr. Chenot earned an MSW degree from California State University, Fresno (1994) and a PhD in social welfare at Case Western Reserve University (2007). He was one of the founding faculty members in the Department of Social Work at California State University, Bakersfield (CSUB). He created both the CalSWEC Child Welfare and CalSWEC Mental Health programs at CSUB. Dr. Chenot repeated these developmental processes by creating both the CalSWEC Child Welfare and CalSWEC Mental Health programs at CSUF. He also engaged in extensive curriculum/course development in the MSW programs at both CSUB and CSUF.

Currently, Dr. Chenot is a tenured associate professor at California State University, Fullerton. He has taught courses in the following aspects of the curriculum: foundation and advanced practice, HBSE, research (including master's projects), and macro-focused courses (MSW 564). His research interests include the child welfare workforce; organizational dynamics in child welfare organizations; supervision in child welfare; disproportionality and disparity in child welfare populations; spirituality, religion, and social work; and resilience among foster children. *Dr. Chenot has published articles and/or book chapters and offered national and statewide presentations on all of these topics. Prior to entering academia, Dr. Chenot served clients as a social work practitioner for many years in a public child welfare agency and, subsequently, a public mental health organization. He has been a licensed clinical social worker in the State of California since 1996.*

Accreditation Standard: 3.4.4 (b): CSUF provides documentation that the director has a full-time appointment to the social work program.

The MSW program director, Dr. David Chenot, has a full-time appointment to the MSW program. See the appointment letter, formally appointing Dr. Chenot as the chair of the Department of Social Work and, by extension, the director of the MSW program, dated June, 10th, 2013 in the appendix, Volume III.

Accreditation Standard: 3.4.4 (c): CSUF 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 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

The director of the MSW program is required to teach three-WTUs each semester during the year, which normally equates to one course per semester. This allows for 50% assigned time for the chair of the Department of Social Work per semester, allowing him to provide leadership by fulfilling administrative responsibilities in the department and the MSW program. The amount of assigned time is specified in Dr. Chenot's appointment letter which appears in Volume III of this document.

Accreditation Standard: 3.4.5, 3.4.5a, and 3.4.5b: CSUF identifies the field education director. CSUF 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. CSUF documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate social work or post-master's social work degree practice experience.

The director of field education, Christine Ford, MSW, LCSW, RN, earned an MSW degree from the CSWE-accredited program at Cal State Long Beach (1991), a clinical license (1994), and has over five (16) years of post-master's social work practice experience in both public child welfare and public mental health settings in direct practice and as an administrator. She served as a field instructor for California State University, Long Beach and the University of Southern California prior to her appointment at CSUF. In addition, she has been the director of field education in the MSW program at CSUF since the program's inception. Her faculty data form is included under Accreditation Standard 3.3.1 above.

Accreditation Standard: 3.4.5 (c): CSUF 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 master's programs. CSUF demonstrates this time is sufficient.

The director of field education has an appointment that provides 50% assigned time for the administration of the field component of the MSW program at CSUF. The remainder of her time is dedicated to teaching and service for the Department of Social Work.

Accreditation Standard: 3.5.1: CSUF describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

California State University, Fullerton is committed to providing sufficient resources for the Department of Social Work in order to achieve the MSW program's goals and objectives. At current levels the department has sufficient faculty, support staff and complimentary resources to support a department that serves approximately 200 students in the two-year and three-year programs combined. The most straightforward way to demonstrate this linkage is to present the budgets from both the University and CalSWEC (which support the child welfare concentration), and explicate that budget through a budget narrative.

The budget allocation process appears below as a series of documents (See the University Budget Process in the University Policy Statement 100.201 and the College of Health and Human Development, Basic Budgeting Principles documents that immediately follow the CalSWEC budget below). The Program Expense Budget form below identifies salaries that cover current full-time faculty and administrative support personnel plus graduate assistants. In addition, funds have been allocated for the hiring of temporary faculty as needed to supplement full-time faculty. The budget also covers faculty travel for conferences and other professional presentations. The budget essentially covers personnel and related personnel costs with adequate funds to fulfill annual supplies needs. All faculty members are provided with computers and printers for their offices, which is part of the overall College budget and a part of the department line-item budget.

A portion of this budget is supplemented by funds from CalSWEC, which enables the use of Title IV-E dollars for student stipends, faculty and support staff in the child welfare portion of the MSW program in the department. The CalSWEC budget, for 2014-2015 appears following the Department Program Expense Budget. The CalSWEC budget provides stipends for 36 two-year program students and 13 three-year program students interested in careers in public child welfare. These students make a commitment to working in public child welfare services organizations upon graduation for the same number of years they received the stipend.

The budget provides for a 100% buyout of the CalSWEC program coordinator, Debra Saxton, and three full-time faculty members/lecturers dedicated to the child welfare concentration. These lecturers teach CalSWEC students and provide liaison services to CalSWEC students and their field instructors in CalSWEC students' field placements fulltime. The CalSWEC budget provides funding to pay for some adjunct instruction for CalSWEC students as well. In essence, funding through the CalSWEC budget supplements the University's line items for full-time "stateside" faculty positions. In addition to faculty support and student stipends, the CalSWEC budget supplements department supplies and services funds, as well as travel funding for students, and faculty.

Program Expense Budget
Council on Social Work Education
Commission on Accreditation

2008 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.5.1.

AS 3.5.1

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

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

Type of Program: _____ Baccalaureate _____ X _____ Master's

Program Expenses	Previous Year 2013		Current Year 2014		Next Year 2015	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$ 638,910.00	60.10%	\$ 731,247.00	58.00%	\$ 876,247.00	57.32%
Support Staff	44,042.00	4.14%	44,042.00	3.48%	70,047.00	4.59%
Temporary or Adjunct Faculty & Field Staff	40,668.20	3.83%	57,830.00	4.58%	71,830.00	4.70%
Fringe	312,785.08	29.42%	387,890.53	30.78%	464,963.00	30.42%
Supplies & Services	14,079.83	1.33%	24,651.71	1.95%	30,000.00	1.96%
Travel	12,524.68	1.18%	14,843.50	1.18%	15,500.00	1.01%
Student Financial Aid	0		0		0	
Technological Resources	0		0		0	
Other (Specify)	0		0		0	
TOTAL	\$1,063,009.79	100%	\$1,260,604.74	100%	\$1,528,587.00	100%

California Social Work Education Center Budget (CalSWEC)

CSU Fullerton MSW PROGRAM	# FTE	Annual Salary	Fringe (percentage)	Fringe (amount)	Total Direct Costs	Total Reimbursed at 75%	Match at 75% (0.388888)	Total Reimbursed at 50%	Match at 50% (1.00)
Personnel Costs									
Project Coordinator	1.0000	80,002	53.0630%	42,451	122,453	90,502	35,195	31,951	31,951
Child Welfare Instructor(s)	5.0000	68,098	53.0630%	180,674	521,164	521,164	202,675	0	0
Administrative/Clerical Support	2.2500	45,000	38.0000%	38,475	139,725	139,725	54,337	0	0
Fiscal Support	0.2500	58,680	38.0000%	5,575	20,245	0	0	20,245	20,245
Personnel Costs Total									
	8.5000				803,587	751,391	292,207	52,196	52,196
Student Support Costs									
	# Students	Amount per student		Total					
Stipends for full-time students	36	18,500		666,000	666,000	258,999		0	0
Tuition, fees and books for part-time students	13	10,164		132,132	132,132	51,385		0	0
Travel for part-time students		1,500		19,500	19,500	7,583		0	0
Student Support Costs Total									
					817,632	817,632	317,967	0	0
Program Support Costs Total									
					29,750	29,750	11,569	0	0
Collections									
								0	0
MSW INSTRUCTIONAL PROGRAM TOTAL DIRECT COSTS					1,650,969	1,598,773	621,744	52,196	52,196
TOTAL DIRECT COSTS (MSW PROGRAMS)									
					1,650,969	1,598,773	621,744	52,196	52,196
Federal Financial Participation @ 75% Match Rate					621,744				
Federal Financial Participation @ 50% Match Rate					52,196				
TOTAL PROJECT COSTS					2,324,909				

It is important to note that the CalSWEC budget (provided above) is formed directly with the California Social Work Education Center at the state level. The university and the college support the inclusion of this budget/program on campus and grant personnel at the university are minimally involved with the preparation of the budget. However, primary responsibility for CalSWEC budget development is fulfilled by the CalSWEC project coordinator. The coordinator develops the budget through a process that includes interaction with state CalSWEC personnel.

The departmental budget, however, is developed in the context of the university and the college in which the Department of Social Work is situated. The following documents articulate the processes by which annual budgets are developed, first within the university and, subsequently, in the College of Health and Human Development. The first document, University Policy Statement 100.201, outlines the budget process throughout the university at CSUF. The document that immediately follows UPS 100.201 is specific to the budget development process in the college. These budget process documents form the context for development of the budget in the Department of Social Work (included above). One significant point at which the departmental and CalSWEC budgets intersect is reflected in the faculty salaries (see “Faculty and Administrators”) figures displayed in the departmental budget since CalSWEC supports some faculty salaries for lecturers.

**University Policy Statement
California State University Fullerton**

**UPS 100.201
PLANNING AND BUDGETING PROCESS**

All university planning and budget processes are driven by the state and CSU budgeting cycles (see Table 1: Annual System-wide Budget Cycle). The university planning and budget discussions are held by several groups and individuals with varying responsibilities to review, recommend, and decide (see Table 2: Budget Planning Process Roles & Responsibilities). The Planning, Resource and Budget Committee (PRBC) is a collaboration of staff, faculty and administrators with a variety of responsibilities as set forth in BL 98-2 and further elaborated here (see Table 3: PRBC Timetable, Roles and Responsibilities).

Units preparing plans and budgets consistent with achieving Mission and Goals, must consider the process outlined below in their planning, and make contingent plans as appropriate.

Table 1: Annual System-wide Budget Cycle

Month	State Schedule	CSU Schedule	Responsibilities/ Fullerton Campus Schedule
July 1			Campus annual budget planning begins.

Month	State Schedule	CSU Schedule	Responsibilities/ Fullerton Campus Schedule
July - August	Beginning of State Budget Cycle	Initial discussion and review of CSU budget by Executive Council.	
August		Review of CSU budget by system wide Budget Advisory Committee.	President sets calendar for annual process.
September		Board of Trustees (BOT) statement of CSU budget priorities.	President and executive leadership review mission and strategic plan.
September			President and executive leadership set priorities in conjunction with PRBC and communicate initial direction to campus CFO provides update on the state of the University budget to President's Advisory Board (PAB, Senate and PRBC).
October		BOT approval of CSU budget.	CFO initiates divisional budget processes and presents prior year budget reports.
November – December	Legislative Analyst Office (LAO) issues Fiscal Outlook – Governor's Budget released	CSU meet with Governor's Office and Department of Finance (DOF) staff.	PRBC receives reports from CFO and others on projected changes in state support and fee revenues.
February			Prioritized divisional budget requests due to CFO.
February			CFO staff compiles divisional budget requests.
February		Feb. – March CSU provides preliminary campus budget allocations based on Governor's budget in the form of a Budget Memo.	PRBC reviews mission and strategic operating plan and reviews evaluation plan for proposals.

Month	State Schedule	CSU Schedule	Responsibilities/ Fullerton Campus Schedule
March			PRBC begins review of campus budget requests – holds open hearings.
April	Legislative Analyst Office (LAO) reviews Governor’s Initiatives	Legislative Analyst Office (LAO) reviews preliminary campus budget.	Chief Financial Officer (CFO) provides update on the state of the University budget to the PAB, Senate and PRBC. PRBC publishes preliminary prioritized funding recommendations for review and comment.
May			PRBC makes final recommendations to the President.
April – May	Subcommittees confer on the Budget Bill		President confers with PAB, PRBC.
May 4			Budget update to Executive Committee, Academic Senate, and campus community (or possibly request special Academic Senate meeting later) depending on status of State/CSU budget process.
May – mid	May revision of Governor’s budget is released		
May – end	Subcommittees report to the full Budget Committee	May revision of initial budget document.	CFO prepares and communicates an update on impacts of the Governors May revisions of the budget to the PAB, PRBC and campus.
May–late to June–early	Assembly and Senate debate versions of the Budget Bill – Full Budget Committee, House of Approval		
June	Budget goes to Two House Conference Committee		CFO Finalizes budget situation based on May Revise.

Month	State Schedule	CSU Schedule	Responsibilities/ Fullerton Campus Schedule
June	Constitutional deadline for Conference Committee to pass Budget Act		If budget is not balanced President revises instructions to the PRBC and CFO. Budget recommendations from PRBC and CFO are presented to the President to balance the budget.
June 30	Constitutional deadline for Governor to consider line-item vetoes		Final budget allocation to campus.
July 1	Budget Act takes effect		Implement fiscal years budget as approved by the President.
September	Budget Update to PRBC Academic Senate and campus community by CFO.		

Table 2: Budget Planning Process Roles & Responsibilities

The responsibilities noted below are intended to outline generally the roles of the individual officers, staff or committees in developing the annual budget of CSU Fullerton and are not intended to reflect a hierarchical structure and thus does not reflect the process flow for budget decisions.

President

- Seek advice from the campus community including, President’s Advisory Board (PAB), Planning, Resource and Budget Committee (PRBC), and the Academic Senate regarding campus budget priorities for the upcoming fiscal year.
- Review and approve FTES target based on enrollment information from the vice president of Academic Affairs and budget projections from CFO.
- Announce budget planning guidelines for the upcoming budget cycle (e.g., FTES targets, and campus priorities to the campus community and PRBC).
- Review and consider PRBC recommendations from previous semester on campus priorities and budget allocations.
- Consult with chancellor, PAB, CFO, Academic Senate, and Associated Students on various budget issues.
- Make final decisions on budget allocations.

Chief Financial Officer

- Consult with Chancellor's Office and other agencies to develop preliminary and ongoing budget revenue and expense reports to the university community.
- Consult with the president as enrollment targets and projections are established.
- Provide updates to the campus community including PAB, PRBC and Academic Senate regarding budget revenues and expenses throughout the budget process.
- Report on prior year budgets and actual expenses by cost center, carry forward balances and quarterly expenditure reports to PAB, PRBC and Academic Senate.
- Review all divisional budget submittals to ensure they are in accordance with university budget policy, guidelines and processes.
- Ensure that the information necessary for informed decisions regarding budgets is available to the president, PAB, PRBC and the campus (e.g., revenue projections and expenditure history).
- Advise the president on the fiscal implications and appropriateness of the proposed budgets.
- Communicate to the campus community and implement the budget decisions of the president.
- Report to PRBC, PAB and campus on CSU Operating Funds (formally general fund) and non-general fund resources.
- Report to the Academic Senate in the fall and spring semesters on the university's budget and financial standing.
- Manage the University Mission and Goals Initiatives (UMGI) process for the PRBC.

Planning, Resource & Budget Committee (PRBC)

- Hold meetings where each divisional budget request is reviewed and evaluated.
- Review Division Head's recommendations.
- Engage in ongoing university planning process.
- Assess previous year budget allocations and recommend university budget requests for approval within the scope of available resources and strategic goals and mission of the University.
- Communicate preliminary recommendations for review and comment to campus community.
- Make final prioritized recommendations to the president.
- Make UMGI recommendations to the president.

VP Academic Affairs

- Provide up to date and detailed information to president as well as other campus leaders including the CFO on enrollment projections and targets.
- Responsible for ensuring the President has all the information necessary for timely submittal of enrollment projections and FTES target setting to the CO's office.

Division Heads (e.g., President, Vice Presidents, and CITO)

- Re-examine base budgets, allocate resources intended to support priorities where possible.
- Develop and prioritize divisional budget requests in consultation with deans/directors and others as appropriate.
- Prepare and submit prioritized divisional budget requests to the CFO for consistency with budgeting guidelines, policy and processes and the PRBC for consideration through the university budget process.
- Provide information on all sources of funds available to their unit.

- Report to campus community including PRBC how any funds allocated in the previous year's process were used.
- Explain year-end balances (surpluses or deficits) to PRBC and PAB.
- Make recommendations to PRBC for additional resources outside the scope of the divisional funding capability.

Deans/Directors (Direct Reports to Division Heads)

- Solicit budget priorities and requests from reporting units.
- Develop, review, approve and prioritize unit budget requests in consultation with division heads.
- Prepare and submit necessary planning documents to appropriate divisional unit heads for consideration through each division's budget process.
- Provide information on all sources of funds available to their unit. Describe how funds allocated in the previous year's process were used to PRBC, division heads and others as appropriate.
- Explain year-end balances (surpluses or deficits) to PRBC and plans to address use of surpluses and mitigation for deficits.
- Make recommendations to divisional unit heads for additional resources outside the scope of dean/director funding capability.

Department Chairs/Heads

- Develop and prioritize unit budget in consultation with faculty/staff.
- Make recommendations to deans/directors for changes.

Faculty/Staff

- Make recommendations through regular reporting channels and to department heads for changes and initiatives to advance goals and initiatives and improve resource allocation.
- Stay involved and informed on budget and planning matters.

Table 3: Planning, Resource & Budget Committee, Annual Budget and Planning Timetable, Roles and Responsibilities.

Target Month	Responsibilities/ Fullerton Campus Schedule	PRBC Meeting Schedule	Responsibilities and Materials PRBC
July	Campus annual budget planning begins – President and CFO begin consultation with PAB, Chair and Exec Committee of A.S.	None.	
August	President announces calendar for annual budget planning process.		

Target Month	Responsibilities/ Fullerton Campus Schedule	PRBC Meeting Schedule	Responsibilities and Materials PRBC
September	President communicates priorities and obligations for the year. CFO provides update on the state of the University budget to PRBC – i.e., prior year’s YE comparatives and current budget year 1st Quarter.	Meeting 1 & 2.	Introductions of New members. Review Roles and Responsibilities – including AS Bylaw 100.01 and proposed Timeline for the year. CSUF Budget Basics Presentations by Budget staff (Budget 101).
October		Meeting 3.	PRBC reviews campus priorities. Reviews prior year comparatives and current year budgets reports and considers recommendations to President for action.
October	Upcoming Year budget Request process begins CFO initiates divisional budget processes, issues forms and procedures for budget requests and presents to PRBC.	Meeting 4.	PRBC determines how it will review and recommend actions on next year’s campus budget – what documents and materials it will need.

Target Month	Responsibilities/ Fullerton Campus Schedule	PRBC Meeting Schedule	Responsibilities and Materials PRBC
Nov/Dec	Call for University Mission and Goals Initiatives goes out to campus. PRBC receives reports from CFO and others on projected changes in State support and fee revenues for current year and following year budget. Initial budgets for non-State support operations reviewed, Parking, Housing, Continuing Education Revenue Fund/University Extended Education (CERF/UEE) and recommendations to President	Meeting 5, 6 & 7 if necessary.	PRBC reviews reports from CFO and others on projected changes in State support and fee revenues for current year and following year budget. PRBC Chair reports the committee's activities to President and to Academic Senate.
Nov/Dec	President approves internal FTES targets for upcoming fiscal year and associated FTEF levels and forwards to Chancellor for approval.		PRBC and CFO copied on communication.
February	Prioritized divisional following year budget requests due to CFO from division heads.		No PRBC action required.
February	CFO staff consolidates divisional budget requests and reviews in accordance with University budget policy, guidelines and processes. Budget request submittals from division heads and All University Budget delivered to PRBC.		No PRBC action required.
February		Meeting 8.	PRBC reviews University Mission, Goals Initiatives submittals and recommends to President.

Target Month	Responsibilities/ Fullerton Campus Schedule	PRBC Meeting Schedule	Responsibilities and Materials PRBC
March –April	Chancellor’s Office’s (CO) Initial CSU Operating Budgets (formally General Fund) announced. Lottery Fund Resources Report to Campus.	Meetings 9, 10 & 11.	PRBC begins review of campus divisional and All University budget requests. Lottery funds proposed budget reviewed by PRBC and recommendations made to President.
April	CFO Provides update on the state of the University budget to the PAB, Senate and PRBC.	Meeting 12.	PRBC publishes preliminary prioritized funding recommendations for review and comment.
April	President confers with PAB, PRBC President announces UMGI decisions	Meeting 13.	PRBC provides written recommendations to the President on State Supported Budgets and Lottery distribution.
May – end	CFO prepares and communicates an update on impacts of the Governor’s May revisions of the State Budget to the PAB, PRBC and campus. President announces Lottery fund decisions.	Meetings 14 & 15 if necessary.	PRBC considers revising its recommendations to the President based on reports from the CFO. Chair and Vice Chair/Chair elect appointed. PRBC Chair provides report to Academic Senate and President.
June	CFO Finalizes preliminary budget plans based on May Revise.		

Target Month	Responsibilities/ Fullerton Campus Schedule	PRBC Meeting Schedule	Responsibilities and Materials PRBC
July	Implement New Fiscal Year budget as approved by the President – roll out of new allocations. Prior Year Baseline Budgets Rolled out to campus if new year Budget is not yet approved and legal authority exists to do so.		
September	Budget Update to PRBC Academic Senate and campus community by CFO.		PRBC Begins New cycle.

Source: PRBC 3-20-09

EFFECTIVE DATE: August 24, 2010
 Supersedes: UPS 100.201 dated 4-28-98
 and ASD 09-85

California State University, Fullerton
College of Health and Human Development

Basic Budgeting Principles, 2013-14

Our goal in the College of Health and Human Development is to provide the best possible educational programs for students, to promote student and faculty scholarship, and to provide service to the campus and the community. Critically important to the department's ability to carry out that mission is effective budget management. The background information and operating principles below are meant to help with budget management. If, within the college and each of its departments budgets are well-managed, the administration can:

- Provide to each department an appropriate allocation of faculty positions and dollars each academic year;
- Make budget decisions that will enable the college and its departments to meet student demand, achieve assigned enrollment targets, and assure high quality academic programs; and, in addition,
- Provide support for faculty research, travel, grant preparation, and professional development, equipment replacement, and the accomplishment of other important goals.

Basic CSU Budgeting Principles

Cal State Fullerton is funded as part of state allocations from the Chancellor's Office to each of the 23 universities in the California State University (CSU) system. Within the CSU, funding is tied to enrollment with annual budget allocations based on the previous year's baseline budget plus new enrollment targets. This process calls for each campus to set FTES enrollment targets, with targets based on past performance and on anticipated enrollment figures for the upcoming year. Based on total requests from all campuses, the CSU Chancellor's Office then negotiates with the Governor and State Legislature to receive approval for this target and for the system-wide budget allocation. CSUF receives its budget allocation based on an enrollment target. If that target is not met, the CSU takes funds away from CSUF. Within CSUF, college funding is also tied to enrollment. The College of Health and Human Development, and all the other colleges, receive a budget allocation based on an enrollment target. If that target is not met, funds are taken away from the college for redistribution to other colleges that exceeded their targets.

Once Cal State Fullerton receives its approved target and budget, the president, with input from the President's Advisory Board and from the Academic Senate's Planning, Resource, and Budget Committee, determines final budgetary allocations to major campus units including Academic Affairs. The vice president for Academic Affairs works with deans to allocate funds to colleges based primarily on enrollment targets (i.e., full-time equivalent students; FTES) and assigned student/faculty ratios (SFRs). Deans, in turn, are responsible

for establishing and managing college budgets, with department allocations also based primarily on FTES targets and SFR statistics.

Each college is funded at a fixed SFR, with the College of Health and Human Development's SFR being 20.4, thus generating one full-time equivalent faculty position (FTEF) for each 20.4 full-time equivalent students.

New faculty positions come to the university, and likewise to the colleges, based on enrollment growth. As the college's enrollment target rises, new positions are added to the college's allocation, together with the funding associated with those positions. Departments, too, receive new positions as enrollment rises.

Definitions

Full-Time Equivalent Faculty (FTEF): A full-time faculty position. One FTEF may be "occupied" by a single full-time faculty member, or it can be divided among several faculty members, each working part-time. In the latter case, we consider that teaching a standard three-unit course equals .20 FTEF. Thus, five three-unit courses, each taught by a part-time lecturer, would require 1.0 FTEF. Similarly, a full-time faculty member who receives a .20 for service and scholarship and teaches four 3-unit classes would occupy 1.0 FTEF.

Full-Time Equivalent Student (FTES): A student enrolled in 15 units of coursework, hypothetically. Thus, five students, each enrolled in three units, constitute one FTES; one student enrolled in 15 units also constitutes one FTES. A 3-unit class with 25 students enrolled generates five FTES. A 3-unit class with 125 students enrolled generates 25 FTES. To calculate FTES, multiply the number of credit units the class offers by the number of students, and then divide by 15. Example: 3 credit units x 25 students enrolled = 75 student credit units ÷ 15 = 5 FTES.

Student Faculty Ratio (SFR): The assigned relationship between FTES and FTEF. If your department has a target of 500 FTES and an assigned SFR of 20, its FTEF allocation is 25 ($500/20 = 25$). Dividing your FTES target by your FTEF allocation equals your SFR ($500 \text{ FTES} \div 25 \text{ FTEF} = 20$). Stated another way, multiplying your FTEF allocation by your SFR equals your FTES target ($25 \text{ FTEF} \times 20 = 500 \text{ FTES}$). For 2013-14, the College of HHD enrollment target is 2,962 FTES, with an assigned SFR of 20.43. Thus the faculty allocation is 145 FTEF.

Target: A department's enrollment target is the number of FTES expected to enroll in a given semester or academic year. Beginning with the CSU system, which negotiates an overall enrollment target and a budget with the governor and legislature, targets are assigned in succession to each CSU campus, then to the colleges within each campus, then to departments. The sum of the department enrollment targets within the college must equal the college target.

Faculty Allocation: The number of FTEF positions generated by a department, based on its target FTES and assigned SFR.

Faculty Teaching Load: The faculty often talk about faculty workload in terms of courses taught, but for purposes of budgeting, it is more accurate to describe it in terms of students taught. In a department with an SFR of 20, each faculty position must account for 20 FTES. Assuming courses of three units each, in order for this department to achieve its enrollment target, each full-time faculty member must teach 100 students (100 students enrolled in a 3-unit class = 300 student credit units, which divided by 15 = 20 FTES). This could be done in one 3-unit section of 100; two sections of 50; three sections of 33 or 34; four sections of 25; or five sections of 20. Or, stated another way, each full-time faculty position is responsible for reaching the SFR value (20 in our example) in five 3-unit courses, which also equals a full load in terms of percent time per course. With each course assumed to be 20% of a full load, five courses equal 100%.

For social work, using the above formula, we have a student to faculty ratio of 14:1. Using the same principles as above, this means we initially start with the requirement to teach five 3-unit classes each semester. The faculty are given one class release for research so they are required as a full-time graduate faculty load to teach four 3-unit classes or the equivalent of 13 students times the equivalent of four classes (52 students). This could technically be one class of 52, two classes of 26 or three classes of 17. For the director and the director of field education, who each has 50% release time, their teaching load is three classes a year or a total of 26-30 students a year. The program has flexibility on how to structure this assignment and can even arrange scheduling. Faculty teaching loads are done on a departmental basis; therefore, the chair has discretion to use adjunct faculty to help maintain and manage workload and student-to-faculty ratio requirements.

Assigned Time: If a faculty member receives a reduction in teaching in order to do other work (advising, curriculum development, research, etc.), the faculty position they occupy is still responsible for teaching the same number of students unless funding from outside the department allows the chair to assign those students to another faculty member. Thus, if a faculty member normally teaches 100 students in four 3-unit sections with an average enrollment of 25 students in each, a one-course reduction in teaching load means either that they must teach three sections averaging 33-34 students each and totaling 100 students, or the department must receive funds from outside that will allow a class of 25 students to be assigned to a lecturer hired to replace the faculty member receiving assigned time. Also, note that when any faculty position handles more than the assigned SFR x 5 (which often occurs in part-time assignments); this helps offset lower enrollments for other faculty.

Standard Part-Time Lecturer Rate (also called Replacement Rate): The replacement rate for adjunct faculty is \$4,747 per 3-unit course. This amount changes when there is a general salary increase and a new salary scale is issued. Note that the standard part-time lecturer rate is an amount used for various calculations exemplified below. It is NOT the *starting* salary for part-time lecturers, which is established by the Dean's Office based on faculty

qualifications and experience. Within HHD, the *average* part-time lecturer pay (\$4,595) is approximately the same as the standard rate (\$4,747), but actual lecturer salaries vary, and they increase through time as the lecturer receives Service Salary Increases (SSIs) and Range Elevations, as mandated by the Collective Bargaining Agreement.

Augmentation: An augmentation is a one-time increase to a department's budget. It only effects a single semester or academic year and does not continue into the next academic year.

Transfer: Funds may be **transferred in** to a department budget, usually to pay for the time of a faculty member teaching in another department. Funds may be **transferred out** of a department budget, usually to pay for the time of a faculty member from another department who is teaching in the Department of Social Work. Transfers occur at the **standard part-time lecturer rate**.

Operating Expense (OE): OE funds (sometimes referred to as Operating Expense and Equipment funds) are an allocation a department receives to pay for supplies, copier costs, postage, telephone, travel, and virtually all other non-salary expenses. OE funds come from several sources: a basic ("baseline") allocation (based on FTES and tenure-track FTEF) and additional funding tied to Open University (adjunct) enrollments, lottery funds, and non-computer specialized equipment funds (when available).

How the Department of Social Work Gets a Budget

During the fall semester, the vice president and the deans discuss fall census data and projected spring enrollments. With advice from Institutional Research and input from the deans, the vice president prepares a proposal to update the long-range enrollment plan of the university. The president and the President's Advisory Board decide on enrollment targets to be requested from the chancellor and trustees for the coming year and for the longer term.

After all CSU campuses have submitted their requests, a decision is reached at the chancellor's office for the system as a whole regarding a target and budget allocation to be submitted to the governor and to the Legislature. At that point, campuses are assigned a tentative target and budget that may be confirmed later or altered in response to decisions in Sacramento. While this is all going on, CSU lobbyists are at work with legislative committees, staff members, and the governor's office, arguing on behalf of the chancellor's budget proposals.

Meanwhile, the governor is preparing a state budget that he reveals in January, six months before the start of the new fiscal year. In May, he updates his budget proposal based on new estimates of state tax revenue (the "May Revise") and submits it to the legislature. The California Constitution requires that the governor and the Legislature agree on a budget by June 30, but it usually takes longer for them to reach agreement.

If agreement on a budget is reached in Sacramento by the end of July, the CSU might receive confirmation of its budget in August. The Chancellor's Office, after due deliberation, might inform campuses of their budgets in September. After due deliberation and consultation, the president might inform the vice presidents of their budgets in October. Only then can the vice president confirm allocations to the colleges. At each step along the way, actual budget allocations might differ by a little or a lot from what was proposed, and modifications, including possibly difficult cuts, need to be agreed upon.

Finally, in October or November, budget decisions typically reach the colleges, and deans can inform department chairs about their actual allocations for the year. In the meantime, departments are offering classes, paying faculty and staff salaries, and making other expenditures, all in anticipation of receiving an actual budget. In other words, departments start the year with tentative budget allocations (i.e., "best guess" budgets).

Some Common College Faculty Budget Procedures

In the College of Health and Human Development, the following describes standard procedures for several common budget transactions involving faculty:

Difference-In-Pay Leaves: When a faculty member in a department is on a difference-in-pay leave (DIPL), the university pays the faculty member the difference between his or her full salary and a basic lecturer replacement rate of \$47,472 per academic year or \$23,736 per semester. The result is that a department is left with these amounts to apply toward replacing the faculty member on leave. Example: A faculty member is earning \$80,000 annually and is awarded a DIPL for the academic year. The faculty member's salary while on the Difference-in-Pay Leave is calculated as follows: $\$80,000 - \$47,472 = \$32,528$. The department is left with \$32,528 for the year to hire replacement faculty. Note that this amount may not be enough to hire replacement faculty, in which case the department is responsible for making up the difference from within its basic allocation.

Leaves without Pay: When a faculty member in a department is on a leave without pay, a department keeps a portion of the faculty member's salary to pay for replacement faculty. The amount a department keeps is the standard part-time lecturer rate, \$4,747 per 3-unit course, \$23,736 per semester, or \$47,472 per academic year. If replacement faculty cost more than this amount, a department is responsible for making up the difference from within its basic allocation.

Sabbatical Leaves: When a faculty member in a department is on sabbatical leave, the department is reimbursed, but the amount varies from year to year. For 2013-14, departments received \$16,483 for a sabbatical leave of one semester. Example: A faculty member is earning \$80,000 annually and is awarded a sabbatical leave for one semester. The faculty member earns full pay. The department is reimbursed with \$16,483 toward the cost of hiring replacement faculty. Note that this amount may not be sufficient to hire replacement faculty,

in which case the department is responsible for making up the difference from within its basic allocation.

Faculty Early Retirement Program: When a faculty member in a department retires and enters the Faculty Early Retirement Program (FERP), they teach half-time and occupy .50 FTEF position with half of their pre-FERP annual salary. A department keeps the other 0.5 of the position at the standard part-time lecturer rate, \$23,736, or \$4,747 per 3-unit course. When a faculty member leaves FERP, a department keeps the full position only if enrollment warrants. Its value is at the standard part-time lecturer rate, \$47,472 per year.

Retirements and Resignations: When a faculty member leaves a department through retirement or resignation, the vacated position might or might not remain with a department, depending on enrollment. If a department's enrollment justifies retaining the position, the 1.0 FTEF is valued at the standard part-time lecturer rate, \$47,472 per year.

New Faculty Positions: Departments must be careful to distinguish a new faculty *position* from a new faculty *member*. New *positions* come to the college and to a department as a result of growth in enrollment. A new faculty *member* may fill a new faculty position or an existing faculty position (for example, one that is available because of a retirement). Only *new* positions bring new funding. Authorization to recruit a new full-time faculty member does not guarantee that a department will receive a new faculty position. The hiring of a new full-time faculty member without receiving a new faculty position results in a reduction in funds available to hire part-time faculty.

CSUF funds new faculty positions at a standard full-time faculty rate of \$49,692 per academic year (range 3, step 1, on the July 1, 2008, instructional faculty 2360 salary schedule). The president may make additional funds available to enable the campus to be more competitive for new faculty, or the college may be required to cover the additional cost from its own budget. If a department is authorized to recruit a new full-time lecturer or tenure-track faculty member, it must discuss the salary range for the position with the dean. In general, announcements of faculty positions refer only to "highly competitive salaries" and mention no specific amounts. Upon the recommendation of the department, and with the authorization of the vice president, the dean offers potential new faculty members employment and negotiates a starting salary.

Part-Time Faculty Hiring: Funds for part-time faculty consist of the dollars remaining after a department pays full-time faculty salaries and takes into account the value of leaves, transfers, and augmentations. Part-time salaries vary, but for planning purposes, the dean's office uses the college average (\$4,595), which is currently about the same as the "standard part-time faculty rate" (\$4,747 per three-unit class). Note that the *average* salary is not the *starting* salary. On the July 2013 salary scale, part-time lecturer salaries for a 3-unit course begin at \$4,147.

Graduate Assistance Hiring: The salaries of graduate assistants, like those of part-time faculty, are funded by the dollars remaining after a department pay full-time faculty salaries, part-time faculty, and take into account the value of leaves, transfers, and augmentations. Salaries for graduate assistants can range from \$10.23/hr to \$16.09/hr, generally paid over 5 months (September-January or February-June).

Department Chairs: Chairs of departments with 20 or more FTEF receive 12-month contracts that include the CSU 12-month chair salary supplement and assigned time of 9 WTU per semester (teach one course per semester). Chairs of departments with 10 or more FTEF (but less than 20 FTEF) receive academic year contracts that include the CSU AY chair salary supplement and assigned time of 6 WTU per semester (teach two courses per semester). Chairs of departments with fewer than 10 FTEF receive academic year contracts that include the CSU AY chair salary supplement and assigned time of 3 WTU per semester (teach three courses per semester).

Faculty Assigned Time (Released Time): Faculty members without funding external to a department may be granted a reduction in the standard 12-unit teaching load for approved purposes (e.g., special advising duties, curricular development, etc.) only if a department is able to achieve its target and only within the resources available to the department.

Deficits: Neither the college nor departments may finish the academic year with a deficit. For that reason, careful monitoring of budgets and expenditures is essential, and ongoing communication with the dean's office is imperative.

In total, between the stateside budget and the CalSWEC budget, the Department of Social Work is projected to operate on approximately \$1.3 million in the 2014-15 fiscal year. In sum, the dedicated fiscal position enables the department to maintain sufficient staff, resources and support personnel to provide the two and three-year programs as delineated in the mission, goals and objectives of the MSW program.

<p>Accreditation Standard: 3.5.2: CSUF describes how it uses resources to continuously improve the program and address challenges in the program's context.</p>
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Fiscal support for the Department of Social Work and the MSW program has increased on a yearly basis as both have developed over time. Specifically, the number of students served by the program has increased annually and the number of faculty members has been increased in order to meet the needs of additional students. For instance, a full-time lecturer, Dr. Jackey Smith was added to the faculty in spring semester, 2014. In addition, a full-time tenure-track professor has been hired and will join the faculty at the beginning of the Fall Semester, 2014. Fiscal support for the needs of the program has increased along with the needs represented by the increasing size of the department. See the Program Expense Budget form above which indicates an increase of approximately \$200,000 dedicated to the MSW program from 2013 to 2014 and an anticipated increase of almost \$300,000 between 2014 and 2015.

These annual increases are supported by the college, the university and supplemented by increases in CalSWEC funding. Along with funding for the program, funding to support students has risen on an ongoing basis. For instance, the number of stipends offered to full-time CalSWEC students in 2014-2015 increased by six over the 2013-2014 academic year. Also, though the final CalSWEC Mental Health budget has not been finalized at the time of this writing (and therefore cannot be reported here), the department has been assured that the number of full-time equivalent CalSWEC Mental Health stipends will increase from 3 in 2013-2014, to 10 in 2014-2015. Increasing support for students has been a focus for the faculty and staff of the Department of Social Work since the inception of the MSW program and will continue to be emphasized in the future.

Accreditation Standard: 3.5.3: CSUF demonstrates sufficient support staff, other personnel, and technological resources to support itself.

Two full-time support staff provide daily assistance to students, the chair, and the faculty, in the Department of Social Work. The chief support person for the department is Jeanie Weir. The other full-time support person is Elizabeth Gebhardt. Ms. Gebhardt is hired through the CalSWEC budget and devotes most of her time to CalSWEC related duties. In addition, the department has received approval to hire another full-time support person in 2014. This full-time position will be funded 50% through the College of Health and Human Development and 50% with CalSWEC funds. This additional support person is needed due to the high level of work output required of the current full-time support staff. The quantity of work responsibilities assigned to the support staff has risen exponentially as the department has grown over the past seven years. As of this writing, the department also employs four graduate student assistants who work with faculty but also, occasionally, help the office support staff when particular needs arise. Graduate students have been hired for 20 hours per week. When they are not assisting faculty members, they offer support with tasks associated with the admissions process and provide general administrative clerical issues.

Both the university and college computer support staff provide assistance with all computer and other technology related issues the faculty and staff encounter. The College of Health and Human Development has dedicated staff to assist with all technological needs that are college related. They are housed in the Education Classroom (EC) building (the Department of Social Work offices are also in the EC building) and available to support computer issues for staff and faculty. In addition, the University provides information technology support services to the MSW program, including faculty development and training on classroom technology, access to multimedia for teaching and presentations, and updates of computer software. When problems arise with classroom technology, there is staff from the university Information Technology (IT) office available to go to classrooms and address these problems. The Irvine campus of CSUF also has dedicated IT staff that assist with any classroom technology needs when difficulties arise. At least one IT staff member is on duty during the evenings when social work courses are offered through the three-year program.

Within the budget, the faculty positions include the salary of the chair/director and the director of field education who have 50% time for program administration and planning. In other words, the budget directly supports the administrative group of the faculty in developing and implementing the program budget. Specifically, the dean of the college and the provost, through the university budget committee, have specifically made provisions for the program to plan and develop a budget that adequately and appropriately supports departmental operations.

A detailed description of the campus budgeting process, UPS 100.201, and the College of Health and Human Development Budgeting Principles documents appear above. The Department of Social Work actively participates in these processes and has been successful in becoming an ongoing and funded academic unit of the campus community.

Accreditation Standard: 3.5.4: CSUF 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.

The CSUF Library collection holds 1.4-million print and e-books volumes, and has access to over 50,000 journals. The library has been adding social work resources over the past several years and, per a comprehensive review by a university librarian, is well-equipped to serve the MSW program. For instance, of the funding devoted to both electronic and hardcopy journal holdings, 35% of that funding is used to include social work-relevant journals. In addition, the library has pledged to continue committing funding towards improving its library resources that pertain to the MSW program during future academic years.

The library and the Department of Social Work share a strong collaboration. For instance, the library has dedicated a library faculty member to serve the needs of the department's faculty and students, Adolfo Prieto. Mr. Prieto is very responsive to the requests of faculty members to present in first-year courses to help students learn how to initiate effective and efficient literature searches in social work-relevant databases. He also presented at the Department of Social Work's new student orientation in 2013 and will again in 2014. In addition, the Department of Social Work has developed a small departmental library that includes books and DVD resource material to support faculty and students. Please see the 2014 Librarian's Report below:

**Librarian's Report
California State University Fullerton
Accreditation of Master's Program in Social Work
February, 2014**

Collection/Budget/Usage

The library's holdings include more than 1.4 million volumes of print/e-books and over 50,000 journals accessible through subscriptions and database aggregators. Table 1 highlights the corresponding collection of print books and e-books for the Department of Social Work.

Table 1.

Holdings by Subject and LC Classification	Print Books	E-books
SOCIOLOGY:		
General, Social psychology (HM)	5,534	1,532
Social history, Social problems, Social reform (HN)	4,702	883
Family, Marriage, Women (HQ)	11,587	3,053
Communities, Classes, Races (HT)	3,623	939
Social pathology, Social and public welfare, Criminology (HV)	12,227	3,249
PSYCHOLOGY (BF)	11,455	2,362
PSYCHIATRY:		
Public health (RA 421 - RA 788) and Community mental health (RA 790)	1,972	1,450
MEDICINE:		
Neurology and Psychiatry (RC 321 - RC 576) and Geriatrics (RC 952 - RC 954.6)	6,182	2,116
TOTAL	57,282	15,584

The combined total for print-book expenditures for 2011/2012 and 2012/2013 was \$67,087.03. Current expenditures for 2013/2014 total \$8,066.26. Please refer to Table 2 for additional details.

Table 2.

Print Book Expenditures: Subject and LC Classification	2011/2012	2012/2013	2013/2014 (Partial, through February 2014)
SOCIOLOGY:			
General, Social psychology (HM)	\$1,479.28	\$1,570.09	\$699.36

Social history, Social problems, Social reform (HN)	\$119.78	\$605.68	\$61.12
Family, Marriage, Women (HQ)	\$8,316.19	\$9,279.31	\$2,962.11
Communities, Classes, Races (HT)	\$518.49	\$1003.22	\$262.59
Social pathology, Social and public welfare, Criminology (HV)	\$9,210.19	\$10,566.60	\$1,964.10
PSYCHOLOGY (BF)	\$11,423.49	\$11,370.93	\$1,872.19
PSYCHIATRY:			
Public health (RA 421 - RA 788) and Community mental health (RA 790)	\$944.52	\$1,079.70	\$103.94
MEDICINE:			
Neurology and Psychiatry (RC 321 - RC 576) and Geriatrics (RC 952 - RC 954.6)	\$1,699.72	\$1,272.27	\$140.85
TOTAL	\$33,685.63	\$33,401.40	\$8,066.26

E-books also represent a valuable resource offered by the Pollak Library. The combined total for e-book expenditures for 2011/2012 and 2012/2013 is \$19,855.70. Current expenditures for 2013/2014 total \$6,524.49. Please refer to Table 3 below for additional details.

Table 3.

E-book Expenditures: Subject and LC Classification	2011/2012	2012/2013	2013/2014 (Partial, through February 2014)
SOCIOLOGY:			
General, Social psychology (HM)	\$1,278.28	\$968.79	\$682.04
Social history, Social problems, Social reform (HN)	\$706.31	\$604.42	\$261.97
Family, Marriage, Women (HQ)	\$2,139.74	\$1,721.18	\$1,345.86
Communities, Classes, Races (HT)	\$316.86	\$791.88	\$204.00
Social pathology, Social and public welfare, Criminology (HV)	\$2,071.10	\$2,333.29	\$1,181.33
PSYCHOLOGY (BF)	\$1,469.84	\$2,012.16	\$1,893.24
PSYCHIATRY:			
Public health (RA 421 - RA 788) and Community mental health (RA 790)	\$571.99	\$786.02	\$435.53
MEDICINE:			
Neurology and Psychiatry (RC 321 - RC 576) and Geriatrics (RC 952 - RC 954.6)	\$1,141.73	\$942.11	\$520.52

E-book Expenditures: Subject and LC Classification	2011/2012	2012/2013	2013/2014 (Partial, through February 2014)
TOTAL	\$9,695.85	\$10,159.85	\$6,524.49

The library provides access to the majority of journals by annually purchasing electronic, full-text journal packages. A significant number of titles of interest to social work are available in packages purchased from major academic publishers, including Springer, Sage, Oxford, Wiley, and Elsevier. A search for “social work” within the social sciences in SpringerLink provides results from 11 journals, among them Child and Adolescent Social Work Journal, Race and Social Problems, Child Indicators Research, JNHA –Journal of Nutrition, Health and Aging, and Psychiatric Quarterly.

The search results in SpringerLink also include book chapters: “Action Research in Education and Social Work” from Methodological Choice and Design (2011) and from books like Contemporary Social Work Practice and Essential Clinical Social Work Series. Among the journals in the Sage Package are Affilia: Journal of Women and Social Work, Child Maltreatment, International Social Work, Journal of Social Work, Qualitative Social Work, and Journal of Family Issues, among others. The other packages offer similar results. Subscriptions are also purchased on a title-by-title basis from vendors and publishers. Of the approximately 982 subscriptions, 242 are in the social sciences.

Aggregated databases also offer access to articles in numerous social work journals. The Pollak Library subscribes to both of the major aggregated databases: OmniFile Full Text and Academic Search Premier. A recent search for “social work” in peer-reviewed journals only found over 54,000 articles in Academic Search Premier and over 35,000 articles in OmniFile Full Text from journals such as Social Work, Journal of Social Work Education, Journal of Social Work, Social Work Research, and Health & Social Work.

Since databases serve as a primary vehicle of discovery for articles published in scholarly journals and other information sources, Table 4 on the following page lists the relevant databases for the Department of Social Work and their corresponding prices.

Table 4.

Database	2011/2012	2012/2013	2013/2014
Academic Search Premier	\$29,603.00	\$30,343.00	ECC
AgeLine	\$3,000.00	\$3,075.00	\$3,198.00
CINAHL Plus with Full Text	ECC	ECC	ECC

Database	2011/2012	2012/2013	2013/2014
Criminal Justice Abstracts	\$2,148.00	\$2,202.00	\$2,290.00
Education Full Text	\$0.00	\$0.00	\$0.00
ERIC	\$0.00	\$0.00	\$0.00
Ethnic NewsWatch	ECC	\$2,450.00	\$2,450.00
GenderWatch	ECC	\$2,544.00	\$2,544.00
LexisNexis Academic	ECC	ECC	ECC
Mental Measurements Yearbook	\$2,827.00	\$2,897.00	\$3,149.00
OmniFile Full Text	\$20,435.00	\$20,435.00	\$21,252.00
PAIS International	\$5,241.00	\$5,398.00	\$5,560.00
PILOTS	\$0.00	\$0.00	\$0.00
PsycARTICLES	ECC	ECC	ECC
PsycINFO	ECC	ECC	ECC
PubMed	\$0.00	\$0.00	\$0.00
Social Sciences Citation Index	\$0.00	\$0.00	\$0.00
Social Sciences Full Text	\$0.00	\$0.00	\$0.00
Social Services Abstracts	ECC	ECC	ECC
Sociological Abstracts	ECC	ECC	ECC
Web of Science	\$76,505.00	\$78,800.00	\$85,222.00
TOTAL	\$139,759.00	\$148,144.00	\$125,665.00
Additional Electronic Resource			
DSM-5	\$3,500.00	\$3,675.00	\$3,859.00
TOTAL	\$143,259.00	\$151,819.00	\$129,524.00

The abbreviation ECC in the above table represents the Electronic Core Collection, which is supported with funds from the California State University system and is available to all California State University libraries.

Please find below additional details about the databases indicating no cost:

- *Education Full Text* is included in the subscription to *OmniFile Full Text*.
- *ERIC* is complimentary with the purchase of *Academic Search Premier*.
- *PILOTS* is complimentary from the ProQuest vendor.
- *PubMed* is free from the U.S. National Library of Medicine.
- *Social Sciences Citation Index* and *Social Sciences Full Text* are included in the subscription to *Web of Science*.

Tables 5 and 6 below provide use statistics for print books and e-books, respectively.

Table 5.

Print Book Circulation: Subject and LC Classification	Total Circulation Prior to July 2013	2013/2014 (Partial, through February 2014)
SOCIOLOGY:		
General, Social psychology (HM)	35,796	2,431
Social history, Social problems, Social reform (HN)	15,059	750
Family, Marriage, Women (HQ)	103,524	5,801
Communities, Classes, Races (HT)	13,849	501
Social pathology, Social and public welfare, Criminology (HV)	92,022	3,653
PSYCHOLOGY (BF)	97,684	6,517
PSYCHIATRY:		
Public health (RA 421 - RA 788) and Community mental health (RA 790)	10,096	415
MEDICINE:		
Neurology and Psychiatry (RC 321 - RC 576) and Geriatrics (RC 952 - RC 954.6)	61,996	3,315
TOTAL	430,026	23,383

Table 6.

E-book Use: Subject and LC Classification	Total Downloads Prior to July 2013	2013/2014 (Partial, through February 2014)
SOCIOLOGY:		
General, Social psychology (HM)	259	62
Social history, Social problems, Social reform (HN)	119	21
Family, Marriage, Women (HQ)	587	120
Communities, Classes, Races (HT)	76	11
Social pathology, Social and public welfare, Criminology (HV)	579	94
PSYCHOLOGY (BF)	613	130
PSYCHIATRY:		
Public health (RA 421 - RA 788) and Community mental health (RA 790)	181	47
MEDICINE:		
Neurology and Psychiatry (RC 321 - RC	211	35

E-book Use: Subject and LC Classification	Total Downloads Prior to July 2013	2013/2014 (Partial, through February 2014)
576) and Geriatrics (RC 952 - RC 954.6)		
TOTAL	2,628	521

Collection Development

Growth of the social work collection is through a carefully-designed approval plan where works from the top social work publishers in relevant call number ranges are collected. This process is augmented by faculty and librarian requests for items relevant to social work. Currently, most faculty requests for print items are honored. Major purchases go through the collection development team, and approval depends on a variety of factors. Requests are submitted through a form on the website, and they also may be made through the social work library liaison. Newly-acquired items may be discovered through the library's online catalog or by browsing relevant call numbers in the New Books area of the Pollak Library. While there is no formal system for notifying faculty of new purchases, faculty members who request items are notified via e-mail concerning their requests.

Library Services

The Pollak Library enjoys a central location on the California State University, Fullerton campus and is within convenient access of classroom buildings. In addition, the library's website connects users to important information as well as a well-organized set of research and reference tools.

Hours of operation

During the regular semester, the library is open from 7:45 a.m. to 11:00 p.m. Monday through Thursday; 7:45 a.m. to 5:00 p.m. on Friday; and 10:00 a.m. to 9:00 p.m. on Saturday and Sunday. Hours fluctuate during breaks. During break periods, the library typically opens at 7:45 a.m. and closes at 5:00 p.m. Monday through Friday, with abbreviated hours on the weekends.

Reference/Instruction/Research Consultations

The Pollak Library has a strong reference services program. The reference team answers approximately 9,000 questions per semester at the Reference and Research Services Desk. In-person reference service is open from 10:00 a.m. to 7:00 p.m. Monday through Thursday; 10:00 a.m. to 5:00 p.m. on Friday; 10:00 a.m. to 6:00 p.m. on Saturday; and 12:00 p.m. to 6:00 p.m. on Sunday. Virtual reference services are available 24/7. These services are

staffed locally during normal business hours and through a nationwide reference cooperative after hours.

Librarians at the Pollak Library teach between 250 and 350 instruction sessions per semester, with specialists in a number of fields. Surveys are sent to faculty following library instruction sessions in an effort to gather constructive feedback. Results of the surveys are confidential, and they provide library faculty with useful input pertaining to student learning, student engagement, and instructional resources.

Research consultations are available to assist with in-depth research questions. Students and faculty schedule appointments either directly or through an online form.

Additional information on the Pollak Library's reference and research services is available at: www.library.fullerton.edu/services/research-assistance.php

Circulation

The Pollak Library's circulation policy allows graduate students to check out up to 150 items at a time and keep them for up to 10 weeks. Renewal is allowed for an additional 10 weeks.

Interlibrary Loan/Reciprocal Borrowing

ILLiad is Pollak Library's interlibrary loan service and provides graduate students and faculty with the opportunity to request needed material that is not available locally. The most recent fill rate for this service is 86%. For students who are unable to wait for an interlibrary loan request to be processed or who want to browse collections at other local institutions, there is the option of reciprocal borrowing with a number of universities. The most generous reciprocal privileges are granted by other California State University campuses; however, students have access to a number of local universities as well. There are no fees for students to use either interlibrary loan or reciprocal borrowing.

Technology/Computing

The Pollak Library offers online access to a variety of resources, including a state-of-the-art catalog and a wide array of electronic databases. Please see the Collection/Budget/Usage section above for a description of the resources related to the Department of Social Work.

There are over 400 computers available for student use at the library, with most of them located in the Information & Learning Commons (ILC) and the Titan Lab. The majority of computers feature Microsoft Office suite, SPSS, and a variety of other applications. In addition, there are seven "high-tech" group study rooms where students can create multimedia presentations using the latest software applications and equipment. Technical

support staff are available at the library during all open hours, and 24/7 technical assistance is available over the telephone.

Librarian Liaison to the Department of Social Work

Adolfo Prieto is the liaison to the Department of Social Work. Most library instruction sessions requested by Social Work faculty will be taught by the liaison, in addition to most requests received for research consultations. A wide range of instruction and assistance is available, depending on student and faculty need. All faculty members have the option to add library resources to their course sites and to work with a librarian to develop online instructional resources.

Moreover, the Pollak Library has a number of librarian subject specialists who can play a supportive role in either instruction or research.

The above section of this document was prepared by Adolfo Prieto, Reference & Instruction Librarian; Ann Roll, Collection Development Librarian; and Teresa Malinowski, Serials & E-Resources Coordinator

<p>Accreditation Standard: 3.5.5: CSUF describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.</p>
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Cal State Fullerton is one of the largest CSU campuses, serving over 38,000 students in Fall, 2013. Though the university is experiencing unprecedented growth and usable space is currently at a premium, the university administration is highly committed to the MSW program and provides the space needed for the Department of Social Work and the program. The department has a dedicated space on the second floor of the Education Classroom Building (EC), which includes a bank of faculty offices, administrative space, supply space, and a central area equipped with smart classroom hookups. In addition, as the department has grown, additional faculty office space has been provided to the department on the fourth and sixth floors of the EC building. Each full-time faculty member has a private office in the EC building. Adjunct faculty share an office in the same building.

The primary area devoted to the Department of Social Work on the second floor of the EC building enables the faculty and staff to be together as a department in a single space, to meet at a central bank of work tables, and store office supplies and some kitchen supplies. It also provides a central location for MSW students to gather, have access to their own mailbox slots, and interact with faculty on an informal basis. It also encourages students to seek faculty assistance in a welcoming atmosphere. In addition, this space is connected to University classrooms which the department utilizes. The majority of MSW classes are currently offered in the same building where offices are housed. Given the configuration of the office space and the close proximity of most faculty office spaces to or on the second

floor, the second floor central meeting area is used for all faculty meetings. Many advisory meetings are also held in this space or in the EC building in other meeting rooms. The university is committed to working with the department as it grows and requires additional space. The chair of the department has submitted two proposals that, if funded, would add office and meeting room space both on the main campus and the Irvine campus.

The University equips all classrooms as smart classrooms, which means that they have computers, projection equipment, internet access, DVD/VHS players and the capacity to use other technology such as audience response systems. IT staff at both campuses support all of the classroom technology. In addition, each full-time faculty member is supplied with an office computer, and a laptop computer and I-pad for work away from campus.

Accreditation Standard: 3.5.6: CSUF describes its access to assistive technology, including materials in alternate formats (such as Braille, large print, books on tape, assistive learning systems).

The document included below is the policy for the California State University system concerning supportive services for students with disabilities. This policy is implemented at California State University, Fullerton. Implementation of the system-wide policy is demonstrated by the list of services offered to students with disabilities by the Office of Disability Support Services at CSUF. This list appears immediately following the CSU system policy below.

**THE CALIFORNIA STATE UNIVERSITY
Policy for the Provision of Accommodations and
Support Services to Students with Disabilities**

Introduction

The California State University (CSU) Policy for Provision of Accommodations and Support Services to Students with Disabilities prohibits unlawful discrimination against students on the basis of disability in CSU programs, services, and activities, in accordance with, but not limited to, the Americans with Disabilities Act of 1990 (ADA); Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; and applicable state laws including but not limited to the Donahoe Higher Education Act, Education Code sections 67302, 67310-13 and sections 11135 and 12926 of the Government Code.

Executive Order 926, the CSU Policy on Disability Support and Accommodations, was issued in 2004. Executive Order 926 documents and makes explicit systemwide policies for disability support and accommodation and delegates responsibility to campus presidents and designees to develop and maintain overall procedures for ensuring compliance with federal and state laws and regulations, as well as with local campus policies. Compliance addressed in EO 926 may affect

students, faculty, staff and the general public. The CSU Policy for Provision of Accommodations and Support Services to Students with Disabilities, on the other hand, applies only to students with disabilities.

I. Definitions and Terms

- A. A **disability** shall mean a physical or mental impairment of an individual that limits one or more of the major life activities and requires either a record of such an impairment, or documentation of having been regarded as having such an impairment.

- B. An **individual with a disability** shall refer to:
 - 1. any person who has a physical or mental impairment that limits one or more of the major life activities of such individual,
 - 2. any person who has a record of such impairment, or
 - 3. any person who is regarded as having such impairment.

- C. A **qualified individual with a disability** shall mean an individual with a disability who:
 - 1. meets the academic and technical standards requisite for admission or participation in the education programs of the CSU campuses. This includes students with disabilities participating in clinical or field placements that are offered as part of a program's field of study.
 - 2. meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity regardless of:
 - a. reasonable modifications to rules, policies, or practices
 - b. the provision of auxiliary aids and services
 - c. the removal of architectural, communication, or transportation barriers

II. CSU Disability Categories for Reporting Purposes

For reporting purposes, an individual shall be counted only in one category, that of the primary dysfunction. Although ADA guidelines and California state law do not require that campuses provide accommodations to students with temporary disabilities, campuses may decide on a case-by-case basis to provide accommodations and support to temporarily disabled students. These students do not constitute a separate category but shall be reported in one of the disability categories based on the nature of their disability. The CSU has established nine broad disability categories to be used for reporting purposes:

- A. **Visual limitation:** Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programs.
- B. **Communication disability:** Limitations in the speech and/or hearing processes that impede the educational process and may necessitate accommodations, support services, or programs.
- C. **Deaf and Hard of Hearing:** Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programs. Students in this category may require communication accommodation such as oral or sign language interpreters, note taking services, or real-time captioning services.
- D. **Mobility limitation:** Limitation in locomotion or motor functions that indicates a need for accommodations, support services, or programs. Included in this category are persons who have asthma, cardiovascular problems, or other physical limitations that restrict the ability to function without accommodation in the campus environment.
- E. **Learning disability:** A generic term that refers to the heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other disabling conditions (e.g., sensory impairment) or environmental influences (e.g., cultural/language differences or conditions defined in the current Diagnostic and Statistical Manual of Mental Disorders), the learning disability is not the direct result of those conditions or influences. The assessment and documentation standards for assessing learning disabilities and the need for support services conform to national standards and are provided in Appendix A.
- F. **Attention Deficit/Hyperactivity Disorder (AD/HD):** A neuro-cognitive disorder characterized by inattention, restlessness, impulsivity, and behavioral dysregulation, or a combination of these. Problems with focus and attention manifest as chronic problems with concentration, organizing work, planning, sustaining effort, and utilizing short-term memory. *AD/HD is not the result of a psychological or psychiatric disorder, such as schizophrenia, chronic depression, or a personality disorder.*
- G. **Acquired Brain Injury:** External or internal trauma to the brain, before or after birth from environmental injury, alcohol or drug abuse, stroke, infections, tumors, or oxygen deprivation, which results in functional limitation in cognition (i.e., memory, language, attention and concentration, executive functions), mood, and motor coordination.
- H. **Psychological or Psychiatric Disability:** Chronic and persistent mental illnesses as categorized by the current Diagnostic and Statistical Manual of Mental Disorders,

that impede the educational process and may necessitate accommodations, support services or programs.

- I. **Other Functional Limitations:** Any other disability, such as a dysfunction of a body part or process or a neurological disability that necessitates accommodations, support services, or programs, and that does not fall within the categories listed above.

III. **Verification of Disability**

A. **Authority to determine disability status:**

The campus director or designee of the program for services to students with disabilities shall have the ultimate authority to determine disability status, and the decision shall be subject to the provisions below and to established appeal procedures.

B. **Verification of evident disability:**

The campus director or designee of the program for services to students with disabilities has the authority to verify a disability if the nature and extent of the disability is evident.

C. **Documentation of disability:**

1. In those cases where the director or designee of the program for services to students with disabilities is unable to verify the disability, the student shall provide appropriate documentation from a verifying professional qualified to assess the nature and extent of the disability. Verification may require documentation from:
 - a. a professional qualified to assess the nature and extent of the disability
 - b. a recognized and reliable source that provides appropriate standards in the applicable field.
2. Documentation may be provided by a licensed physician, psychologist, audiologist, or a speech pathologist.
3. Documentation may also be accepted from a licensed clinical social worker, rehabilitation counselor, marriage and family therapist, learning disability specialist, or other appropriate certified/licensed professional.

- D. **Transfer students with disability status:** A student who has transferred as a student with a disability and received services from a California community college, the University of California or any other regionally accredited postsecondary institution may be eligible for academic accommodations or support services at a California

state university campus if appropriate documentation is received verifying the disability by the criteria used by the CSU. The campus director or designee of the program for services to students with disabilities shall have ultimate authority to determine disability status, subject to established appeal procedures.

- E. **Confidentiality** Each CSU campus shall maintain appropriate confidential records that identify students with disabilities. These records shall include the student's name, address, campus student identification number, nature of disability, support services needed, and verifying statement of the director or designee of services to student with disabilities, and documentation provided by the student. All such records, including student medical records, shall be considered "education records" protected by the Family Educational Rights and Privacy Act of 1974 (FERPA) and its regulations. Although certain medical records are exempt from FERPA's definition of "education records," that exemption does not apply to student medical records maintained by a campus program for services to students with disabilities. Accordingly, confidential records will be protected in accordance with FERPA regulations with the purpose of providing appropriate academic accommodations or adaptation of curricula. Information about the student may be released with the student's informed written consent in accordance with FERPA or other applicable legislation.

IV. **CSU Policy on Non-Discrimination on the Basis of Disability**

In accordance with the provisions of applicable law, this policy is intended to ensure that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in the services, programs, or activities of the CSU and its campuses. The CSU will provide appropriate accommodations and support services and make reasonable modifications in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless it is demonstrated that providing such accommodations, services, or modifications would result in a fundamental alteration in the nature of the service, program, or activity or would create undue financial or administrative burdens.

- V. **Program Coordination** The CSU president or designee(s) on each campus shall have the primary responsibility for ensuring that all campus programs, services, and activities are available to students with disabilities. The CSU Office of the Chancellor shall be responsible for ensuring systemwide accessibility of the CSU programs, services, and activities to students with disabilities.

VI. **Academic Requirements and Reasonable Accommodations**

A. **Modification of academic requirements**

Academic requirements should be modified as necessary and appropriate to ensure that they do not discriminate, or have the effect of discriminating, on the basis of a disability against qualified applicants or students with disabilities. As appropriate, modifications may include but are not limited to:

1. changes in the length of time permitted for the completion of a requirement,
2. substitution for specific courses required, and
3. adaptation of the manner in which a required course is conducted.

Academic requirements that are determined to be essential to a program of instruction by a process approved by the campus and its academic senate and those academic requirements directly related to certification and licensing requirements are not regarded as discriminatory.

B. Modification process

The process should include consultation with the Section 504/ADA coordinator or other individuals knowledgeable about Section 504 and the ADA, as well as consultation with appropriate faculty and administrators. Where appropriate, students should also be permitted to provide input into the process. Outcome documentation should include explanation of the academic requirement as well as a diligent assessment of alternatives for achieving the educational goal. The determination of what constitutes an essential academic requirement for purposes of Section 504/ADA shall be made in accordance with campus academic planning and approval procedures.

All CSU campus faculty and staff share the responsibility for maintaining a campus environment conducive to the fulfillment of the CSU's teaching and public service mission. In attempting to make appropriate academic adjustments, faculty members, the staff in services to students with disabilities, and students with disabilities should work together to develop reasonable accommodations that meet the individual educational needs of qualified students while not altering the fundamental nature of the service, program, or activity and without creating undue financial or administrative burdens. During this interactive process, a student with a disability should be given the opportunity to express a preference among possible accommodations and the stated preference should be considered in the process. However, the campus shall make the final decision among several viable options for reasonable accommodation.

VII. Communications Technology, Auxiliary Aids, and Services

A. Access

Section 11135 of the California Government Code was amended in 2003 to make clear that Section 508 of the 1973 Rehabilitation Act applies to the CSU. Section 508 addresses all aspects of access to information technology, web-based materials, programs and services including guidelines for creating accessible web sites. CSU Executive Order 926 states that "(i)t is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the

general public regardless of disability.” The CSU’s Accessible Technology Initiative identifies web accessibility, accessible instructional materials, and procurement of accessible electronic and information technology as priorities. Each CSU campus is responsible for formulating and implementing plans to provide equal access to written and electronic communication to individuals with disabilities, in a manner that is as effective as communication provided to all other members of the campus community.

B. Accommodation

CSU campuses must furnish appropriate accommodations and support services where necessary to afford a student with a disability an equal opportunity to participate in and enjoy the benefits of campus services, programs, and activities. In determining the appropriate type of auxiliary aid or services, campuses should consider the disabled student’s request(s). However, campuses are not required to take any action that would result in a fundamental alteration in the nature of a service, program, or activity, or that would result in undue financial or administrative burdens.

Primary consideration must be given to providing effective electronic communication and information to students with disabilities in the alternate format of their choice. Generally, only one accessible alternative format per item is required. In addition, pursuant to ADA, campuses are not required to use the newest or most advanced technologies as long as the auxiliary aid or service selected affords equal access.

VIII. Services: Auxiliary Aids and Services and Reasonable Accommodations

A. General guidelines

The type and amount of support services and accommodations provided to students with disabilities shall be determined by the campus director or designee of the program for students with disabilities, in consultation with the student seeking the accommodation and, as appropriate, with affected faculty and staff. Accommodations and support services offered through the campus services to students with disabilities programs may not duplicate services or instruction available to all CSU students. For example, personal assistants, individually prescribed devices, readers for personal use, or other devices or services of a personal nature are not required under applicable law.

B. Available accommodations

Accommodations, support services, and programs that are available to those students qualified under the ADA may include, but are not limited to:

1. Activities to coordinate and administer specialized services, including consultation with faculty for students with academic needs associated with their disabilities.

2. Disability-related counseling and advising.
3. Liaisons with campus and community agencies, including referral and follow-up services to these agencies on behalf of students with disabilities.
4. Assistive technologies (e.g. TTY, CCTV, video phones, assistive listening devices, assistive computer hardware or software) including new devices that may become available with emerging technology.
5. Oral and sign language interpreters.
6. Note takers for writing, note taking, and manual manipulation for classroom and academic activities.
7. On-campus mobility assistance (shuttle services) to and from college courses and related educational activities (provided only by campuses whose topography and activities require such accommodation).
8. Readers.
9. Real-time captioners.
10. Registration assistance, including priority enrollment, assistance with applications for financial aid, and related college services.
11. Conversion of instructional materials to accessible formats, including but not limited to, taped, large print, electronic screen-readable text, and Braille.
12. Disabled person parking, including on-campus parking registration, temporary parking permit arrangements, and application assistance for students who do not have state DMV Disabled Person Parking Placards or Plates. Students in the possession of a DMV Placard or Plates, and with great financial need, may apply for a waiver of parking fees.
13. Supplemental specialized orientation to acquaint students with the campus environment.
14. Test accommodation including, but not limited to, extended time; proctoring; adapting the mode or presentation without changing content, scope or depth of the test; conversion of the test to alternative format; and provision of distraction-reduced environment.
15. Campuses may elect to offer specialized tutoring or diagnostic assessment that is not otherwise provided by the campus.

C. Support service providers

The campus director or designee of the program for services to students with disabilities shall be responsible for the recruitment of an adequate pool of qualified persons to serve as interpreters, real-time captioners, readers, note takers, and similar support service personnel.

Students with disabilities needing assistance of such persons shall have an opportunity to be involved in the selection process to determine their appropriateness and to ensure that the person under consideration has an adequate skill level.

California Education Code Section 67306 provides that students may select readers who are not on a director's list, if a written request is filed.

IX. Services to Students in Continuing/Extended Education Programs

Each CSU campus is responsible for ensuring that students with disabilities are provided reasonable accommodations regardless of the type of course in which the student is enrolled. It is the responsibility of the extended/continuing education office on each campus to fund support services for qualified students with disabilities enrolled in extended/continuing education courses, including on-line courses. Such services may include interpreters, real-time captioners for classroom and on-line instruction, readers, note takers, test proctors, and the provision of instructional materials in alternative formats. This policy is consistent with existing CSU policy that limits the use of state funds for providing educational support services to regularly enrolled students.

X. Provision of Services

Students in need of auxiliary aids and services and reasonable modifications or accommodations should make their requests to the office of services to students with disabilities as early as possible in order to facilitate scheduling or the acquisition of personnel, equipment, and/or other materials. Directors of the program for students with disabilities shall establish campus guidelines to implement the provision of services.

XI. Appeals Procedures

Students denied a requested accommodation may appeal the decision through on-campus informal and formal dispute resolution processes. Each campus shall adopt and publish grievance procedures providing for appropriate due-process procedures and for prompt and equitable dispute resolution. Services authorized by the director of the program for students with disabilities must continue during the grievance process.

XII. Advisory Committees

A. System-wide Advisory Committee

A system-wide advisory committee on services to students with disabilities shall be established by the Office of the Chancellor to review, evaluate, and recommend systemwide educational and administrative policies that address the needs of students with disabilities. The System-wide Advisory Committee shall meet annually as necessary and maintain and make available summary notes of the meetings. Membership should include representation from a variety of campuses and disability categories.

Membership and Terms of Office:

1. Chair to be appointed by the chancellor/two-year term.
2. Two vice presidents for Student Affairs/two-year term.
3. One provost/vice president for Academic Affairs/two-year term.
4. Three directors of Services to Students with Disabilities/two-year term.
5. Five students with disabilities representing a variety of disability categories/two-year, overlapping terms.
6. Three Academic Senate representatives/two-year, overlapping terms.
7. One representative from the Office of the Chancellor's Capital Planning Design and Construction division (ex-officio).
8. One representative from Office of the Chancellor's Academic Affairs, Student Academic Support department who shall provide staff support (ex-officio).

B. Campus Advisory Committee

Each campus shall establish an advisory committee on services to students with disabilities to assist in the evaluation of current campus policies and procedures relating to students with disabilities and to develop plans and recommend priorities relating to programs and services for students with disabilities. This committee may be a stand-alone committee, may be the same as the campus Disability Access and Compliance Committee that is mandated by Executive Order 926, or may be an *ad hoc* subcommittee within the Disability Access and Compliance Committee.

Membership and Terms of Office

1. Members of campus advisory committees shall include students, staff, faculty, and administrators.

2. Members shall be appointed by the campus president or designee. If the advisory committee is to function as a subcommittee of the Disability Access and Compliance Committee, that committee shall identify some representatives from its own membership and designate additional members according to items 1 and 3 in this section.
3. Membership should include representation from a variety of disabilities, academic disciplines, the business office, and other sectors of the campus community.

XII. Reports

A. Enrollment Data and Use of Services

Each campus shall provide data annually on enrollment of matriculated students with verified disabilities. The data shall include the primary and secondary (if applicable) disability categories and primary and secondary (if applicable) services provided.

B. Systemwide Program Evaluation

1. In consultation with students and staff the CSU Office of the Chancellor shall develop and implement a system for evaluating state-funded programs and services for disabled students on each campus. The evaluations shall be conducted at least every five years. At a minimum, the evaluation shall report outcome data, staff and student perceptions of program effectiveness, implementation of the program, and physical accessibility requirements as specified in California State Building Code, Title 24 and the Americans with Disabilities Act Accessibility Guidelines (ADAAG).
2. To ensure reporting compliance with enrollment, retention, transition, and graduation trends of students with disabilities, the CSU Office of the Chancellor will work with the California Postsecondary Education Commission to publish these data annually.

C. Policy Review

Every five years (beginning in 2008) the System-wide Advisory Committee on Services to Students with Disabilities shall review the Policy for the Provision of Accommodations and Student Services to Students with Disabilities. A report including recommendations shall be prepared for the Chancellor of the California State University.

APPENDIX A

CALIFORNIA STATE UNIVERSITY Guidelines for the Assessment and Verification of Students with Learning Disabilities

The California state university prohibits unlawful discrimination against students on the basis of disability in its programs, services, and activities, in accordance with sections 504 & 508 of the Federal Rehabilitation Act of 1973, as amended; Title 2 of the Americans with Disabilities Act of 1990 (ADA), as amended; applicable state laws and regulations including fair employment and housing laws; and pursuant to the California state university “Policy for the Provision of Accommodations and Support Services to Students with Disabilities” (hereafter referred to as CSU Policy). Guidelines for the assessment and verification of students with learning disabilities for the purpose of providing accommodations and support services are presented in this document, “California State University Guidelines for the Assessment and Verification of Students with Learning Disabilities” (hereafter referred to as CSU Guidelines).

The CSU Guidelines are designed to provide an equal educational opportunity to students with learning disabilities who are otherwise qualified for admission. The guidelines are based on consultation with qualified professionals in the field of learning disabilities in the CSU and other state university systems and are consistent with those issued by nationally known professional organizations [e. g., AHEAD]. These CSU Guidelines supersede eligibility criteria issued by the Office of the Chancellor in 2002. If any of the laws and regulations upon which the CSU Guidelines are based are amended, the most current applicable laws and regulations shall apply.

I. CSU Definition of a Learning Disability

The CSU system adheres to the definition of learning disabilities as developed by the National Joint Committee on Learning Disabilities (1998). Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other disabling conditions (e. g., sensory impairment, serious emotional disturbance) or with extrinsic influences (such as, cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences (adapted from NJCLD, 1998).

II. Qualifications to Diagnose Page

To be considered qualified to diagnose specific learning disabilities, the professional(s) external and internal to the CSU shall have training and experience in the assessment and

diagnosis of learning disabilities in adolescents and adults. Qualified professionals include clinical or educational psychologists, school psychologists, neuropsychologists, and credentialed learning disabilities specialists and other professionals whose training and experience includes the diagnostic practice of adolescents and adults.

For campuses that do not have a dedicated Learning Disability Specialist, certain other professionals within the Disability Services Department, such as disability counselors or educational resource specialists, may verify the existence of a Learning Disability for the purpose of program eligibility by critical analysis of appropriate documentation submitted by an applicant if they have training and experience to do so.

All documentation must be legible, (preferably typed), presented on letterhead, dated, and signed. It must also include the professional's title, professional credentials, and/or license number as appropriate. It is not considered appropriate or acceptable for professionals to evaluate members of their families.

III. Assessment and Substantiation of a Learning Disability

a. Background

The guidelines for the appropriate elements of assessment and verification of students with learning disabilities are consistent with the AHEAD Guidelines (2008) and the CSU Policy for the Provision of Accommodations and Support Services to Students with Disabilities (2008). Documentation should validate the need for accommodations and support services based on the student's current level of functioning in the educational setting. A school plan, such as an individualized education program (IEP) or a 504 plan is insufficient documentation but may be included as historical information in a more comprehensive assessment battery.

Confidential records will be protected in accordance with the Family Education Rights and Privacy Act (FERPA) and its regulations as stated in the CSU Policy:

Each CSU campus shall maintain appropriate confidential records that identify students with disabilities. These records shall include the student's name, address, campus student identification number, nature of disability, support services needed, and verifying statement of the director or designee of services to student with disabilities, and any documentation provided by the student. All such records, including student medical records, shall be considered "education records" protected by the Family Educational Rights and Privacy Act of 1974 (FERPA) and its regulations. Although certain medical records are exempt from FERPA's definition of "education records," that exemption does not apply to student medical records maintained by a campus program for services to students with disabilities. Accordingly, confidential records will be protected in accordance with FERPA regulations with the purpose of providing appropriate academic accommodations or support services. Information about the student may be released with the student's informed written consent in accordance with FERPA or other applicable legislation.

Reasonable accommodations are based on the current impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the student's learning environment, and show the student's current level of functioning (AHEAD 2008).

b. Assessment Process

The proper diagnosis of a learning disability involves an orderly, deductive process during which a wide range of information must be considered. Reliance on a single test instrument, no matter how comprehensive it appears, may be misleading. A comprehensive assessment and the resulting diagnostic report must include a diagnostic interview, evaluation of aptitude, academic achievement, information processing, clinical observations/processes and a diagnosis. Other possible reasons for the learning difficulties need to be discussed and ruled out where appropriate. Tests scores including standard scores, index scores, cluster scores and percentiles should be included with the report.

1. Diagnostic Interview

The assessment of learning disabilities requires a comprehensive diagnostic interview. Relevant information from across a lifespan should include the following areas: presenting problem(s), academic history, developmental history, medical history, psychosocial history, family history, primary language of the home, student's current level of English fluency, any other existing diagnosis(es), and medication(s), past and present. During the interview, the professional will explore possible alternative explanations for the presenting problem(s) other than learning disabilities.

2. Testing Process

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments, including their reliability, validity, and standardization on an appropriate norm group. It is essential for the evaluator to utilize appropriate judgment in the selection of the assessment instruments utilized. The following is a suggested list of assessment instruments for the assessment of students suspected of having a learning disability. This list is not intended to be definitive or exhaustive.

a. Aptitude/Cognitive Ability

- Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)
- Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV)
- Woodcock-Johnson-Third Edition: Tests of Cognitive Ability (WJ-III)
- Kaufman Adolescent and Adult Intelligence Test

- Reynolds Intellectual Assessment Scale (RIAS)
- Stanford-Binet (SB5)
- Test of Non-Verbal Intelligence (TONI-3)

b. Academic Achievement

- Woodcock-Johnson-Third Edition: Tests of Achievement (WJ-III)
- Wechsler Individual Achievement Test (WIAT-III)

Or specific achievement tests such as:

- Nelson-Denny Reading Skills Test (Form G& H)
- Stanford Diagnostic Mathematics Test
- Test of Written Language-3 (TOWL-3)
- Gray Oral Reading Test (GORT 4th ed.)
- Spadafore Diagnostic Reading Test

Specific achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. For example, the Wide Range Achievement Test-3 or 4 (WRAT-3 or 4) is not a comprehensive measure of achievement and, therefore, should not be used as the sole measure of achievement.

c. Information Processing

Acceptable instruments include, but are not limited to:

- Wechsler Memory Scale
- Rey Osterrieth Complex Figure
- Trails A & B
- Peabody Picture Vocabulary Test-Third Edition (PPVT-III)
- Rey Auditory Verbal Learning Test
- Bender Visual-Motor Gestalt Test
- Beery Visual-Motor Integration Test
- Wisconsin Card Sorting Test

The testing process should utilize current, technically adequate and appropriate standardized instruments and should be based on a thorough examination of the student in the following areas. Any revisions or successors to the tests listed above would be included upon publication.

3. Factors to be Measured by the Assessment

a. Aptitude:

A complete and comprehensive intellectual/cognitive assessment is required. Students with learning disabilities enrolled at the university level characteristically display average to superior intelligence and significant intra-cognitive discrepancies.

b. Academic Achievement:

A comprehensive academic achievement battery is essential, including current levels of academic functioning (under timed and un-timed conditions) in relevant areas such as reading decoding and comprehension, mathematics, oral language, and written language.

c. Information Processing:

Specific areas of information processing (e.g., short-term memory, working memory, long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, psychomotor ability) should be assessed as the information processing deficit and it must have the logical nexus that explains the academic difficulty.

d. Clinical Observations:

Other assessment instruments, such as non-standardized measures and informal assessment procedures or observations, may be helpful in determining performance across a variety of domains. In addition to standardized tests, clinical observations are essential to the assessment. It may also be useful to include information derived from “testing to the limits.”

4. Test Scores

All subtests, factor, index, and cluster scores should be reported and considered when making a diagnosis. Standard scores and percentiles should be provided for all normed measures when intrinsic to the instrument. Whenever possible, age-based scores are preferred for an adult population; grade or age equivalent scores alone are not useful.

5. Interpretation

Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be

utilized in all cases. An indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability is critical. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations and support services. Moreover, it is critical that the evaluator has ruled out alternative explanations for academic problems, such as those resulting from poor education, poor motivation and/or study skills, emotional problems, problems of attention, and cultural/language differences.

Students with learning disabilities typically fall in the Average to Very Superior range intellectual/cognitive ability with difficulty in one or more academic areas due to a presumed underlying cognitive deficit that interferes with their performance in an academic setting. Eligibility criteria for learning disability support services should be in line with the following specific guidelines.

- a. Significant intra-cognitive discrepancy(ies) of at least one standard deviation as measured by technically adequate, standardized instruments of aptitude (e. g., Verbal Comprehension vs. Perceptual Organization, Verbal Comprehension vs. Working Memory on the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV).

Students with learning disabilities characteristically display significant Intra-cognitive scatter as compared to students without learning disabilities.

OR

- b. Significant aptitude-achievement discrepancy(ies) at least one standard deviation as measured by technically adequate, standardized instruments of aptitude (e. g., Wechsler Adult Intelligence Scale-Fourth Edition, Woodcock-Johnson-Third Edition Tests of Cognitive Abilities and Woodcock-Johnson Third Edition Tests of Achievement).

This component refers to the difference between students' predicted ability levels and their assessed achievements levels (e. g. Factor Scores on the Wechsler Adult Intelligence Scale-Fourth Edition vs. Reading decoding, Reading comprehension, Math calculation, Math applications scores on the Woodcock-Johnson-Third Edition).

Students with learning disabilities characteristically illustrate a significant aptitude-achievement discrepancy (ies).

AND

- c. At least one standard score in the Average Range, or above of aptitude (i.e., Standard Score =90 or above / 25th percentile or above) as measured by technically adequate, standardized instruments of aptitude.

AND

- d. An average or greater score (i.e., Standard Score =90 or above / 25th percentile or above) in at least one academic area as measured by technically adequate, standardized instruments of achievement.

OR

- e. Professional Certification.

To address the possibility that a student with a learning disability may not be identified by standard diagnostic procedures, clinical judgment may be exercised in up to 10% of all students tested during an academic year. Recognizing that currently available assessment instruments may be biased when utilized with individuals who have cultural/language differences, the percentage of students who may be determined eligible on the basis of clinical judgment may be increased when the population of students assessed includes large numbers of such students.

4. Diagnosis and Summary

All of the aforementioned information should lead to a written diagnostic summary regarding the presence or absence of a learning disability(ies).

This summary should include specific recommendations for accommodations and support services, as well as an explanation as to why such accommodations and support services are recommended. The evaluator should support recommendations with specific test results and/or clinical observations.

5. Prior Verification

Flexibility in accepting documentation is important, especially in settings with significant numbers of non-traditional students. In some instances, documentation may be outdated or inadequate in scope or content. In other instances, it may not address the student's current level of functioning or need for accommodations and support services because observed changes may have occurred in the student's performance since the previous assessment was conducted. Testing/evaluation results should generally be dated no more than three (3) for high school students and five years (5) for adults. Consequently, it may be appropriate for a qualified professional to update the evaluation report. The purpose of this update is to determine the student's current need for accommodations and support services and should include a rationale for ongoing accommodations and support services.

In order to receive accommodations and support services, prior verification must meet the same guidelines as outlined previously. A diagnosis of a learning

disability documented by a qualified professional (whether in private practice or in a previous school setting) does not automatically guarantee that identical accommodations and support services will be provided.

Documentation for students who have been determined eligible for accommodations and support services according to the criteria established by the California Community College system will be reviewed in accordance with the above prescribed CSU methodology and criteria.

If accommodations and support services are not clearly identified and supported by history and test results, the CSU will seek clarification and more information. The final determination for providing appropriate and reasonable accommodations and support services rests with the CSU campus.

6. Recommendations for Accommodations and Support Services

It is important to recognize that needed accommodations and support services can change over time and are not always identified through an initial diagnostic process. Conversely, a prior history of accommodation(s) does not, in and of itself, warrant the provision of a similar accommodation(s). Accommodations and support services will be directly related to the diagnostic results. The final determination of appropriate and reasonable accommodations and support services rests with the CSU campus.

IV. Student Appeal Process

Pursuant to Section 504 and the ADA, students with disabilities who are denied a requested accommodation may appeal the decision through on-campus informal and formal accommodation dispute resolution processes

The following list is from the Office of Disability Support Services (DSS) at CSUF. This is a non-exhaustive list of the services provided to students by DSS. These services operationalize the system-wide policy included above.

The university is fully equipped to assist students with disabilities including providing materials in alternative formats, such as Braille, large print, books on tape, and other assistive learning devices. The Office of Disability Support Services at CSUF is one of the leaders in the State of California in providing services to students with learning difficulties and disabilities. The university is in full compliance with federal mandates related to serving 'special needs' students and faculty (Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act).

The following information is taken from the Cal State Fullerton web site on assistive support for disabled students.

In compliance with CSU policy, students with disabilities may be found eligible for one or more of the following services from DSS:

- Diagnostic assessment, including both individual and group assessment not otherwise provided by the institution, to determine educational functioning or to verify specific disabilities;
- Disability-related counseling and advising, including specialized academic, vocational, personal and peer counseling that is developed specifically for students with disabilities and is not duplicated by regular counseling and advisement services available to all students;
- Interpreter services, including manual, steno and oral interpreting for hearing-impaired students;
- Reader services to coordinate and provide access to information required for equitable academic participation, if this access is not available in other suitable modes;
- Test-taking facilitation, including adapting tests for and proctoring tests taken by students with disabilities;
- Transcription services, such as providing Braille and large print materials not available through other sources;
- Note taker services for writing, note-taking, and manual manipulation for classroom and related academic activities;
- Access to, and arrangements for, adaptive educational equipment and technology, materials and supplies;
- Liaisons with campus and community agencies, including referral and follow-up services with these agencies on behalf of students with disabilities;
- On-campus and off-campus registration assistance, including priority registration, assistance with applications for financial aid and related college services;
- Disabled Person (DP) parking, including on-campus parking registration, temporary parking permit arrangements, and application assistance for students who do not have state disabled person placards or license plates;
- Access to the Computer Access Lab with specially designed hardware and software to accommodate various disabilities;
- Activities to coordinate and administer specialized services, including consultation with faculty for students with special academic needs associated with their disabilities;
- Activities to assess the planning, implementation and effectiveness of these services and programs;
- Activities to increase general campus awareness of students with disabilities.

Each semester, DSS provides students with an Accommodation Letter for each class requested. In order for students to receive the appropriate accommodations in their classes, students must present a current Accommodation Letter to each of their professors at the beginning of the semester, or at such time as the disability is verified.

Upon presentation by the student of a current Accommodation Letter professors are obliged to comply with the prescribed academic adjustments stated therein.

Computer Access Lab (CAL)

This facility provides computer support services for Cal State Fullerton students, faculty and staff with disabilities who need access to computers to become more independent and productive in their work. CAL offers one-to-one training on IBM-compatible computers, technical support and consulting, and public-access workstations. Alternative computer access systems include voice recognition, speech synthesis, screen readers, screen magnification and large displays, computer-based Braille translation and embossing, computer-based reading machines, closed circuit television magnification systems, and a variety of devices to accommodate special seating and positioning needs.

The Computer Access Lab is located within Disability Support Services, UH-101. A separate entrance is provided through the double doors in the northeast corner of the building. Further information is available at (657) 278-5397.

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4: Program Assessment and Continuous Improvement

Accreditation Standard: 4.0. Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard: 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 program competency.

The MSW program at CSUF has developed an evaluation model that looks at and connects program goals with competencies and related practice behaviors through course assignments, field evaluations, and student surveys. This evaluation model matrix and conceptual framework is presented in Section 2.0, Explicit Curriculum. The curriculum matrix creates a simple evaluative statement that says, “When students take courses and successfully complete class assignments, in the aggregate, these assignments indicate that they are achieving specified program competencies.” All behaviors connect to and operationalize the foundation- and advanced-level competencies.

The MSW program at CSUF was initially accredited under the old CSWE guidelines following an objective based system. The program retired this system in June 2012, as it converted to the 2008 EPAS competency based system. In order, however, to be able to compare program data for evaluation purposes in the future, the program linked the original objective based system with its course assignment indicators to the new EPAS competencies. This conversion appears below with the 2012-2013 competencies; the original objectives appear in appendix, Volume III.

Under the old system the objectives and assignment made up a behavior and indicator system, but were not based on competencies. As the program converted, it carefully referenced assignments to come close to the behaviors outlined in the new system and put those objectives and assignments under respective competencies. The summary of outcomes under this new conversion appears on the program’s web site and is reproduced here for the 2012-2013 academic year. The program has an additional two years of past competency-

converted data that appears in appendix, Volume III of this document. The discussion below is entirely related to the program's evaluation plan and process under the new 2008 EPAS system and, as part of that effort, the first semester of the 2013-2014 evaluation data is available. The second semester will be added, but given the due date of this self study it was only possible to provide a semester's worth of data under the new system.

EVALUATION

The first section of this narrative is the foundation and advanced grid as presented in Section 2.06, but the documents are modified to present each competency; the program's benchmark, which is now set at 3.2 on a zero-to-four grade-point system; each behavior; and then the indicators for that behavior and analytical procedures used to aggregate data. This provides the program's evaluation logic model and outline for data gathering and presentation of findings.

This second section of the evaluation plan provides a discussion of measurement tools, all of which can be found in the course syllabi section of the study, Volume II, or in the appendix, Volume III. All instruments reflect the 2008 EPAS system section. Along with this discussion is a brief discussion of data collection process and procedures.

Evaluation Instrumentation and Data Gathering Methods: Brief Overview (All Instruments Appear in Detail in Volume II or Volume III)

Class Assignment Summaries: Attached to each class objective listed in the syllabi or in assignment instructions in Volume II of this document is an assignment or student participatory activity that results in a grade in a particular area. In this way, competency-linked behaviors are operationalized. At the end of each course instructors are asked to provide a mean grade for each graded assignment or activity in their class. They are asked to provide a paragraph or two summarizing their perceptions of student performance in that area. And finally, instructors are asked to provide the overall grade average for the class, identifying students who did not successfully complete the course and/or did not achieve the designated benchmark. In sum, this document, the Semester Course Report, measures a course outcome. With course objectives connected to behaviors and then competencies arrayed, the grand mean of the courses under a particular behavior and competency is one indicator of level of achievement.

The Semester Course Report form appears below:

DEPARTMENT OF SOCIAL WORK SEMESTER COURSE REPORT

PART I: COURSE INFORMATION

Course# _____ Section# _____
 Semester _____ Academic Year _____
 Instructor _____

PART II: STUDENT INFORMATION

Type of Program

- Full-time students
 Part-time students

Year of Entry to the MSW Program (e.g., 2009) _____

PART III: CLASS PERFORMANCE

Mean Class G.P.A. _____ (In the 5-pt. scale 0-4: e.g., 3.5)

Mean Class Percentage (by Concentration) Earning 3.2+ CW _____ %
CMH _____ % AG _____ %

	Assignments:	Mean G.P.A. (e.g., 3.5) for each assignment	Percentage earning 3.2 + (e.g., 98.5%) on each assignment, by Concentration					
			CW	%	CMH	%	AG	%
1.	_____	_____	_____	_____	_____	_____	_____	
2.	_____	_____	_____	_____	_____	_____	_____	
3.	_____	_____	_____	_____	_____	_____	_____	
4.	_____	_____	_____	_____	_____	_____	_____	
5.	_____	_____	_____	_____	_____	_____	_____	

PART IV: Brief narrative on class participation and performance (including total number of students, problem areas, improvement throughout semester, and accomplishments):

Annual Field Evaluation/Skills Checklist: Each semester field instructors complete a detailed assessment of students in their field placements, which measures practice behaviors and competencies and is aligned with the 2008 EPAS. This document appears in Volume III under the heading, Instruments.

Program Performance Indicators: The Field Director's office tracks: 1) the percentage of each class that moves into graduation candidacy; 2) the percentage of each class, based on entry number of students per that class, who graduate; 3) the percentage of students in each class who complete the capstone master's project; and 4) the pass rate of students post-graduation who take licensing examinations. These quantitative measures focus on program goal achievement and are used to measure goals and long-term outcomes.

Entrance/Exit Survey, Alumnae and Employer Survey: The survey was developed in March 2009 in time to be used with the first graduating class. The instrument, which aligns with the EPAS competencies and behaviors, appears in Volume III (under the heading Instruments) and was developed by three graduating students in conjunction with their capstone experience. Students who graduate take this survey prior to graduation and their self-measurement of competencies is a part of the program's evaluation.

The other unique feature of the survey is that the program, as can be seen by the opening checkboxes, uses the same survey for entrance, exit, alumnae and employer measures. While the questions are slightly altered for employers, the program is interested not only in evaluating its effectiveness, but having the ability to compare, pre and post, student learning through the program and longitudinally evaluating the program as students move into employment. By utilizing the same competency areas for each survey, the program is not only using the survey to look at program effectiveness, but to make comparisons between cohorts, to look at employer and alumnae responses, and to look longitudinally at student learning progression. The faculty feel that this approach offers depth in evaluating the curriculum and produces vibrant data upon which to base changes and improvements.

Evaluation Grid with Benchmark and Analysis Data

Below are the MSW program evaluation grids.

The foundation and advanced competency grids list competencies as the organizing feature of this aspect of our evaluation. Under each competency are practice behaviors and indicators, as previously described. Each indicator has its own measurement scale, but all scales are standardized to a 4.0 grading scale. Grades are summarized and scored as means for a class under each behavior and competency. The grid itself has five columns with the competency and behaviors in the first two columns. The third column specifically lists the measure for a behavior. That measure is either a class assignment or the comprehensive field skills checklist section or a survey taken by students. The fourth column delineates how that assignment, evaluation tool or survey is scored as a measure. Assignments are the aggregated mean scores for that assignment and reported on a four point scale. The number next to the

word “Assignment” in the fourth column indicates that the assignment used as a measure is from the course designated with the same number in the third column of the evaluation grids. The comprehensive Skills Evaluation Tool or Survey is converted to a 4-point scale. This information appears as a legend at the beginning of the grid column and then each measure delineated in column three is simply listed as either an assignment or as a skills evaluation checklist. The legend in column 4 indicates that the analytical procedure for that assignment is the aggregate mean score on that assignment using a 4-point scale. The last column represents the benchmark. Note that the information in the first row and fourth column could have been repeated throughout each box in the fourth column. Finally, since all measures are converted to a 4 point scale the benchmark set by the faculty of 3.2 fits all of the measures as a way to summarize all of the data.

The program, as illustrated in the grids, created benchmarks for each indicator to evaluate progress with regard to program outcomes. This indicates that if the measurement of a specific competency behavior falls below a “B” grade or 3.2, a trigger is activated that indicates the program has fallen short of expectations. The program views these benchmarks as subject to review. The current benchmark levels have been developed through faculty discussions informed by historic knowledge within the program and the experience of other social work programs in the Southern California region.

All the data described above is collected each semester as they relate to course grades, and annually, with regard to survey and graduation data. The course reports are completed by faculty and submitted to the evaluation committee of the department each semester. That data is then entered into an excel data base by a faculty member who works with a graduate student assistant assigned to this effort by the department chair. The data is then entered, reviewed, and cleaned, and a summary report is prepared for review by the evaluation committee. Then, data is supplied to the faculty by competency particularly data concerning the indicators for each behavior held by the evaluation committee.

The detailed data is available to faculty in preparation for the program’s annual end of the year meeting to discuss program outcomes. If a benchmark is not achieved, the evaluation committee prepares the detailed information to indicate where that competency was problematic and where the opportunity exists for program improvement. This meeting is also held as a partial-day retreat to focus on program evaluation and to suggest overall, evidenced-based, information that will lead to overall program changes and enhancements.

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
<p>2.1.1 Identify as a professional social worker and conduct oneself accordingly (Professional core values history)</p>	<p>Advocate for client access to the services of social welfare (Understand, value, attitude)</p> <p>Students acquire knowledge of social welfare policies and historical context—evolution and development—of social welfare and the social work profession in the United States</p>	<p>3. Student successfully completes MSW 520, Social Welfare Policy and Services I, with a mean score of 3.2 or higher final grade</p> <p>4. Student successfully completes MSW 521, Social Welfare Policy and Services II, with a mean score of 3.2 or higher final grade</p>	<p>Legend: For All Assignments: Aggregate mean score 0-4 For All Comprehensive Skills Evaluation: Converted to scale 0-4.</p> <p>5. Assignment 6. Assignment</p>	<p>A mean score of 3.2 is set as our benchmark. For each behavior an average mean is calculated of all assignments, indicators for that behavior and the mean of those together is the grand mean for that competency.</p>
<p>2.1.1 (Continued) Identify as a professional social worker and conduct oneself</p>	<p>Practice Personal reflection and self-correction to assure continual professional development</p>	<p>5. Student receives a passing grade of “credit” on Reflective Journal in MSW 540</p> <p>6. Student receives a passing grade of “credit” on Reflective Journal in MSW</p>	<p>1. Assignment 2. Assignment 3. Comprehensive Skills Evaluation 4. Comprehensive</p>	<p>See Row 1</p>

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
accordingly (Prof. core values History)	Student will acquire skills and attitude to keep and utilize a self-reflective journal as part of Practice and rely on Practice Recordings for feedback on development of practice skills	541 7.Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation in area of Practice Personal Development, Items 1-4 in MSW540 8.Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation in area of Practice Personal Development, Items 1-4 in MSW 541	Skills Evaluation	
2.1.1. (Continued) Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)	Attend to professional roles and boundaries Student will understand how to integrate personal values with social work values in practice by . . .	3.Student receives a mean score of 3.2 or higher on Personal Identity Paper in MSW 502 4.Student receives a mean score of 3.2 or higher on Cultural Autobiography, Assignment 1, in MSW 550	1.Assignment 2.Assignment	See Row 1
2.1.1. (Continued) Identify as a professional social	Demonstrate professional demeanor in behavior, appearance, and	4.Student completes mock video interview session with clients, Assignment 2, with a mean score of	1.Assignment 2.Assignment 3.Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
worker and conduct oneself accordingly (Prof. core values History)	communication Student presents self as a professional in conduct, appearance, and uses written and oral communication in a professional and thoughtful manner with consumers and colleagues that is culturally sensitive as demonstrated by . . .	3.2 or higher in MSW 510 5.Student completes group curriculum development project on client-group session: Trauma, Assignment 2, in MSW 511 with a mean score of 3.2 or higher, demonstrating written client communication 6. Student receives a mean score of 3.2 or higher on Cultural Autobiography, Assignment 1, in MSW 550		
2.1.1. (Continued) Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)	Engage in Career-Long learning Student understands and commits to the pursuit of learning and recognizes the relationship between career-long learning and practice development by . . .	3.Student successfully creates, as indicated by a passing grade of "credit," a Learning Agreement Plan in MSW 540 4.Student successfully creates, as indicated by a passing grade of "credit," a Learning Agreement Plan in MSW 541	1.Assignment 2.Assignment	See Row 1
2.1.1. (Continued)	Use supervision and	3.Student uses Comprehensive Skills	1.Comprehensive	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)	consultation Student utilizes supervision and consultation effectively to guide practice and learning as well as to mediate conflicts that arise in practice by . . .	Evaluation weekly in supervision as part of field internship in MSW 540, as indicated by mean score of 1 or higher 4.Student uses Comprehensive Skills Evaluation weekly in supervision as part of field internship in MSW 541, as indicated by mean score of 2 or higher	Skills Evaluation 2.Comprehensive Skills Evaluation	
2.1.2 Apply Social Work Ethical principles to guide professional practice	Recognize and manage personal values in a way that allows professional values to guide practice	4.Student successfully completes, with mean score of 3.2 or higher, Assignment 4, Case Assessment Paper, in MSW 510 5.Student receives a 1 on Fall Comprehensive Skills Evaluation Competency 2, Items 1-2 in MSW 540 6.Student receives a 2 on Spring Comprehensive Skills Evaluation Competency 2, Items 1-2 in MSW 541	1.Assignment 2.Comprehensive Skills Evaluation 3.Comprehensive Skills Evaluation	See Row 1
2.1.2 (Continued)	Make ethical decisions by applying standards of NASW Code of Ethics and as	4.Student utilizes NASW Code of Ethics in developing case planning in MSW 510, as demonstrated by a mean score of 3.2 or higher on all Quizzes	1.Assignment 2.Comprehensive Skills Evaluation 3.Comprehensive	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	<p>applicable of the International Federation of Social Workers</p> <p>Students understand NASW Code of Ethics and to apply standards to decision making in practice</p>	<p>5. Student utilizes NASW Code of Ethics Values/ Principles applied to practice in internship, as demonstrated by receiving a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 2, Items 1-4 in MSW 540</p> <p>6. Student utilizes NASW Code of Ethics Values/ Principles applied to practice in internship, as demonstrated by receiving a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 2, Items 1-4 in MSW 541</p>	<p>Skills Evaluation</p>	
<p>2.1.2 (Continued)</p>	<p>Tolerate ambiguity in resolving ethical conflicts</p> <p>Student demonstrates capacity to perceive diverse viewpoints of clients, community, and others in cases of value conflict by applying professional practice</p>	<p>3. Student completes all quizzes in MSW 550 with a mean score of 3.2 or higher, on average, indicating their understanding of competence in Diversity of values in practice at all levels</p> <p>4. Student successfully demonstrates ability to comprehend differences in SYS as a way to identify principles to apply to practice in MSW 511</p>	<p>1. Assignment 2. Assignment</p>	<p>See Row 1</p>

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	principles	Genogram Assignment with a mean score of 3.2 or higher		
2.1.2 (Continued)	Apply strategies of ethical reasoning to arrive at principled decisions Student demonstrated knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research	3. Student successfully demonstrates ethical decision making applied to field of practice, by completing the recorded interview with a mean score of 3.2 or higher in MSW 510 4. Student passes the practice quizzes, with a mean score of 3.2 or higher, which cover ethical reasoning, in MSW 511	1. Assignment 2. Assignment	See Row 1
2.1.2 (Continued)	Apply strategies of ethical reasoning to arrive at principled decisions (Continued) Student demonstrated knowledge of ethical decision making methods and the capacity to apply these in	4. Student completes Policy Analysis (Policy Brief) Paper Assignment in MSW 521 with a mean score of 3.2 or higher 5. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 2, Items 2-3 in MSW 540 6. Student receives a mean score of 2 or higher on Spring Comprehensive Skills	1. Assignment 2. Comprehensive Skills Evaluation 3. Comprehensive Skills Evaluation	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	practice, policy, advocacy, and research (Continued)	Evaluation Competency 2, Items 2-3 in MSW 541		
2.1.3 Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)	Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom Student demonstrates ability to integrate and apply evidence-based knowledge and practice principles as well as client and other knowledge in conducting assessments and interventions	3. Student receives mean score of 3.2 or higher on Group Presentation Assignment in MSW 501, demonstrating the ability to critically analyze and integrate practice knowledge on human development and synthesize and communicate information 4. Student receives a mean score of 3.2 or higher on Assignment 4, Interactive Practice Quizzes, in MSW 511, demonstrating the ability to apply various selected evidence based practice model interacting with families and groups	1. Assignment 2. Assignment	See Row 1
2.1.3 (Continued) Apply critical thinking to inform and communicate professional	Student will analyze models of assessment, prevention and intervention and evaluation	3. Students receives a mean score of 3.2 or higher on Practice Quizzes in MSW 511, demonstrating the ability to analyze and evaluate evidence based practice intervention	1. Assignment 2. Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
judgments (logic, scientific, inquiry and reasoning to synthesize for practice)	Student demonstrates ability to gather and evaluate information to inform practice model design that includes assessment, intervention and evaluation	4. Students receives a mean score of 3.2 or higher on Assignment 2 Group Project: Development and Presentation of Group Curriculum in MSW 511, demonstrating the ability to successfully develop a group therapy session using evidence based knowledge		
2.1.3 (Continued) Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)	Demonstrate effective oral and written assessment communication in working with individuals, family groups, and organizations, communities and colleagues	3. Student successfully completes department and university graduate writing requirement by receiving a mean score of 3.2 or higher on Final Paper Assignment in MSW 520 4. Student receives a mean score of 3.2 or higher on Recorded Interview Assignment in MSW 510	1. Assignment 2. Assignment	See Row 1
2.1.3 (Continued) Apply critical thinking to inform	Student understands and applies the principle that oral and written communication	4. Student receives a mean score of 3.2 or higher on Oral Practice/Client Issue Presentation in MSW 502, which requires synthesis and presentation	1. Assignment 2. Comprehensive Skills Evaluation 3. Comprehensive	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)	must conform to audience needs	to an audience of peers, utilizing evidence based practice articles 5. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 3, Items 1-5 in MSW 540 6. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 3, Items 1-5 in MSW 541	Skills Evaluation	
2.1.4 Engage diversity and difference in practice. (Social Workers understand how diversity characterizes and shapes human experience and is critical to identity formation)	Recognize the extent to which structures and values may oppress, marginalize, and alienate or create, or enhance privilege and power	4. Student receives mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 4, Items 1-2 in MSW 540 5. Student receive mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 4, Items 1-2 in MSW 541 6. Student receives a mean score of 3.2 or higher in MSW 550	1. Comprehensive Skills Evaluation 2. Comprehensive Skills Evaluation 3. Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
<p>2.1.4 (Continued) Engage diversity and difference in practice. (Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)</p>	<p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>Student demonstrates awareness of bias when assessing and working with diverse population</p>	<p>4.Student receives a passing grade of “credit” in MSW 540 5.Student receives a passing grade of “credit” in MSW 541 6.Student receives a mean score of 3.2 or higher on Personal Identity Paper in MSW 502</p>	<p>1.Assignment 2.Assignment 3.Assignment</p>	<p>See Row 1</p>
<p>2.1.4 (Continued) Engage diversity and difference in practice. (Social Workers under-stand how diversity characterizes and shapes human</p>	<p>Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>Student demonstrates ability to understand the effects of individual variation in human development process and its</p>	<p>4.Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 4, Items 1-4 in MSW 540 5.Student receives mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 4, Items 1-4 in MSW 541 6.Student receives a mean score of 3.2 or higher on Population Immersion</p>	<p>1.Comprehensive Skills Evaluation 2.Comprehensive Skills Evaluation 3.Assignment</p>	<p>See Row 1</p>

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
experience and is critical to identity formation)	importance to the shaping life experiences in their diverse groups	Study in MSW 550		
2.1.4 (Continued) Engage diversity and difference in practice. (Social Workers understand how diversity characterizes and shapes human experience and is critical to identity formation)	View themselves as learners and engage those with whom they work as informants Students demonstrate capacity to learn from and consult/collaborate with other to engage constituents/consumers in the practice process	3. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 4, Item 4 in MSW 540 4. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 4, Item 4 in MSW 541	1. Comprehensive Skills Evaluation 2. Comprehensive Skills Evaluation	See Row 1
2.1.5 Advance human rights and social & economic justice. Social workers recognize inter-	Understand the forms and mechanisms of oppression and discrimination Student demonstrates, through assessment,	4. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 5, Item 1 in MSW 540 5. Student receives a mean score of 1 or higher on Spring Comprehensive Skills	1. Comprehensive Skills Evaluation 2. Comprehensive Skills Evaluation 3. Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights	intervention, and evaluation practice a working understanding of the role and function, social, political and economic factors as the underlying mechanisms of oppression and discrimination	Evaluation Competency 5, Item 1 in MSW 541 6. Student receives a mean score of 3.2 or higher on all Quizzes in MSW 510, Mezzo Practice, Macro Practice Assignments, demonstrating the ability to identify in practices phases of oppression		
2.1.5 (Continued) Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights	Advocate for human rights and social and economic justice Student demonstrates a functional knowledge of advocacy skills, theory and techniques and engages in activities/tasks designated to promote social and economic justice with all clients	5. Student receives a mean score of 3.2 or higher on MSW 521 Midterm and Final 6. Student receives a mean score of 3.2 or higher on Policy-Practice Paper Lobby Days activities in MSW 521, and successfully completes Lobby Days Activity 7. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 5, Items 2-3 in MSW 540 8. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 5, Items 2-3	1. Assignment 2. Assignment 3. Comprehensive Skills Evaluation 4. Comprehensive Skills Evaluation	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
		in MSW 541		
2.1.5 (Continued) Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights	Engages in practices that advance social and economic justice Student develops case planning strategies to address discrimination barriers, gaps, and fragmentations that impede client access, functioning and optimum use of resources	3. Student receives a mean score of 3.2 or higher on MSW 510 Quizzes 4. Student receives a mean score of 3.2 or higher on MSW 511 Quizzes	1. Assignment 2. Assignment	See Row 1
2.1.6 Engage in research informed practice and practice informed research	Use research evidence to inform practice Students demonstrate knowledge of how to consult and utilize research evidence	4. Student receives a mean score of 3.2 or higher Final Grade in MSW 530 5. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 5, Item 3 in MSW 540	1. Assignment 2. Comprehensive Skills Evaluation 3. Comprehensive Skills Evaluation	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	to inform ongoing practice	6.Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 5, Item 3 in MSW 541		
2.1.7 Apply knowledge of human behavior and the social environment	Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation Student demonstrates beginning ability to apply conceptual behavioral framework to social environments as part of interventions, assessment, and evaluation	5.Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 540 6.Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 541 7.Student receives a mean score of 3.2 or higher Final Assignment, Assessment of Older Adults, in MSW 502 8.Student receives a mean score of 3.2 or higher on Assignment 2, Client Observation Presentation, and Assignment 3, Virtual Child Development, in MSW 501	1.Comprehensive Skills Evaluation 2.Comprehensive Skills Evaluation 3.Assignment 4.Assignment	See Row 1
2.1.7 (Continued)	Critique and apply knowledge	6.Student receives a mean score of 3.2 or higher on Client Observation Group	1.Assignment 2.Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
Apply knowledge of human behavior and the social environment	<p>to understand person and environment</p> <p>Student demonstrates beginning ability to gather and interpret behavioral knowledge in perceiving person and environment</p>	<p>Presentation in MSW 501</p> <p>7. Student receives a passing grade of “credit” on micro-practice client assessment and application of HBSE theories in MSW 540</p> <p>8. Student receives a passing grade of “credit” on micro-practice client assessment and application of HBSE theories in MSW 541</p> <p>9. Student receives a passing grade of “credit” on Fall Journal in MSW 540</p> <p>10. Student receives a passing grade of “credit” on Spring Journal in MSW 541</p>	<p>3. Assignment</p> <p>4. Assignment</p> <p>5. Assignment</p>	
2.1.8 Engage in Policy Practice to advance social and economic well-being and deliver effective social	<p>Analyze, formulate, and advocate for policies that advance social well-being</p> <p>Student begins systematically to collect and analyze knowledge and experiences</p>	<p>4. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 8, Item 1 in MSW 540</p> <p>5. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 8, Item 1 in MSW 5408, question 1 in MSW 541</p> <p>6. Student receives a mean score of 3.2</p>	<p>1. Comprehensive Skills Evaluation</p> <p>2. Comprehensive Skills Evaluation</p> <p>3. Assignment</p>	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
work services.	to identify, formulate, and advocate for policies that advance social and economic well-being	or higher on Problem, Policy, and Program Paper, Parts 1 (prospectus) & 2 (paper) in MSW 520, measuring ability to collect and analyze economic policy		
2.1.8 (Continued) Engage in Policy Practice to advance social and economic well-being and deliver effective social work services.	Collaborate with colleagues and clients for effective policy action Student demonstrates ability to identify and collaborate for effective policy formulation and action	3. Student receives a mean score of 3.2 or higher on Lobby Days Advocacy Paper in MSW 521 4. Student receives a mean score of 3.2 or higher Final Grade in MSW 521	1. Assignment 2. Assignment	See Row 1
2.1.9 Respond to contexts that shape practice	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide	3. Student receives a mean score of 1 or higher on Fall Comprehensive Skills Evaluation Competency 9 in MSW 540 4. Student receives a mean score of 2 or higher on Spring Comprehensive Skills Evaluation Competency 9 in MSW 541	1. Comprehensive Skills Evaluation 2. Comprehensive Skills Evaluation	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	<p>relevant service</p> <p>Student demonstrates beginning capacity to comprehend changing local and social contexts that affect practice, with an emerging ability to identify and provide relevant services as measured by . . .</p>			
<p>2.1.9 (Continued) Respond to contexts that shape practice</p>	<p>Provide leadership in promoting sustainable changes in service delivery and practice to improve quality of social services</p> <p>Student demonstrates capacity to discern and promote sustainable practice</p>	<p>3. Student receives a mean score of 3.2 or higher on Final Paper, regarding organizations and service delivery, in MSW 502</p> <p>4. Student receives a mean score of 3.2 or higher on Policy Analysis Paper, regarding service delivery and agencies, in MSW 521</p>	<p>1. Assignment 2. Assignment</p>	<p>See Row 1</p>

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	change to improve service quality as measured by . . .			
2.1.10 Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(a) ENGAGEMENT Substantially and effectively prepares for action with individual, family, group, organization, and communities Student demonstrates the knowledge base and effective readiness to intervene constructively with individuals and groups	5. Student receives a mean score of 3.2 or higher in MSW 510 6. Student receives a mean score of 3.2 or higher in MSW 511 7. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 8. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours	1. Assignment 2. Assignment 3. Assignment 4. Assignment	See Row 1
2.1.10 (Continued) Engage, assess, intervene, and evaluate with	(a) ENGAGEMENT (Continued) Develop mutually agreed-upon focus of work and	5. Student receives a mean score of 3.2 or higher in MSW 510 6. Student receives a mean score of 3.2 or higher in MSW 511 7. Student completes field seminar,	1. Assignment 2. Assignment 3. Assignment 4. Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
individuals, families, group organizations, and communities	<p>desired outcomes</p> <p>Student demonstrates the ability to work with and individuals, families, and groups to identify and work toward accomplishment of shared goals</p>	<p>MSW 540, with a passing grade of “credit” and 250 hours</p> <p>8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>		
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	<p>(a) ENGAGEMENT (Continued)</p> <p>Use empathy and other interpersonal skills</p> <p>Student demonstrates the capacity to exercise empathy and use self in engagement of service delivery</p>	<p>4.Student receives a mean score of 3.2 or higher in MSW 510</p> <p>5.Student receives a mean score of 3.2 or higher in MSW 511</p> <p>6.Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours</p> <p>4.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>1.Assignment</p> <p>2.Assignment</p> <p>3.Assignment</p> <p>4.Assignment</p>	See Row 1
2.1.10 (Continued)	(b) ASSESSMENT	5.Student receives a mean score of 3.2	1.Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	Collect, organize, and interpret client data Student demonstrates ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information coherently as measured by . . .	or higher in MSW 510 6. Student receives a mean score of 3.2 or higher in MSW 511 7. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 8. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours	2. Assignment 3. Assignment 4. Assignment	
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(b) ASSESSMENT (Continued) Assess client strengths and limitations Student demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal	5. Student successfully passes, with a mean score of 3.2 or higher, regarding individuals and families, MSW 510 6. Student successfully passes, with a mean score of 3.2 or higher, assessment through evaluation of practice with groups and communities, in MSW 511 7. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours	1. Assignment 2. Assignment 3. Assignment 4. Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	and ethical guidelines and identifies strengths and needs	8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours		
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(b) Assessment (Continued) Develop mutually agreed-on intervention goals and objectives Student demonstrates ability to involve individuals, family members and community service providers to develop coordinated intervention plans	5.Student receives a mean score of 3.2 or higher in MSW 510 6.Student receives a mean score of 3.2 or higher in MSW 511 7.Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours	1.Assignment 2.Assignment 3.Assignment 4.Assignment	See Row 1
2.1.10 (Continued) Engage, assess, intervene, and evaluate with	(b) Assessment (Continued) Select appropriate intervention strategies	5.Student receives a mean score of 3.2 or higher in MSW 510 6.Student receives a mean score of 3.2 or higher in MSW 511 7.Student completes field seminar,	1.Assignment 2.Assignment 3.Assignment 4.Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
individuals, families, group organizations, and communities	Student demonstrates ability to critically determine the most appropriate intervention strategy to implement a plan	MSW 540, with a passing grade of “credit” and 250 hours 8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours		
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(c) Intervention Initiate actions to achieve organizational goals Student demonstrates beginning ability to initiate efforts consistent with social and organization goals as measured by . . .	5.Student receives a mean score of 3.2 or higher in MSW 510 6.Student receives a mean score of 3.2 or higher in MSW 511 7.Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours	1.Assignment 2.Assignment 3.Assignment 4.Assignment	See Row 1
2.1.10 (Continued) Engage, assess, intervene, and evaluate with	(c) Intervention (Continued) Implement prevention interventions that enhance client capacities	5.Student receives a mean score of 3.2 or higher in MSW 510 6.Student receives a mean score of 3.2 or higher in MSW 511 7.Student completes field seminar,	1.Assignment 2.Assignment 3.Assignment 4.Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
individuals, families, group organizations, and communities	Student demonstrates capacity to identify and use prevention measures that enhance individual client strengths and protective factors	MSW 540, with a passing grade of “credit” and 250 hours 8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours		
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(c) Intervention (Continued) Help clients resolve problems Student demonstrates capacity to identify and prioritize challenges and to foster solutions that call on client/consumer strengths	5.Student receives a mean score of 3.2 or higher in MSW 510 6.Student receives a mean score of 3.2 or higher in MSW 511 7.Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours	1.Assignment 2.Assignment 3.Assignment 4.Assignment	See Row 1
2.1.10 (Continued) Engage, assess, intervene, and	(c) Intervention (Continued) Negotiate, mediate, and advocate for clients	5.Student receives a mean score of 3.2 or higher in MSW 510 6.Student receives a mean score of 3.2	1.Assignment 2.Assignment 3.Assignment 4.Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
evaluate with individuals, families, group organizations, and communities	Student demonstrates capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources, and services	or higher in MSW 511 7.Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours		
2.1.10 (Continued) Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	(c) Intervention (Continued) Facilitate transitions and endings Student recognizes the importance of understanding the transition and termination process and demonstrates the capacity to sensitively terminate work	5.Student receives a mean score of 3.2 or higher in MSW 510 6.Student receives a mean score of 3.2 or higher in MSW 511 7.Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours 8.Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours	1.Assignment 2.Assignment 3.Assignment 4.Assignment	See Row 1
2.1.10 (Continued)	(d) Evaluation	5.Student receives a mean score of 3.2	1.Assignment	See Row 1

Foundation Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>EPAS Practice Behaviors & CSUF Course Content</i>	<i>Courses and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
<p>Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>Social Workers critically analyze, monitor, and evaluate interventions</p> <p>Student demonstrates a beginning ability to systematically monitor, analyze, and evaluate interventions, applying knowledge for action approach to determine future action</p>	<p>or higher in MSW 510</p> <p>6. Student receives a mean score of 3.2 or higher in MSW 511</p> <p>7. Student completes field seminar, MSW 540, with a passing grade of “credit” and 250 hours</p> <p>8. Student completes field seminar, MSW 541, with a passing grade of “credit” and 300 hours</p>	<p>2. Assignment</p> <p>3. Assignment</p> <p>4. Assignment</p>	

Advanced Benchmark Analysis Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Analytical Procedure	Competency Benchmark
2.1.1 Identify as a professional social worker and conduct oneself accordingly (Professional core values history)	<p>Student is able to articulate the roles of a professional social worker and to consistently demonstrate effective self -management, interpersonal interaction, service advocacy, and continuing professional development within those roles</p> <p>Student interacts positively with clients, colleagues and supervisors and demonstrates skill in seeking out suitable client services and insuring clients have access to those services</p>	<p>3. Student responds with an 8 or higher rating on Exit Survey Questions 1-2, 6-13</p> <p>4. Student receives a mean score of 3.2 or higher on Assignment 2 & 3, Identifying Services and policies that govern services in MSW 522 (Brief/Gallery) OR</p> <p>3. Student receive a mean score of 3.2 or higher average on Term Paper on Mental Health Policy and Practice Nexus e.g. M.H.S.A. in MSW 523 OR</p> <p>3. Student receives a mean score of 3.2 or higher on Term Paper exploring Policy and Practice Nexus (PPT) in MSW 524</p>	<p>Legend: For All Assignments: Aggregate mean score 0-4 For All Comprehensive Skills Evaluation: Converted to scale 0-4. For All Exit Survey: Scale is 1-10</p> <p>5.Exit Survey 6.Assignment OR 2.Assignment OR 2.Assignment</p>	<p>A mean score of 3.2 is set as our benchmark. For each behavior an average mean is calculated of all assignments, indicators for that behavior and the mean of those together is the grand mean for that competency.</p>
2.1.1 (Continued) Identify as a	Student maintains appropriate professional demeanor and	3. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills	1.Comprehensive Skills Evaluation	See Row 1

Advanced Benchmark Analysis Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Analytical Procedure	Competency Benchmark
professional social worker and conduct oneself accordingly (Prof. core values History)	boundaries in practice situations, demonstrates skill in articulating professional knowledge and effective use of self, and utilizes appropriate resources to insure professional growth	Evaluation Competency 1 in MSW 542 4. Student receives a mean score of 3 or higher in Spring Comprehensive Skills Evaluation Competency 1 in MSW 543	2.Comprehensive Skills Evaluation	
2.1.2 Apply Social Work Ethical principles to guide professional practice	Student critically evaluates personal and cultural values and norms in all practice situations, applying ethics and concentration practice principles to make decisions and resolve conflicts among perspectives Student effectively applies decision making strategies that are grounded in social work values and ethics and practice principles	2. Student receives a mean score of 3.2 or higher on Licensing Exam demonstrating use of effective decision making strategies in MSW 514 OR 2. Student receives a mean score of 3.2 or higher on Assessment Paper in MSW 512 OR 2. Student receives a mean score of 3.2 or higher on Empirical Research Project in MSW 516	1.Assignment OR 1.Assignment OR 1.Assignment	See Row 1
2.1.3 Apply critical thinking to inform	Student applies critical thinking skills using logic, scientific inquiry, and reasoned	4. Student receives a mean score of 3.2 or higher on Levy Paper in MSW 503 5. Student receives for mean score of	1.Assignment 2.Comprehensive Skills Evaluation	See Row 1

Advanced Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)	discernment to synthesize information, to practice effectively and to communicate professional judgments Student consistently communicates information, including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients	2.5 or higher on Fall Comprehensive Skills Evaluation Competency 3 in MSW 542 6. Student receives for mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 3 in MSW 543	3. Comprehensive Skills Evaluation	
2.1.4 Engage diversity and difference in practice. (Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)	Student consistently demonstrates and articulates both accurate awareness of self, and knowledge of [historical and contemporary] variables contributing to power imbalances and interpersonal and intercultural conflict in order to work effectively with individuals, families, groups, organizations and communities In practice, student	4. Student rates self 8 or higher on Exit Survey Questions 28-34, 50-52 5. Student receives a mean score of 3 or higher on Fall Comprehensive Skills Evaluation Competency 4 in MSW 542 6. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 4 in MSW 543	1. Exit Survey 2. Comprehensive Skills Evaluation 3. Comprehensive Skills Evaluation	See Row 1

Advanced Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
	demonstrates both an acute awareness of historical and societal variables at the micro, mezzo and macro levels that influence interaction and the consistent ability to work effectively with diverse individuals, families, and communities to eliminate disparities			
<p>2.1.5 Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to</p>	<p>Student uses knowledge of variables that contribute to injustice, knowledge of human behavior, and knowledge of advocacy theory to provide leadership in application of social work skills to promote social and economic justice at the micro, mezzo and macro levels</p> <p>Student engages in policy practice to improve social and economic justice</p>	<p>3. Student receives 8 or higher in Exit Survey on Questions 50-58</p> <p>4. Student receives a mean score of 3.2 or higher on, Assignment 3, Developing a Policy Proposal for a Client in MSW 524, Aging Policy Practice</p> <p>OR</p> <p>3. Student receives a mean score of 3.2 or higher on Assignment 2, Policy Practice Plan for a Resilience Based Program in MSW 522, Child Welfare Policy Practice</p>	<p>1.Exit Survey</p> <p>2.Assignment</p> <p>OR</p> <p>2.Assignment</p> <p>OR</p> <p>2.Assignment</p> <p>AND</p> <p>3.Comprehensive Skills Evaluation</p> <p>4.Comprehensive Skills Evaluation</p>	<p>See Row 1</p>

Advanced Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
promote human and civil rights		<p align="center">OR</p> <p>5. Student receives a mean score of 3.2 mean score or higher on Final Oral Assignment in MSW 523, Mental Health Policy Practice</p> <p align="center">AND</p> <p>6. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 5, Items 1-3 in MSW 542</p> <p>7. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 5, Items 1-3 in MSW 543</p>		
2.1.6 Engage in research informed practice and practice informed research	<p>Student regularly assesses and uses research to guide practice, evaluates practice, and disseminates findings to improve practice</p> <p>Student demonstrates skill in conducting case research and interpreting evidence based research, applying findings to</p>	<p>5. Student receives a mean score of 3.2 or higher on Final Project in MSW 596</p> <p>6. Student receives a mean score of 3.2 or higher on Final Project in MSW 597</p> <p>7. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 6 in MSW 542</p> <p>8. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 6 in MSW 543</p>	<p>1. Assignment</p> <p>2. Assignment</p> <p>3. Comprehensive Skills Evaluation</p> <p>4. Comprehensive Skills Evaluation</p>	See Row 1

Advanced Benchmark Analysis Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Analytical Procedure	Competency Benchmark
	practice, in program evaluation, and in dissemination of knowledge			
2.1.7 Apply knowledge of human behavior and the social environment	<p>Student integrates knowledge and theory of human behavior and the social environment from diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations</p> <p>Student’s evaluation of practice [engagement, assessment, planning, intervention and evaluation] demonstrates the ability to knowledgably apply information about human behavior and the social environment, from diverse perspectives</p>	<p>5. Student scores an 8 or higher on Exit Survey, Questions 14-27</p> <p>6. Student receives a mean score of 3.2 or higher on Final Exam in MSW 503</p> <p>7. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 542</p> <p>8. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 543</p>	<p>1.Exit Survey</p> <p>2.Assignment</p> <p>3.Comprehensive Skills Evaluation</p> <p>4.Comprehensive Skills Evaluation</p>	See Row 1
2.1.8	The student articulates knowledge of current agency,	2. Student receives a mean score of 3.2 or higher in MSW 522	1.Assignment OR	See Row 1

Advanced Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
Engage in Policy Practice to advance social and economic well-being and deliver effective social work services.	state, and federal policies and engages in effective practice development and implementation of ethical and effective policies Student’s policy practice interventions demonstrate knowledge of relevant policies [including those specific to cultural groups], social work values, and assessment of service effectiveness	OR 2. Student receives a mean score of 3.2 or higher in MSW 523 OR 2. Student receives a means score of 3.2 or higher in MSW 524	1.Assignment OR 1.Assignment	
2.1.9 Respond to contexts that shape practice	Student identifies trends among micro, mezzo, and macro variables that affect practice and provides leadership to respond to those trends in effective and culturally competent ways Student readily identifies changing factors in agencies and services that affect services and initiates culturally competent	4. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 9, Items 1-2 in MSW 542 5. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 9, Items 1-2 in MSW 543 6. Student receives a mean score of 3.2 or higher in MSW 564	1.Comprehensive Skills Evaluation 2.Comprehensive Skills Evaluation 3.Assignment	See Row 1

Advanced Benchmark Analysis Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Analytical Procedure	Competency Benchmark
	action to promote responsive, sustainable services and collaboration			
2.1.10 (a) ENGAGE Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	<p>Student skillfully, respectfully, and in accord with social work values, establishes working relationships with clients and community partners and utilizes those relationships in forging goals and positive outcomes</p> <p>The student demonstrates the ability to develop relationships and manage power differentials in routine and challenging situations with clients and partners in a manner that reflects core social work values as they address child welfare, community mental health, or aging practice</p>	<p>4. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10a, Engage in MSW 542</p> <p>5. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10a, Engage in MSW 543</p> <p>6. Student receives a mean score of 3.2 or higher in MSW 512 OR</p> <p>4. Student receives a mean score of 3.2 or higher in MSW 514 OR</p> <p>5. Student receives a mean score of 3.2 or higher in MSW 516 AND</p> <p>6. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the</p>	<p>1. Comprehensive Skills Evaluation</p> <p>2. Comprehensive Skills Evaluation</p> <p>3. Assignment OR</p> <p>3. Assignment OR</p> <p>3. Assignment 4. Assignment</p>	See Row 1

Advanced Benchmark Analysis Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Analytical Procedure	Competency Benchmark
		list below): MSW 570 MSW 571 MSW 572 MSW 573 MSW 574 MSW 575		
2.1.10 (b) (Continued) ASSESS Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	The student consistently gathers qualitative and quantitative data from a variety of sources, forms coherent meaning from the data, and uses the resulting information to make recommendations and to plan interventions that meet standards for social work practice Student’s service plans reflect data collection and assessment methods that demonstrate mutuality and respect for clients from diverse backgrounds	4. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10b, Assess in MSW 542 5. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10b, Assess in MSW 543 6. Student receives a mean score of 3.2 or higher in MSW 512 OR 4. Student receives a mean score of 3.2 or higher in MSW 514 OR 5. Student receives a mean score of 3.2 or higher in MSW 516 AND	1. Comprehensive Skills Evaluation 2. Comprehensive Skills Evaluation 3. Assignment OR 3. Assignment OR 3. Assignment 4. Assignment	See Row 1

Advanced Benchmark Analysis Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Analytical Procedure	Competency Benchmark
		<p>6. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the list below): MSW 570 MSW 571 MSW 572 MSW 573 MSW 574 MSW 575</p>		
<p>2.1.10 (c) (Continued) INTERVENE Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>The student comfortably shifts among the roles of a social worker in child welfare and intervenes effectively in those roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations</p> <p>The student’s child welfare, community mental health, or aging interventions demonstrate</p>	<p>4. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10c, Intervene in MSW 542 5. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10c, Intervene in MSW 543 6. Student receives a mean score of 3.2 or higher in MSW 512 OR 4. Student receives a mean score of 3.2 or higher in MSW 514</p>	<p>1. Comprehensive Skills Evaluation 2. Comprehensive Skills Evaluation 3. Assignment OR 3. Assignment OR 3. Assignment 4. Assignment</p>	<p>See Row 1</p>

Advanced Benchmark Analysis Competencies Matrix

EPAS Core Competencies (10 + a, b, c, d)	CSUF Advanced Behaviors & Course Content	Course and Assignment Measures	Analytical Procedure	Competency Benchmark
	effective embracing of multiple social worker roles and phases of service that recognize client strengths and self determination	OR 5. Student receives a mean score of 3.2 or higher in MSW 516 AND 6. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the list below): MSW 570 MSW 571 MSW 572 MSW 573 MSW 574 MSW 575		
2.1.10 (d) (Continued) EVALUATE Engage, assess, intervene, and evaluate with individuals,	<p>The student consistently uses reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve policy and practice</p> <p>Student regularly engages in practice evaluation using reliable</p>	4. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10d, Evaluate in MSW 542 5. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10d, Evaluate in MSW 543 6. Student receives a mean score of 3.2	1. Comprehensive Skills Evaluation 2. Comprehensive Skills Evaluation 3. Assignment OR 3. Assignment OR 3. Assignment	See Row 1

Advanced Benchmark Analysis Competencies Matrix

<i>EPAS Core Competencies (10 + a, b, c, d)</i>	<i>CSUF Advanced Behaviors & Course Content</i>	<i>Course and Assignment Measures</i>	<i>Analytical Procedure</i>	<i>Competency Benchmark</i>
<p>families, group organizations, and communities</p>	<p>and valid methods and uses the results to benefit clients</p>	<p>or higher in MSW 512 OR 4. Student receives a mean score of 3.2 or higher in MSW 514 OR 5. Student receives a mean score of 3.2 or higher in MSW 516 AND 6. Student receives a mean score of 3.2 or higher in Spring Direct Practice Elective Course (Students are required to take one course from the list below): MSW 570 MSW 571 MSW 572 MSW 573 MSW 574 MSW 575</p>	<p>4.Assignment</p>	

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

There are two analytic/outcome grids presented in this self study. The program has provided the outcome data for its 2012-2013 academic year, which utilized the original objective based accreditation system and, secondly, an outcome grid by competency using the new system implemented with the 2013-2014 academic year. The first grid, using the objective based system appears in the appendix, Volume III under the heading converted evaluation grid and old objectives. What appears below is the summary sheet for the data that was converted from the old objective system to the 2008 EPAS system. This sheet along with data from prior academic years appears on the MSW program website. The 2012-13 data was discussed as a faculty this past June as part of the annual program evaluation. The summary data for 2012-2013 provides scores for each competency and includes the percentage of students achieving the benchmark. As part of the analysis of raw data, the program evaluation faculty provided scores by objective and, then, the scores by assignment that form the mean score for each objective. As previously noted, the program then created a translation of the original objective based system to the new competency based system, essentially, identifying which objectives and assignments are linked to the 2008 EPAS competencies. That conversion chart also appears with the 2012-2013 raw data in the appendix. The program used this system to discuss program evaluation for the past academic year. While complex, it provided the ability to continue to use the program's original data and set the framework for ongoing future evaluation.

The grid provided in this section is the new competency based EPAS system and displays data outcomes for the first semester of the 2013-2014 academic year. This data will not be analyzed until data from the Spring semester (2014) has been collected. A meeting to look at this data is scheduled as a retreat for faculty in June of 2014. The meeting is before the site visit for reaccreditation, but past the date that the self study is due. This is the reason that only the first semester of outcome data in the new system is available with this self study.

The outcome and summary of analytical data presented below follows the first outcome grid data for 2012-2013 using the original objective based data that has been converted to the competency based system. As a consequence of this shift, these changes were discussed with the faculty. Where there were discussions or analytical inquiry about benchmarks, the faculty utilized the conversion grid and, then, the specific assignment and behaviors, to focus on program improvements and opportunities.

Below appears summary competency data for 2012-2013 Following the grids is a discussion of the summary data reflecting the faculty review for the 2012-2013 academic year. The following narrative discusses the summarized competencies, and references individual assignments and behaviors as they relate to understanding variation in competency attainment. The summary sheet provides the percentage of students achieving the program's original benchmark of 3.0 on a four-point scale.

Competencies Conversion Chart from Original Standards to 2008 EPAS

This chart was used to take the program's initial, existing objectives and translate those to 2008 EPAS competencies, thus enabling the program to adapt the original objective based evaluation process into the new EPAS competency based model. This chart works with the curriculum grid used to capture the original objective based outcomes and to create the program's assessment of learning outcomes that appear in this document and on the program website.

The EPAS 2008 competency appears first and, then, the aligning objectives are listed following a colon to the right of those competencies. The objectives are detailed in the appendix of this document for easy reference.

Competency 2.1.1: Foundation Objective (FO) 1, FO 4, FO 6, FO 9, Concentration Objective (CO) 1.

Competency 2.1.2: FO 1, CO 5

Competency 2.1.3: FO 2, FO 3

Competency 2.1.4: FO 4, FO 4

Competency 2.1.5: FO 6, FO 7

Competency 2.1.6: FO 8, CO 4

Competency 2.1.7: FO 7, FO 2, CO 2

Competency 2.1.8: FO 6

Competency 2.1.9: FO 7, FO 12, CO 3

Competency 2.1.10 (a-d): FO 10, FO 11, FO 8, CO 2

Assessment of Student Learning Outcomes in the Overall Program For the Most Current Graduating Class (CSWE EPAS)			
2012-2013			
COMPETENCY	COMPETENCY BENCHMARK	MEAN SCORE OF STUDENTS ACHEIVING BENCHMARK (OVERALL PROGRAM)	PERCENTAGE OF STUDENTS ACHEIVING BENCHMARK
	4-Point System (1-4)	N = 51	N = 51
Identify as a Professional Social Worker (1)	3.0 or higher	3.65	95.4%
Apply Ethical Principles (2)	3.0 or higher	3.55	100%
Apply Critical Thinking (3)	3.0 or higher	3.72	99%
Engage Diversity in Practice (4)	3.0 or higher	3.6	98.4%
Advance Human Rights/Social and Economic Justice (5)	3.0 or higher	3.66	98.7%

Assessment of Student Learning Outcomes in the Overall Program For the Most Current Graduating Class (CSWE EPAS)			
2012-2013			
COMPETENCY	COMPETENCY BENCHMARK	MEAN SCORE OF STUDENTS ACHEIVING BENCHMARK (OVERALL PROGRAM)	PERCENTAGE OF STUDENTS ACHEIVING BENCHMARK
Engage Research Informed Practice/Practice Informed Research (6)	3.0 or higher	3.52	99.5%
Apply Human Behavior Knowledge (7)	3.0 or higher	3.67	99.4%
Engage Policy Practice to Advance Well-Being and Deliver Services (8)	3.0 or higher	3.65	98.4%
Respond to Practice Contexts (9)	3.0 or higher	3.66	99.6%
Practice Engagement (10a)	3.0 or higher	3.66	99.3%
Practice Assessment (10b)	3.0 or higher	3.66	99.3%
Practice Intervention (10c)	3.0 or higher	3.66	99.3%
Practice Evaluation (10d)	3.0 or higher	3.66	99.3%

The converted objective based data in the summary sheet demonstrates that the program achieved its benchmark of 3.0 on all competencies. The mean score of objective indicators ranged from 3.5 to 3.7. In addition, the percentage of students achieving benchmarks range from 95 to 99%. In both cases, the program's scores range within a very narrow band of success. These scores, while indicating that the program achieved its outcomes, were of limited value in evaluating the program. This reality led to a discussion among the faculty in which it was decided to adjust the program's benchmark for the 2013-2014 academic year.

In order to gain insight into improving the program and allowing the data to inform overall program recommendations for change, the faculty looked at the mean scores for objectives and individual assignments. Those scores follow the competency summary sheet provided above. The individual objective sheets, provided little additional information that provided insights that could be used for program improvement. The program was consistent with grading students within a narrow band of scores. However, individual assignment sheets that comprised the indicators for objectives and were the foundation of how scores were averaged revealed two areas of concern.

First, the field education sequence of courses, MSW 540 through 543, which made up a significant number of scores, appeared as indicators across a large number of objectives. In fact,

these field assignments appeared as indicators in 12 of the 17 foundation and advanced objectives. The mean scores for these field assignments ranged between 3.8 and 3.9 on a four-point scale. This factor is discussed in the next section, but essentially these courses, as mandated by the university, are required to receive a letter grade as opposed to a pass/fail grade, as is the case in most MSW curricula. As a product, these sections of courses received high grades and were included in the averaging of scores, which in fact produced inflated grades. The faculty noted this and sought to have the grade scale changed.

Second, the competency summary information indicated that competency 2.1.6, engage in research practice, received a passable 3.5, but was the program's lowest mean score. This has consistently been the case over the history of the program. The faculty continues to discuss the research sequences in the program and a detailed discussion of a proposed change is presented in the next section of this study.

The second grid reflecting the new EPAS 2008 evaluation system appears below. The grid lists the competency and the benchmark for that competency; connected to each competency is the behavior (assignment indicator) and the mean score achieved on a four-point scale. The program reviewed the aggregate mean score for all behaviors and the percentage of students achieving the benchmark or above for each competency. The faculty has agreed to move the benchmark for each competency and behavior to 3.2, with an expectation of a minimum of 70% of students achieving or exceeding this standard; all students met or exceeded this benchmark for the current academic year. This data is supported by data sheets detailing each behavior per competency and the mean score, which is kept in an SPSS/excel file by a faculty member/evaluator assigned to the evaluation committee.

FOUNDATION YEAR EVALUATION DATA SUMMARY

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Advocate for client access to the services of social work		3.80
	Practice personal reflection and self-correction		3.20
	Attend to professional roles and boundaries		3.70
	Demonstrate professional demeanor		3.77
	Engage in career long learning		3.19
	Use supervision and consultation		3.19
	Aggregated Mean Score		3.48
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	96.7	99.5	98.8

Competency 2.1.2 Apply Social Work Ethical principles to guide professional practice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Recognize & manage personal values to guide practice		3.89
	Make ethical decisions by applying standards of NASW Code of Ethics		3.95
	Tolerate ambiguity in resolving ethical conflicts		3.48
	Apply strategies of ethical reasoning		3.84
	Aggregated Mean Score		3.79
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	95.4	95.6	98.6

Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Distinguish, appraise, and integrate multiple sources of knowledge		3.88
	Analyze models of assessment, prevention and intervention, and evaluation		NOT AVAILABLE*
	Demonstrate effective oral and written assessment communication		3.71
	Aggregated Mean Score		3.79
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	98.1	97.9	100

* All indicators of the practice behavior are from the courses taught in spring semester and no data is available.

Competency 2.1.4 Engage diversity and difference in practice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Recognize the extent to which structures and values may influence privilege and power		3.60
	Gain sufficient self-awareness to eliminate the influence of personal biases and values		3.19
	Recognize and communicate importance of difference in shaping life experiences		3.63
	View themselves as learners and engage with informants		3.50
	Aggregated Mean Score		3.48
	Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health
98.9		98.3	100

Competency 2.1.5 Advance human rights and social & economic justice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Understand the forms and mechanisms of oppression and discrimination		3.69
	Advocate for human rights and social and economic justice		3.50
	Engage in practices that advance social and economic justice		3.89
	Aggregated Mean Score		3.69
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	99.3	100

Competency 2.1.6 Engage in research informed practice and practice informed research			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Use practice experience to inform scientific inquiry		3.50
	Aggregated Mean Score		3.50
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

Competency 2.1.7 Apply knowledge of human behavior and the social environment			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation		3.66
	Critique and apply knowledge to understand person and environment		3.42
	Aggregated Mean Score		3.54
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	97.9	98.7	100

Competency 2.1.8 Engage in Policy Practice to advance social and economic well-being and deliver effective social work services			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Analyze, formulate, and advocate for policies that advance social well being		3.65
	Collaborate with colleagues and clients for effective policy action		NOT AVAILABLE*
	Aggregated Mean Score		3.50
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	98.6	96.5	100

*All indicators of the practice behavior are from courses taught in the spring semester and no data is currently available.

Competency 2.1.9 Respond to contexts that shape practice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends		3.50
	Provide leadership in promoting sustainable changes in service delivery and practice		NOT AVAILABLE*
	Aggregated Mean Score		3.50
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

* All indicators of the practice behavior are from courses taught in the spring semester and no data is currently available.

Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	(a) Engagement Substantially and effectively prepare for action		3.55
	(a) Engagement Develop mutually agreed-upon focus of work and desired outcomes		3.55
	(a) Engagement Use empathy and other interpersonal skills		3.55
	(b) Assessment Collect, organize, and interpret client data		3.55
	(b) Assessment Assess client strengths and limitations		3.55
	(b) Assessment Develop mutually agreed-on intervention goals and objectives		3.55
	(b) Assessment Select appropriate intervention strategies		3.55
	(c) Intervention Initiate actions to achieve organizational goals		3.55
	(c) Intervention Implement preventions and interventions that enhance client capacities		3.55
	(c) Intervention Help clients resolve problems		3.55
	(c) Intervention Negotiate, mediate, and advocate for clients		3.55
	(c) Intervention Facilitate transitions and endings		3.55
	(d) Evaluation Critically analyze, monitor, and evaluate interventions		3.55
	Aggregated Mean Score		3.55
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	97.8	100	100

CONCENTRATION YEAR EVALUATIONA DATA SUMMARY

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Articulate and demonstrate the roles of a professional social worker		3.91
	Maintain appropriate professional demeanor and boundaries and demonstrate professional knowledge and skills		4.0
	Aggregated Mean Score		3.95
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	90.9	100

Competency 2.1.2 Apply Social Work Ethical principles to guide professional practice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Critically evaluate personal and cultural values and apply decision making strategies in social work value and ethics		3.80
	Aggregated Mean Score		3.80
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	90.0	97.0	97.8

Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Apply critical thinking skills using scientific inquiry to practice and communicate effectively		3.94
	Aggregated Mean Score		3.94
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

Competency 2.1.4 Engage diversity and difference in practice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Demonstrate awareness of historical and societal variables at micro, mezzo ad macro levels to work effectively with diverse population		4.0
	Aggregated Mean Score		4.0
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

Competency 2.1.5 Advance human rights and social & economic justice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Use knowledge of variables that contribute to injustice, knowledge of advocacy theory and human behavior to promote social justice		4.0
	Aggregated Mean Score		4.0
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

Competency 2.1.6 Engage in research informed practice and practice informed research			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Regularly assess and use research to guide and to evaluate social work practice		4.0
	Aggregated Mean Score		4.0
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

Competency 2.1.7 Apply knowledge of human behavior and the social environment			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Integrate knowledge and theories of human behavior and the social environment from diverse perspectives		3.85
	Aggregated Mean Score		3.85
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	95.8	100	100

Competency 2.1.8 Engage in Policy Practice to advance social and economic well-being and deliver effective social work services			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Articulate knowledge of current agency, state and federal policy and engage in effective policy practice development and implementation		3.96
	Aggregated Mean Score		3.96
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

Competency 2.1.9 Respond to contexts that shape practice			
Competency Benchmark	Practice Behavior		Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	Identify trends affecting practice and demonstrate leadership to respond to those trends		4.0
	Aggregated Mean Score		4.0
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	100	100

Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities		
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures
Mean of 3.2 or higher for means of practice behavior measures	(a) Engagement Skillfully and respectfully establish working relationships with clients and community partners and utilizes those relationships to forge positive outcomes	3.86
	(b) Assessment Develop a service plan reflecting qualitative and quantitative data and assessment method that demonstrate mutuality and respect for clients.	3.86
	(c) Intervention Student's interventions demonstrate effective embracing of multiple social worker roles and phases of service that recognize client strengths and self-determination.	3.86
	(d) Evaluation Use reliable and valid methods for monitoring and evaluating practice interventions and use the	3.86

	results to improve practice		
	Aggregated Mean Score		3.86
Benchmark Findings (% of students achieving competency bench mark)	Child Welfare	Community Mental Health	Aging
	100	98.5	98.5

FOUNDATION AND CONCENTRATION YEAR TOTAL MEAN SCORE

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly	3.72
Competency 2.1.2 Apply Social Work Ethical principles to guide professional practice	3.80
Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments	3.87
Competency 2.1.4 Engage diversity and difference in practice	3.74
Competency 2.1.5 Advance human rights and social & economic justice	3.85
Competency 2.1.6 Engage in research informed practice and practice informed research	3.75
Competency 2.1.7 Apply knowledge of human behavior and the social environment	3.69
Competency 2.1.8 Engage in Policy Practice to advance social and economic well-being and deliver effective social work services	3.73
Competency 2.1.9 Respond to contexts that shape practice	3.75
Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities	3.71

Accreditation Standard: M4.0.3 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 process the program employs with regard to program evaluation or continuous quality improvement has remained steady over the years in large measure. It has been slightly altered this past academic year as the program made the complete transition from the original objective

based system to the competency based system dictated by the 2008 EPAS. The process with the program's alteration is described in the next paragraph.

As mentioned earlier in this document, the faculty completes grade reports for their classes at the end of each semester. The grade report appears above at the beginning of the Evaluation section. The grade report is based on the competency/behavior matrix and assignments correspond with behavioral indicators for each of the program's competencies. In addition, to calculate the mean grade for assignments (indicators), faculty members also report the overall class mean and, then, the percentages of students, by concentration, achieving or exceeding the set benchmark.

These grade reports are submitted at the time grades are due to the university each semester to administrative staff that check for completeness and fidelity. These are then sent to the faculty analyst and an assigned graduate student who enter the data into a spread sheet. The spread sheet is organized like the matrix with competencies, behaviors, and indicators in step-wise fashion. The mean scores are then calculated. In addition to assignment grades, the student exit survey data, also organized around competencies, is added to the spread sheet at the end of each academic year. This latter scale is converted to a four-point scale and organized to allow for specific questions to be added to specific competencies. The final spread sheet and summary data sheet organized by competencies is reviewed by the evaluation committee and department chair and prepared for a partial-day retreat at the end of each semester. Given the transitional nature of the evaluation program this academic year, the program conversion and evaluation data (as it was being converted) was part of each monthly faculty meeting. The final 2012-2013 data was reviewed at a faculty retreat this past December, 2013, and the results, alluded to above, are presented here.

Based on the review of the 2012-2013 academic year data and after reviewing trends from the previous two academic years, the faculty decided that the program needed to raise the bar with regard to benchmarking. The 3.0 mean score for competencies, while representing the required passing grade for students to maintain good academic standing in the program, was considered to be too low and did not provide the program with sound enough data to be useful for making program decisions. The faculty moved the benchmark to a mean score of 3.2 on a four-point scale, (although 3.5 was discussed). The faculty committed to reviewing this benchmark level each academic year.

As discussed above field seminars were graded on a four-point scale, requiring an academic grade as opposed to pass fail. This was a university policy. The faculty felt that this inflated grades, perhaps hiding lower grades in key competency areas and masking our ability to fully explain program achievement. The program was able to get a waiver from the university and field seminars are now graded, as is the standard in the majority of California MSW programs, as pass/fail. This will allow the program to assign a benchmark level grade to the passing score. The faculty believes that this will have the effect of reducing "noise" in our evaluation data and allow for a more textured exploration of the data.

As a last change effort, the faculty reviewed students' achievement with regard to competency 2.1.6, research. The program has three research classes in the curriculum: a foundation course (MSW 530), and two capstone project classes (MSW 596 and MSW 597). Students tend to struggle through these courses and, while the mean score reported for this year was 3.5, it was

felt by faculty that this reflected some degree of grade inflation. The faculty decided to use a secondary data set approach to the project class, providing students with public data sets from a variety of sources. This enabled students to focus on research questions and devote time to the processes involved in research and program evaluation with the guidance of instructors. The faculty will evaluate this effort at the end of the academic year. In addition, faculty initially discussed revising the foundation policy courses and that will be an agenda item along with supporting data for the June 2014 faculty retreat on program review and evaluation.

Accreditation Standard: M4.0.4 The program uses 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 program has provided in this section of the self study form AS4 (M) that was uploaded to the program's web site page. The program has placed three years' worth of data on the web site. While this is a requirement of CSWE, the faculties point of view is that it is important to provide the program's constituents with program evaluation data. The program makes these data available through the departmental web site to internal and external audiences. Internally, the faculty feel strongly that the college (HHD), and the eight other programs in the college, should have access to the program's evaluation summary data. The MSW program regularly engages in a relationship with the undergraduate portions of the other programs in HHD which often produce students that are interesting in becoming graduate students. The faculty members in the Department of Social Work want the program/department advisors and prospective students to be able to evaluate the MSW program for themselves. Likewise, the program participates in the university's system wide outcome evaluation program and makes data accessible to the broader university. The program is represented on both the college and university outcomes evaluation committees.

These data are also available to external communities, including agencies the program works with, local NASW chapters, and prospective students.

Accreditation Standard: M4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

All program measures, from course syllabi to surveys that serve as input documents to the evaluation process, are appended to this self study and appear in Volumes II and III. Volume II includes all syllabi of courses offered in the MSW program and assignment instructions that are not comprehensively covered in the syllabi, for assignments that are used as competency-based behavioral measures. The appendix, Volume III, contains a section entitled "Instruments" that includes the rest of the measures used for evaluation, including the Comprehensive Skills Evaluation tools used in field seminar courses, and the Entrance/Exit Survey, Alumnae and Employer Survey.



CALIFORNIA STATE UNIVERSITY
FULLERTON

DEPARTMENT OF SOCIAL WORK
Master of Social Work Program

Reaffirmation Self-Study Volume II: SYLLABI

April 18, 2014

**Dr. David Chenot, Department Chair and
Program Director**

TABLE OF CONTENTS

MSW 501: SOCIAL WORK PERSPECTIVES ON HUMAN BEHAVIOR I.....	317
MSW 502: SOCIAL WORK PERSPECTIVES ON HUMAN BEHAVIOR II.....	338
MSW 502: Assignment Instructions.....	347
MSW 503: SOCIAL WORK PERSPECTIVES ON HUMAN BEHAVIOR III	352
MSW 503: Assignment Instructions.....	363
MSW 510: SOCIAL WORK PRACTICE I	371
MSW 510: Assignment Instructions & Quizzes	379
MSW 511: SOCIAL WORK PRACTICE II.....	382
MSW 511: Assignment Instructions & Quizzes	392
MSW 512: CHILD WELFARE: ADVANCED PRACTICE I.....	398
MSW 514: ADVANCED SOCIAL WORK PRACTICE I	407
MSW 514: Assignment Instructions.....	418
MSW 516: AGING: A MULTIGENERATIONAL PERSPECTIVE	424
MSW 520: SOCIAL WELFARE POLICY AND SERVICES I.....	441
MSW 520: Assignment Instructions.....	451
MSW 521: SOCIAL WELFARE POLICY AND SERVICES II	456
MSW 521: Assignments Instructions	467
MSW 522: CHILD WELFARE POLICY AND SOCIAL WORK	472
MSW 523: SOCIAL WELFARE POLICY IN COMMUNITY MENTAL HEALTH	478
MSW 523: Assignment Instructions.....	488
MSW 524: AGING: A MULTI-GENERATIONAL PERSPECTIVE.....	491
MSW 530: APPLIED SOCIAL WORK RESEARCH METHODS	499
MSW 530: Assignment Instructions.....	511
MSW 540: SOCIAL WORK FIELD INSTRUCTION I.....	516
MSW 541: SOCIAL WORK FIELD INSTRUCTION II	528
MSW 542: ADVANCED SOCIAL WORK FIELD INSTRUCTION I.....	538
MSW 543: ADVANCED SOCIAL WORK FIELD INSTRUCTION II	551
MSW 550: SOCIAL WORK PRACTICE WITH DIVERSE POPULATIONS.....	561
MSW 550: Assignment Instructions.....	577
MSW 564: PROFESSIONAL ISSUES IN SOCIAL WORK	581
MSW 564: Assignment Instructions.....	590
MSW 570: SOCIAL WORK PRACTICE WITH SUBSTANCE ABUSE TREATMENT	594

MSW 571: SOCIAL WORK PERSPECTIVES ON DEVELOPMENTAL PSYCHOPATHOLOGY AND FAMILY CONTEXT	600
MSW 572: SPIRITUALITY, RELIGION AND SOCIAL WORK.....	609
MSW 572: Assignment Instructions	625
MSW 573: TRAUMA-FOCUSED SOCIAL WORK PRACTICE	629
MSW 574: DEATH AND DYING	635
MSW 575: INTERNATIONAL SOCIAL WORK	641
MSW 596: MSW MASTER’S PROJECT DEVELOPMENT.....	654
MSW 597: MSW MASTER’S PROJECT	667
PLANNED ASSIGNMENTS: Foundation Courses	678
PLANNED ASSIGNMENTS: Advanced / Concentration Courses	683

DEPARTMENT OF SOCIAL WORK
Syllabus
MSW 501: SOCIAL WORK PERSPECTIVES ON HUMAN
BEHAVIOR I

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:

COURSE DESCRIPTION FROM THE CATALOG:

Prerequisite: admission to MSW program. Ecological systems theory used in social work profession for clinical and policy-oriented assessments of human functioning and needs during infancy, childhood and adolescence. Reciprocal relationships between human behavior and the social environment.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS:

MSW 501 is the first of a two-course sequence which covers the life cycle beginning at birth through adolescence; MSW 502 covers the period from young adulthood, middle age, old age, and the process of death. The focus of this course is to understand and apply diverse human behavior theories as a conceptual framework to view and interpret behaviors at the individual, group, organization, and community levels. A biopsychosocial approach will be used that emphasizes the interconnectedness between human beings and their environment. Key to this examination is knowledge of the interrelationships among biological, social, psychological and cultural systems and human behavior. The dynamics of oppression, especially as it affects disabled, poor, and/or minority children and adolescents will be explored. Concepts of resilience and understanding the balance of risk and protective factors in human development and behavior will be discussed.

Upon completion of this course, the student will be able to:

- Analyze and evaluate ecological, biological, psychological and social theories of human development, within a psychosocial understanding of children and adolescents.
- Identify and assess life course developmental issues in infancy, childhood, and adolescence from an ecological and social work perspective.

- Apply social work values to understanding differences in human conditions by assessing how group, organizational, community, and social systems dynamics may aid or hinder human development.
- Assess the influence of diversity, including cultural, ethnic, socioeconomic, racial, sexual orientation, religion, and gender diversity in shaping social work practice with children and adolescents.

Student learning in this course involves with the following Council of Social Work Education (CSWE) Educational Policy and Accreditation Standard (EPAS) Competencies

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

Student demonstrates professional demeanor in behavior, appearance and communication. This practice behavior is assessed by assignment 2 group presentation.

2.1.3. Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)

Student demonstrates effective oral and written assessment communication in working with individuals, family, groups and organizations, communities and colleagues. This practice behavior is assessed by assignment 1 personal analysis, assignment 2 group presentation and assignment 3 virtual child development paper.

2.1.7. Apply knowledge of human behavior and the social environment

Student utilizes conceptual frameworks to guide to process of assessment, intervention and evaluation. This practice behavior is assessed by assignment 1 personal analysis, assignment 2 group presentation and assignment 3 virtual child development paper.

Students critiques and applies knowledge to understand person and environment. This practice behavior is assessed by assignment 1 personal analysis, assignment 2 group presentation and assignment 3 virtual child development paper.

2.1.10. Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities: (b) Assessment

Students collects, organizes and interprets client data. This practice behavior is assessed by assignment 1 personal analysis, assignment 2 group presentation and assignment 3 virtual child development paper.

REQUIRED TEXTS AND READINGS:

Required Texts

Hutchinson, E.D. (2011). *Dimensions of human behavior: The changing life course* (4th ed.). Thousand Oaks, CA: Sage.

Hutchinson, E.D. (2011). *Dimensions of human behavior: person and environment* (4th ed.). Thousand Oaks, CA: Sage.

Robbins, S.P, Chatterjee, P., & Canda, E.R. (2012). *Contemporary human behavior theory* (3rd ed.). Boston, MA: Allyn & Bacon/Pearson.

American Psychological Association. (2009). *Publication manual* (6th ed.) Boston, MA. APA.

Other supplemental reading materials are available on Titanium. Please consult Titanium often to keep up.

REQUIRED MATERIALS AND EQUIPMENT:

Students will be expected to have access to a personal computer with the internet and web capabilities. Access to Titanium is required for the course. There are many computing resources available on campus for students to utilize. Please make yourself aware of these. Students are required to use and communicate through school email account [XXX@exchange.fullerton.edu] and instructor will communicate through only the school email account given by the University.

COURSE FORMAT:

The format of this course consists of seminar lectures, group presentations, discussions and in-class exercises.

COURSE POLICIES:

Students are expected to remain current on all reading assignments before attending classes throughout the semester. Students are responsible for the content of all required readings.

All assigned exercises, papers and projects should be completed before attending class.

All assignments will be due by class time of the due date. Hardcopy of the paper must be submitted to the instructor in the beginning of the class time and must be uploaded on the Titanium course website.

Assignments are due on the day and time specified. Assignments turned in after those deadlines will be considered late. Late papers must be submitted to the department office (room EC-207) for a time and date stamp. If the assignment is late, the grade for the assignment will be affected. Usually, the grade will be lowered by 1/3 letter grade every 2 days date (If original quality of paper is B+, B grade will be given after deduction) and assignment will be not accepted after one week from the due date. Extension will be granted only for extenuating circumstances. Exceptions will require the permission of the instructor

Students are required to be present for all group work they are presenting in class with group members. Likewise when working in groups with peers, students are expected to maintain appropriate social work values and ethics. When working in groups, all students in the group are responsible for the content of group work in its entirety.

If you are having difficulty with the course material or assignments it is your responsibility to proactively communicate with me and to seek appropriate academic support and resources before you find yourself too far behind

Scholarly, in class discussions are integral part of graduate education. Students must be prepared to discuss assigned course materials so that we can learn from one another in a collaborative ways. Intellectual curiosity and debate is encouraged within the context of appropriate collegial decorum. Differences in values, opinions and ideas will be respected.

Given the nature of the course, sensitive topics will be discussed. **All disclosures made by classmates should remain confidential** and only discussed within the classroom setting.

Cell phones may **not** be used during class sessions at any time.

**TEXT MESSAGING IS NOT PERMITTED DURING CLASS.
CHECKING E-MAIL AND “SURFING THE WEB” ARE NOT PERMITTED
DURING CLASS.**

Use of laptops in class is limited to note-taking. If you use a laptop you must ensure that it does not disturb others' learning.

ATTENDANCE, TIMELINESS, and PARTICIPATION:

Classroom experience is crucial for the learning objectives in this class. Students are expected to attend every class meeting as this facilitates proactive learning.

Students are expected to arrive on time. If students want to leave classroom before class for emergency situation, it is required to let the instructor know before leave.

Classroom attendance is required for all students; unexcused absences are not permitted.

Students are granted one excused absence without penalty; each subsequent excused or unexcused absence will result in 5 points deduction from the student's participation grade.

Attendance will be taken in class. Excused absences include documented illness and family emergencies. Each absence will be considered individually at the discretion of the instructor. Verification is required. If students miss more than 3 class periods they will earn a grade lower than a C and will need to retake the course.

Patterns of tardiness and absence will be addressed through procedures outlined in the student handbook. If circumstances force a late arrival, students should enter class quietly and indicate their arrival time on the attendance sheet at the conclusion of the session.

Students are expected to be active participants in class. If you do not participate in class discussions or group exercises your attendance and participation grade will decline accordingly. If you consistently dominate class discussions your grade will be reduced accordingly.

ACADEMIC ACCOMMODATIONS /ACCESSIBILITY:

If you are eligible for academic accommodations for a disability please contact the Office of Disabled Student Services (University Hall 101; 714- 278-3117; <http://www.fullerton.edu/disabledservices/>) to arrange for appropriate services. To receive accommodations you must provide documentation from this office. I encourage you to approach me early in the semester to discuss your learning needs and how I can best meet them in the classroom.

ACADEMIC INTEGRITY:

Academic integrity is expected. Plagiarism and/or cheating on any assignment or examination constitutes academic dishonesty and will result in disciplinary action by the University. Please note that to avoid plagiarism, proper citation is required at all times. Information on academic integrity can be found at the Student Judicial Affairs Office website (www.fullerton.edu/deanofstudents/Judicial/Index.htm). Please familiarize yourself with these policies.

IMPORTANT INFORMATION

All students are expected to take advantage of campus resources to improve their learning experiences and gain appropriate access to the curriculum. Assistance with writing is available at the Writing Center (located in MH-45).

The library provides a number of useful, free services such as workshops on proper citation and classes on building research skills. You are encouraged to take advantage of these resources.

GRADING POLICY FOR THE COURSE:

Assignments

Detailed Instructions for all of the major assignments will be given and posted on Titanium. The following are the titles of the major assignments: Personal Analysis Paper, Client Observation Presentation (Group Project), Virtual Child Development Paper and Virtual Child Mid-Progress Report (pre-writing for virtual child development paper).

Grading for Assignments:

- 1) Personal Analysis Paper 20%
- 2) Client Observation Group Presentation (Group Project) 30%
- 3) Virtual Child Development Paper 35%
- 4) Virtual Child Mid-Progress Report 5%
- 5) Attendance & Participation 10%

Grading Scale:

The following grading scale is used for the each assignment and the final grade for the course will be calculated based on the weighted grades from the grades from all the assignments.

For the course final grade, C is required to pass the course

A	(4.0)	94-100
A-	(3.7)	90-93
B+	(3.3)	87-89
B	(3.0)	84-86
B-	(2.7)	80-83
C+	(2.3)	77-79
C	(2.0)	74-76
C-	(1.7)	70-73
D+	(1.3)	67-69
D	(1.0)	64-66
D-	(0.7)	60-63
F		Below 60

PLANNED ASSIGNMENTS:

HBSE I: Personal Paper: “Who am I?” (20%)

5-6 typed-written pages, APA formatted, 12 point Times New Roman, double-spaced, 1 inch margin

Hardcopy should be submitted by the class time

MSW501 is a key foundation social work course and provides you with information that is necessary for working in social work profession. This course requires that you gain a deeper understanding of your own development; the values and beliefs resulting from your development and how these values and beliefs influence your assessments of others' behaviors and situations. The purpose of this assignment is to **describe yourself in Erikson's Psychosocial theory and/or Ecological-Systemic perspectives.**

Choose a particular developmental stage on which you focus to explain your own development [infancy through adolescence]. You can choose more than one developmental stage.

Explain your development at the chosen stage by applying psychosocial theory and/or ecological and systems theory, with attend to biological, psychological and social aspects of development. [It is expected not to explain the theories but to apply them in analyzing your own development. Please do not include the lengthy summary of theoretical concepts]

- What did your parents or caretakers do that promoted your health? What did your parents or caretakers do that positively or negatively impacted your healthy development?
- What are your important familial **and** other socio-environmental (friends, school, work, etc.) relationships?
- What is the nature of the community in which you reside and how community environment influence your development?
- How do your gender, race/ethnicity, **and/or** other circumstances of **diversity** previously or currently influence your development?
- What environmental factors appeared to affect you the most?
- Describe significant life experience, crisis or stress which might influence your own understanding, perceptions, or interpretations of others' behavior and circumstances.
- Does the psychosocial crisis (from the psychosocial theory) corresponding to your life stage fit your circumstances?

- Evaluate the usefulness of these theories for description and/or explanation of your development as a child. What are the strengths of the theories and what are the weaknesses of the theories for the explanation of your child development.
- When you reflect upon yourself this way, what new awareness comes to you?

Grading

Completeness: Student completely addresses each aspect of the assignment. The paper is thoroughly written.

Writing: Paper should be clearly written with an introduction, logical progression of thought and a helpful conclusion. Competent use of grammar, syntax, tenses, spelling, capitalization, etc. Writing is concise and efficient in addressing the contents. APA format should be used accurately throughout the paper.

Content: Descriptions are clear and comprehensive enough for the reader to understand the student's experiences. Analysis of the virtual child's development and parenting is clear and incisive. Application of the given theories for this assignment is appropriate for the subject matter and is connected well to the student's experiences. Critical evaluation of the theories is sharp and demonstrates the accurate application of lower to mid-level critical thinking skills. Minimum 3 peer-reviewed research articles should be cited as reference.

HBSE-I Group Project: Client Observation

The objective of this assignment is to learn as much as you can, as a small group, about children or adolescents in a specific psychosocial stage of development. This will be done through direct observation of a group or set of individuals in the specific stage of development you choose. You have three options for your observation but it is recommended to choose Option #1. However, there will be NO Disadvantage in choosing any other options given.

A group of children who receive social services: The group or set of individuals you observe must be receiving social services of some type at an agency or organization [e.g., children with special needs] whose purpose is to meet targeted needs. If you also wish to observe a group of people in the same stage of development who would be considered "typical" or "average" and do not have the same needs/difficulties as the "client" group or set of individuals you observe, that would undoubtedly aid your presentation. [Recommended]

Observation of a child or small group of children who have any special needs [if you have access to this population]. Observation does not need to be done at the agency. Observation can be done in naturalistic or artificially set environment. It is also recommend to observe typical or average child(ren) in comparison to the observed child with special needs.

Observation of a child or a small group of children who do not have any known special needs. This should include multiple observations of a child (children) in different situations [dyadic interaction between a child and mother, a child and a stranger and a child with other children]. Minimum 2 observations in different situations are required. You can observe either same child (group) or different children (groups) for different situations. Then, choose one specific population of children with special needs [e.g., traumatized children, children with insecure attachment, children with autistic spectrum disorder, etc) and discuss the atypical development of this population in the literature and compare this atypical development with your observation of typical/average children.

Use Erikson's Theory of Psychosocial Development and at least one other theory of your choosing to analyze your observations about the group you observe. The readings in the texts and other class materials will help your group analyze the typical and atypical aspects of the developmental stage your group chooses to emphasize (according to Erikson and the other theorist(s) you employ). The readings and class material will also help you understand the challenges and difficulties encountered by people in the stage your group chooses to examine.

Groups are comprised of 5 students working together to complete the presentation and paper. Each member of the group will be expected to understand all of the contents being addressed and written.

The presentation your group provides must include a brief overview of the chosen developmental stage and special needs, description of agency/program/services and service providers, or description of social and contextual situation of your observation [e.g., mother-child interaction at home, peer-interaction in playground]

The focus of your group's presentation must include differentiation between typical and atypical development for people in the stage of development you choose to observe. Though the people you observe may appear to you to have fairly common problems, those difficulties would not be considered typical for their developmental stage. The challenges and needs of people in the developmental stage you choose may be similar for most people in that stage but some people's ability to master the challenges in that stage may not be effective. This leads to atypical difficulties. You might wish to characterize some aspects of development as anticipated/unanticipated, healthy/unhealthy or, following the medical model, normal/abnormal (however, the latter includes pejorative connotations).

In addition, the presentation needs to contain analytic points concerning the application of the theories you have chosen to apply to the population your group observed. It would be very helpful for the audience to include specific instances from children or adolescents' speech, attitudes, behaviors, etc., that appear to link to Erikson's theory and/or elements of the theory(ies) you have chosen to apply. Explicitly connecting these instances to specific aspects of the theories would also be helpful for listeners. Then, compare the usefulness of

theory (ies) you chose with the usefulness of Erikson's theory in helping describe, explain, or predict the phenomenon you observed. What were the strengths and weaknesses of each theory as you applied them to the population you observed? Use some of the criteria presented in class or from the course readings on theory evaluation to guide your analysis of the usefulness of the theories.

If you observe children at a social agency, follow the direction of the service providers involved with the children or adolescents you observe concerning any conversation etc., with clients. You are not to begin running a group or offering insights, interventions, etc., even if urged to by a service provider. **You as a group are observers.** You must sign any confidentiality forms the agency or organization asks you to sign. Any clients' names or other identifying information about clients must be kept extremely confidential. If you want to use names to designate clients during your presentation, create pseudonyms. If you observe a child or a group of children in other social situation, you should explain the purpose of this assignment to their parents and get permission from the parents.

Presentation: All 5-members of your group must be involved in the observation, preparation and delivery of the presentation. Each member of the group must deliver approximately equal portions of the presentation. 35 minutes presentation time will be given. Students should prepare Powerpoint Slides and submit both hardcopy and electronic copy of the slides to instructor. The slides should be not only comprehensive but also concise to deliver the major contents of the presentation effectively.

Grading:

Completeness: The group completely addresses each aspect of the assignment.

Presentation: Oral presentation is delivered in a professional manner. PowerPoint presentation or other presentation aids, i.e., handouts, were helpful and included a professional appearance (layout, etc.), Organization of the presentation is interesting, comprehensive and well thought out.

Content: Clear descriptions of: the children or adolescents observed, the developmental stage(s) represented by the group. Depiction of specific speech, behaviors, attitudes, etc. displayed by the children/adolescents you observed. Identification of typical versus atypical speech, behaviors, and attitudes among those you observed. A brief summary of the theory(ies), you chose to use in the article and Erikson's theory. The choice of the theory(ies) connected to those observed for this assignment is appropriate. Explicit connections of speech, behaviors, attitudes, etc. to specific aspects of the theories are clear and comprehensive. Critical analysis of the theories applied to the observations is thorough & demonstrates the accurate application of critical thinking skills.

HBSE-I: Virtual Child Paper

Submit hardcopy in class and electronic copy to Turnitin

Over the course of the semester you will raise a virtual child. This is a semester long project that should be worked on regularly during the course of the semester. This assignment will include integration of two major elements: 1) critical analysis of your virtual child's development; 2) critical analysis of your experience on parenting of your virtual child by critically and comprehensively applying the human behavior theories presented in this course. This paper reflects a semester's worth of work and hence should be comprehensive, detailed and well supported through the use of course readings.

PART A: Write a description of your virtual child's development from birth through adolescence.

You must cover all periods of development. Be sure to mention salient developmental milestones, the interaction of biological, psychological, social and spiritual factors in your child's development as well as important developmental shifts that occurred (i.e. walking, talking, mastering conservation, social competencies or overcoming egocentrism). Do not heavily depend on the report automatically generated by the program and provide comprehensive summary of the child's development using your own words.

Choose three different human behavior theories in the following domains, which best fit your virtual child's development in these three domains. Then, critically analyze the development of the virtual child using the chosen theory.

Cognitive Theory [e.g., Piaget's, Vygotsky]

Social & Emotional Development Theory [e.g., attachment, Erikson's psychosocial, identity, self-psychology]

Moral Development Theory [e.g., Kohlberg's]

Personality Development Theory [Psychoanalytic]

Eco-systemic perspective

Any other theories and knowledge on child development introduced in this courses or virtual child program.

Be sure to provide clear and relevant examples that demonstrate how the theory applies to your child's development. As your child ages you may find that certain theories that used to fit his or her developmental trajectory no longer fit. If this happens you of course use more than one theory to describe your child's development. Appropriately cite sources concerning the theories you discuss. If your child deviates from what the theory would predict at any

particular point in time, be sure to explain this and provide explanations based on your child's experiences during that time period that might account for this.

Finally, evaluate the usefulness of these theories for description and/or explanation of child development. What are the strengths of the theories and what are the weaknesses of the theories for the explanation of child development.

PART B: Discuss your experience parenting a virtual child. Be sure to discuss your specific parenting style and the goodness of fit between you and your child. Overall, consider questions such as the following:

Which elements seemed to have the greatest impact on the baby's development?

Which genetic factors appeared to affect your child the most?

Which environmental factors appeared to affect your baby the most?

As a parent, what did you do that promoted the health and development of your child?

What did you do that negatively impacted the healthy development of your child?

What similarities/patterns do you see between how you were raised and how you chose to raise your cyber child?

Length of Paper: Approximately 12-15 pages [Part A: about 9-12 pages, Part B: about 4-5 Pages]

Grading

Completeness: Student completely addresses each aspect of the assignment. The paper is thoroughly written.

Writing: Paper should be clearly written with an introduction, logical progression of thought and a helpful conclusion. Competent use of grammar, syntax, tenses, spelling, capitalization, etc. Writing is concise and efficient in addressing the contents. APA format should be used accurately throughout the paper.

Content: **Minimum 10 references** are required for this assignment [limit only 2 credible internet resources] and **at least 7 peer-reviewed journal articles** should be included.

Descriptions are clear and comprehensive enough for the reader to understand the student's experiences. Analysis of the virtual child's development and parenting is clear and incisive.

Choices of theories for this assignment are appropriate for the subject matter and are connected well to the student's experiences. Critical evaluation of the theories is sharp and demonstrates the accurate application of lower to mid-level critical thinking skills.

Virtual Child Mid-Progress Reports

You will submit a progress reports explaining your child's development. These papers are to be no more than 4 pages in length. The progress reports correspond with critical time periods of child development including infancy and toddlerhood [birth to 2 year] and early childhood [3-5 year]. Middle childhood and adolescence are not included in this report but they should be included in your virtual child development paper.

Use the questions generated by the virtual child program (these typically appear when you complete a section of the program) and the guiding questions provided by the instructor to guide discussion of your child's milestones, changes and struggles and how these dynamics interact with the social environment. Be sure to discuss specific parenting decisions you made and how these affected your child's development. For example, it would be appropriate to discuss your parenting style and whether or not this "fits" well with your child's temperament. Likewise, discuss how you think particular theories of child development (i.e. Attachment Theory, Erikson, Piaget, Kohlberg, etc.) pertain to your child's current behavior and developmental trajectory. Progress reports must be typed, 12-point font, double spaced, 1-inch margin, APA format is required just as it is for all papers in the course.

These reports are to be used as "prewriting" exercises for your final virtual child paper. For example, this would be a great place to try applying a theory of cognitive development to your child and investigate whether or not it is a good fit for your child. Feedback will be provided on your reports to help guide you toward what I would like you to discuss in more depth in your paper. Use these reports wisely as a way to make progress toward writing an excellent final paper.

Developmental Facts: developmental milestone, specific description of child behaviors, attitudes in diverse area of development

Life events [Avoid divorce, ...etc.]

Parenting decision

Critical and Analytical application of child development theories and knowledge [discussed in class and/or the virtual child program] in analyzing child development, life events and parenting decision.

The program generated assessment reports [e.g., evaluation report] but do not heavily depend upon these reports. I would like to see your own summary and analysis in your writing.

MSW 501: 16-WEEK SCHEDULE

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
1	<p><u>Orientation To Course</u> Overview and theoretical perspectives on human behavior and the social environment</p> <p>The life course perspective on human development</p>		<p>Hutchinson (2011, magenta) Person and environment Chapter 1 Setting the stage: A multidimensional approach (pp.3-33)</p> <p>Hutchinson (2011, purple) The changing life course Chapter 1 A life course perspective</p> <p>Cicchetti , D., & Rogosch, F. (1996). Equifinality and Multifinality in developmental psychopathology. <i>Development and Psychopathology</i>, 8, 597-600.</p>
2	<p><u>The Social Environment: Eco-systemic perspective</u> Systems theory Ecological theory Family systems Theory</p>		<p>Robbins et al. (2012) Chapter 2 Systems Theory (pp. 25-58)</p> <p>Hutchinson (2011, magenta) Persons and Environment Chapter 2 Theoretical Perspectives on Human Behavior [pp. 38-42]</p> <p>Eamon, M. (2001). The effects of poverty on children’s socioemotional development: An ecological systems analysis. <i>Social Work</i>, 46, 256-266.</p> <p>Barboza et al. (2009). Individual characteristics and the multiple context of adolescent bullying: An Ecological Perspective. <i>Journal of Youth Adolescence</i>, 38, 101-121.</p>

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
			Exercise: "Emily's Case" from Intervention
3	<u>Erikson Psychosocial Theory</u> <u>Evaluating Theory</u> Defining and evaluating theory Critical thinking applied to theory		Robbins et al. (2012) Chapter 1 The nature of theories [pp16-22] Chapter 8 Theories of life span development [pp. 213-218, Erikson] Newman, B.M. & Newman, P.R. (2009). Development through life: A psychosocial approach (11th Ed.). Belmont, CA: Wadsworth/Cengage Learning. Chapter 3 The psychosocial theory [pp. 60-82] Hutchinson (2011, magenta) Chapter 4 Psychological Person
4	<u>Prenatal Development</u> Biological System Conception, pregnancy and childbirth		Robbins et al. (2012) Chapter 8 Theories of life span development (pp. 201-213) Hutchinson (2011, purple) The Changing Life Course Chapter 2 Conception pregnancy and child birth (pp. 39-93) Hutchinson (2011, magenta) Persons and Environment Chapter 3 Biological person (pp. 72-104) Fox et al. (2010). How the timing and quality of early experiences influence the development of brain

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
			architecture. <i>Child Development</i> , 81, 28-40.
5	<u>Infancy I</u> Infant Development Attachment theory		Hutchinson (2011, purple) The Changing Life Course Chapter 3 Infancy and Toddlerhood(pp. 94-122) Charuvastra, A., & Cloitre, M. (2008). Social bond and posttraumatic stress disorder. <i>Annual Review of Psychology</i> , 59, 301-328. doi: 10.1146/annurev.psych.58.110405.085650 Raby et al (2013) Genetic contribution to continuity and change in attachment security: a prospective, longitudinal investigation from infancy to young adulthood. <i>The Journal of Child Psychology and Psychiatry</i> , [pre-print, unpublished] Video: David Harlow’s Experiment, Strange Situation Experiment
6	<u>Infancy II</u> Psychoanalytic Theory Parenting Stress, Postpartum depression		Hutchinson (2011, purple) The Changing Life Course Chapter 3 Infancy and Toddlerhood (pp. 123-135) Robbins et al. (2012) Chapter 7 Psychodynamic Theory [pp. 169-185] Deater-Deckard. K. (2004). <i>Parenting Stress</i> . New Haven: Yale University Press. Chapter 1 Hello baby, hello stress.

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
6 (cont'd)			<p>Herba et al. (2013) Maternal Depressive Symptoms and Children's emotional problems, Can early child care help children of depressed mothers? <i>Journal of American Medical Association Psychiatry</i>, 70, 830-838.</p> <p>CDC Learn the Signs and Act Early Developmental Milestones</p> <p>Video: Science of Babies / Infant Brain Development</p>
7	<p><u>Toddlerhood</u> Language Development Self-Control Cognitive Development Theory</p>	Personal Analysis Paper Due	<p>Newman, B.M. & Newman, P.R. (2009). <i>Development through life: A psychosocial approach</i> (11th Ed.). Belmont, CA: Wadsworth/Cengage Learning. Chapter 6 Toddlerhood</p> <p>Robbins et al (2012) Chapter 9 Theories of cognitive and moral development (pp. 260-275, Cognitive Development)</p> <p>Video: Genie: The wild child (http://www.youtube.com/watch?v=hmdycJQi4QA)</p>
8	<p><u>Early Childhood I</u> Cognitive and Language Development</p>		<p>Robbins et al (2012) Chapter 9 Theories of cognitive and moral development</p>

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
	Moral Development Theory		(pp. 275-296, Moral Development) Hutchinson (2011, purple) The Changing Life Course Chapter 4 Early childhood (pp. 137-148; 160-162) “America through the eyes of 7 years old”
9	<u>Early Childhood II</u> Social and emotional development Role of Play Child Care Risks to healthy development in early childhood [divorce, parenting/discipline, violence]		Hutchinson (2012, purple) The Changing Life Course Chapter 4 Early Childhood (pp. 149-159; 163-174) Philips, D. A., & Lowenstein, A. E. (2011) Early care, education and child development. <i>Annual Review of Psychology</i> , 62, 483-500. Dunifon, R., Kalil, A., & Bajracharya, A. (2005). Maternal working conditions and child well-being in welfare-leaving families. <i>Developmental Psychology</i> , 41, 851-859. Video: Power of Play
10	<u>Child Maltreatment</u> Effects of Trauma on Child Development	Group Presentation 1 Virtual Child Mid-Progress Report Due	McEwen, B. (1998). Protective and Damaging Effects of Stress Mediators. <i>New England Journal of Medicine</i> , 338, 171-179. Heim et al. (2010) Neurobiological and psychiatric consequences of child abuse and neglect. <i>Developmental Psychobiology</i> , 52, 671-690. Fisher et al. (2011). Mitigating HPA axis

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
			<p>dysregulation associated with placement changes in foster care. <i>Psychoneuroendocrinology</i>, 36, 531-539.</p> <p>Noll et al. (2013). Association of maltreatment with high-risk internet behaviors and offline encounters. <i>Pediatrics</i>, 131, 510-517.</p>
11	<p><u>Middle Childhood I</u> Social and Emotional Development Social Learning theory</p>	Group Presentation 2	<p>Hutchinson (2011, purple) The Changing Life Course Chapter 5 Middle Childhood (pp.180-196)</p> <p>Robbins et al (2012) Chapter 12 Behaviorism, Social Learning and Exchange Theory (pp. 345-358)</p> <p>McDowell, D. J., & Parker, R. D. (2009) Parental correlates of children's peer relations: an empirical test of a tripartite model. <i>Developmental Psychology</i>, 45, 224-23</p> <p>Video: Murder in the first grade</p>
12	<p><u>Middle Childhood II</u> Formal Schooling Bullying and School Violence Special Challenges in Middle Childhood</p>	Group Presentation 3	<p>Hutchinson (2011, purple) The Changing Life Course Chapter 5 Middle Childhood (pp.196-219)</p> <p>deLara, E. (2006) Bullying and violence in American schools. In N.E. Dowd, D.G. Singer, & R.F. Wilson (Eds.), <i>Children, Culture and Violence</i> (pp. 333-353). Thousand Oaks, CA: Sage Publishers.</p>

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
			<p>Hong, J. S., Cho, H., Allen-Meares, P., & Espelage, D. (2011). Social ecology of the Columbine school shootings. <i>Children and Youth Services Review</i>, 33, 861-868.</p> <p>Video: 14 and up</p>
13	<p><u>Adolescence I</u> Biological development Puberty and Sexuality Teen pregnancy and Dating Violence</p>	<p>Group Presentation 4</p>	<p>Hutchinson (2011, purple) The Changing Life Course Chapter 6 Adolescence</p> <p>Kohler, P. K., Manhart, L. E., & Lafferty, W. E. (2008) Abstinence-only and comprehensive sex education and the initiation of sexual activity and teen pregnancy. <i>Journal of Adolescent Health</i>, 42, 344-351.</p> <p>Wekerle et al. (2009) The contribution of childhood emotional abuse to teen dating violence among child protective services-involved youth. <i>Child Abuse and Neglect</i>, 33, 45-58.</p> <p>Antle et al., (2010). Healthy relationship education for dating violence prevention among high risk youth. <i>Children and Youth Services Review</i>, 33, 173-179.</p> <p>Video: "Let's talk about sex"</p>

WEEK	TOPIC (S)	Assignment	READINGS AND ASSIGNMENTS
14	No Class [Fall Recess, Happy Thanksgiving!]		
15 15 (cont'd)	<u>Adolescence II</u> Identity development Social development LGBT youths Impact of Media and Internet	Group Presentation 5	Hutchinson (2011, purple) The Changing Life Course Chapter 6 Adolescence Morrow, D. (2004). Social work practice with gay, lesbian, bisexual and transgender adolescents. <i>Families in Society</i> , 85, 91-100 O'keefe, G. S., & Clarke-Pearson, K. (2011) Impact of social media on children, adolescents and families, <i>Pediatrics</i> , 127, 800-804. Video: Growing Up Online
16	Review of Semester	Virtual Child Paper Due Group Presentation 6	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 502: SOCIAL WORK PERSPECTIVES ON HUMAN BEHAVIOR II

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:

COURSE DESCRIPTION FROM THE CATALOG:

Overview of the ecological model used in the social work profession for clinical and policy oriented assessments of human functioning and needs from young adulthood through old age. Emphasis is on the reciprocal relationships between human behavior and the social environment.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS:

MSW 502 is the second of the two-course sequence and covers the period from young adulthood, middle age, old age, and the process of death. A central theme is the nature of transactions between the increasingly differentiated individual and the existing complex social environment.

The focus of this course is to understand and apply a generalist social work perspective as a framework to view and interpret behaviors at the individual, group, organization, and community levels. Key to this examination is knowledge of the interrelationships among human biological, social, psychological and cultural systems as these are affected by human behavior and as they affect human behavior. The dynamics of oppression, especially as it affects such minority groups as persons with disabilities, people of color, and same-sex communities will be explored. Concepts from the strengths perspective and resilience approach including the balance of risk and protective factors in human behavior are introduced.

Upon completion of this course, the student will be able to:

- Demonstrate knowledge of the ecological determinants, i.e., biological, psychological, sociological, and spiritual factors affecting the functioning of individuals, families, groups and communities (EPAS 2.1.7) as evidenced by earning

a grade of B or higher on the Article Review Assignment, and the Final Group Paper Assignment.

- Identify and appraise the theories and research which inform the social work knowledge-base concerning the impact that the dynamics of family, social groups, and communities have on the psychosocial functioning of the individual during adulthood (EPAS 2.1.3; 2.1.10 (a) (b) and (d)) as demonstrated by earning a grade of B or better on the Group Presentation and Group Paper assignments.
- Analyze the impact of racial, ethnic, social class, sexual orientation, and gender membership; and the effects of discrimination and social/economic oppression on individuals and families (EPAS 2.1.4) as evidenced by earning a grade of B or higher on the Personal Identity Paper Assignment and the Group Presentation Assignment.
- Identify and assess life course developmental issues in young adulthood, middle age, old age, and the process of death; and the dynamics of groups and community behavior that impact adult development (EPAS 2.1.7) as demonstrated by earning a degree of B or better the Personal Identity Paper assignment, the Group Presentation Assignment and the Final Group Paper.

REQUIRED TEXTS AND READINGS:

Hutchinson, E.D. (2011). *Dimensions of human behavior: The changing life course* (4th Ed.). Thousand Oaks, CA: Sage.

Hutchinson, E.D. (2011). *Dimensions of human behavior: person and environment* (4th Ed.). Thousand Oaks, CA: Sage.

Kirst-Ashman, K.K. (2010). *Human behavior, communities, organizations, and groups in the macro social environment: An empowerment approach*. (3rd Ed.). Belmont, CA: Thomson Brooks/Cole

Robbins, S.P., Chatterjee, P. & Canda, E.R. (2012) *Contemporary human behavior theory: A critical perspective for social work* (3rd Ed.). New York: Pearson/Allyn & Bacon

American Psychological Association. (2010). *Publication manual* 6th Ed.) Boston, MA: APA.

Supplemental readings **ARE** assigned. Please see Titanium.

REQUIRED MATERIALS AND EQUIPMENT:

Students will be expected to have access to a personal computer with the internet and web capabilities. The Social Work Department prepares documents using Microsoft Word 2010. Please make sure that you have this software available or have downloaded a compatibility patch.

WRITING CRITERIA:

All writing assignments will be completed and submitted in APA format. The APA Manual is required for the course. **All written work must be in APA format and must be proofread, edited, and typed using 12-point font (no courier font please!).** Points will be deducted from assignments for writing errors including but not limited to grammar, spelling, organization, formatting and clarity. Obviously, some writing errors are less serious than others. This will be taken into account when papers are graded. More points will be deducted for errors that are the most serious in nature and less points will be deducted for relatively minor errors. In addition, papers that do not conform to the format delineated in the APA Manual will lose points. Also, please be very careful to make sure your references are properly cited. All text taken directly from a primary source must be quoted and cited according to the APA format.

COURSE FORMAT:

The format of this course consists of short seminar lectures, group discussions, student presentations, in-class exercises, relevant films and occasional guest speakers.

COURSE POLICIES:

Students are expected to keep current on all reading assignments before attending class.

Students are responsible for the content of all required readings.

Students are expected to come to class prepared to discuss the day's reading assignments

Students are required to maintain their university e-mail account and check this often for course updates. Likewise, students are required to log onto Titanium on a regular basis to check for course announcements and updates.

All assigned exercises, papers and projects should be completed before attending class.

All assignments are due **at the beginning of class** on the due date. Assignments turned in after the end of the class period are considered late. Late papers must be submitted to the department office (room EC-207) for a time and date stamp. Point deductions will be taken for late assignments.

Students are expected to attend every class meeting as this facilitates proactive learning. If you miss class please make every effort to get lecture notes.

If you are having difficulty with the course material or assignments it is your responsibility to proactively communicate with the instructor or graduate assistant and to seek appropriate academic support and resources before you find yourself too far behind.

Scholarly, in-class discussions are integral part of graduate education. Students must be prepared to discuss assigned course materials so that we can learn from one another in a collaborative ways. Intellectual curiosity and debate is encouraged within the context of appropriate collegial decorum. Differences in values, opinions and ideas will be respected.

Please make sure that your classroom behavior and attitude reflects social work values and ethics as stated in the NASW code of ethics.

Given the nature of the course, sensitive topics will be discussed. All disclosures made by classmates should be kept confidential and only discussed within the classroom setting. Cell phones and pagers may **not** be used during class sessions or during examinations. If you must have your carry these devices for emergency purposes please set the ring tone to “silent” and leave class to engage in use of your device.

TEXT MESSAGING IS NOT PERMITTED DURING CLASS.

I invite you to use your lap top computer or other assistive technology in class for note taking. However, please set your volume so that it does not disturb others’ learning.

CHECKING E-MAIL AND “SURFING THE WEB” ARE NOT PERMITTED DURING CLASS.

OTHER POLICIES:

ACADEMIC HONESTY POLICY:

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>. When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). Questions regarding this policy are to be presented to the instructor.

ACADEMIC ACCOMMODATIONS:

The student must inform the instructor during the first week of classes of any disability or special needs he/she has that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the

California State University Policy, students with disabilities need to document their disabilities at the Office of Disabled Student Services, which is located in UH 101 and the phone number is (714) 278-3117. To learn more about the services go to www.fullerton.edu/disabledservices/.

EMERGENCY RESPONSE INFORMATION:

Please familiarize yourselves with the campus emergency response protocol for students. In the event of a campus emergency all campus phones and cell phones on campus will connect you to the University Police when you dial 911. Please read the full emergency response protocols here: http://www.fullerton.edu/emergencypreparedness/ep_students.html

IMPORTANT CAMPUS RESOURCES:

All students are expected to take advantage of campus resources to improve their learning experiences and gain appropriate access to the curriculum. Assistance with writing is available at the Writing Center (located in MH-45). Appointments are necessary. Please plan accordingly.

Computers are available for student use in the library and in campus computing centers. Please go to http://www.fullerton.edu/it/services/Computing_Labs/index.asp to find out hours and locations.

If you have trouble with your e-mail account or access to Titanium please contact Information Technology <http://www.fullerton.edu/it/>

The campus library provides a number of useful, free services such as workshops on proper citation, library tutorials and classes on building research skills. I encourage you to take advantage of these resources. To find out about these services go to <http://www.library.fullerton.edu/>.

ASSIGNMENTS:

Students are responsible for all material covered in class and all assignments on the syllabus. Assignments are to be completed on the due date on the syllabus. Late assignments will be penalized by deducting **5 points per calendar day tardy. This includes weekends and holidays. Assignments will be submitted electronically via the Digital Drop Box on your course Titanium site or via hard copy in class.**

GRADING POLICY FOR THE COURSE:

Course grades will be based on the number of points the student has earned out of 400 points possible in the course. Points will be available as follows:

<u>Assignment</u>	<u>Points</u>
Personal Identity Paper	100
Article Review	50
Group Presentation	100
Final Group Paper	<u>150</u>

Total: 400 points

The grading scale for the overall course grade will be as follows:

Grading will be on a straight 100 point scale as specified:

Final course grade:

93% and above	A
90% to 92%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
77% to 79%	C+
74% to 76%	C
70% to 73%	C-
60% to 70%	D
< 60%	F

A grade of C or better is required for satisfactory completion of the course.

MSW 502: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
1	Course overview; review of 501		
2	Biological perspectives on adult development		NASW Code of Ethics Freidman et al., (2009) Cognitive Health
3	Young Adulthood: Identity development and cultural context		Robbins, Chatterjee & Canda (2012) Chapter 6: <i>Theories of assimilation, acculturation, bicultural socializations, and ethnic minority identity.</i> Hutchison; Cousins, L. (2011) (Pink) Chapter 8: <i>Culture</i>
4	Young Adulthood Continued		Hutchison; Matto, H.C. (2011) (Purple) Chapter 7: <i>Young Adulthood</i>
5	Middle Adulthood Psychological/social systems and their impacts on adult development	Personal Identity Paper due	Hutchison; Hutchison, E. D. (2011) (Purple) Chapter 8: <i>Middle Adulthood</i>
6	Late Adulthood Palliative care and health related quality of life for older adults	On line class	Hutchison; Melendez, M., Maramaldi, P., & Naleppa, M. J. (2011) (Purple) Chapter 9: <i>Late adulthood</i> Callahan (2009) Spiritually sensitive palliative care Bosma et al., (2010) Palliative Care

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
			Philip et al, (2013) "I'm just waiting" Holloway (2009), Dying Old in the 21 st Century
7	Very Late Adulthood	Presentation: Bereavement Article Review Due	Kolb (2006) Diversity in theories of aging ***** all must review this article Hutchison (Purple) Chapter 10: <i>Very late adulthood</i>
8	Very Late Adulthood Continued	Presentation: Sexuality and Sexual Health of Older Adults: What Social Workers Need to Know	Hutchison (Purple) Chapter 10: <i>Very late adulthood</i> Hillman (2008) Sexuality in older adults
9	Psychosocial Development in Adulthood Social systems and their impacts on adult development; Marriage; Parenting Family development	Presentation: Serving Multigenerational Families	Gottman, J. (1994). <i>What makes marriages Work?</i> Gottman, J. (2001) Relationships & emotion research Hutchison; Vosler N. R. (2011) (Pink) Chapter 10: <i>Families</i>
10	Gender roles and sexism; Sexual orientation	Presentation: Working with GLBTQI clients in Community Settings	Hicks, S. (2008). Thinking through sexuality Burdge, B. (2007). Bending Gender, Ending Gender: Theoretical Foundations for Social Work Practice with the Transgender Community
	Spring Recess No class		

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
11	Communities	Presentation: Community Organizing in Social Work	Hutchison; Hutchison, E. D. (2011) (Pink) Chapter 13: <i>Communities</i> Kirst-Ashman (2010) Chapter 9: <i>Assessment of geographic communities and empowerment.</i> Chapter 8: <i>Communities in the macro social environment: Theories and concepts.</i>
12	Diversity: Race, ethnicity and cultural dynamics	Empowering Individuals with Disabilities	Kirst-Ashman (2010) & Chapter 11: <i>Diversity, populations-at-risk, and empowerment in the macro social environment.</i> Robbins, Chatterjee & Canda (2012) Chapter 4: <i>Theories of empowerment.</i>
13	Groups and human behavior		Kirst-Ashman (2010) Chapter 2: <i>Human behavior in groups: theories and dynamics.</i> & Chapter 3: <i>Types of groups in the macro social environment.</i> Hutchison; Cramer, E. P. (2011) (Pink) Chapter 11: <i>Small Groups</i>
14	HIV/AIDS		Groce et al., (2013) HIV and Disability
15	Spirituality		Hutchison; Sheridan, M. J. (2011) (Pink) Chapter 6: <i>The spiritual person</i> Truesky and Schultz (2010) Spiritual needs of older adults
16	Last Day of Class	Final Group Paper Due	

MSW 502: Assignment Instructions

The following are assignment instructions for two major assignments in MSW 502. These instructions do not appear in the MSW 502 syllabus above so they are provided below. Both assignments are used for evaluation of behaviors linked to the competencies that are covered in MSW 502. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Description of Assignment:

MSW 502, Spring 2014

Dr. Bailey

Personal Identity Paper:

Directions:

According to Hutchison (2011), developing a personal and professional identity are important developmental tasks of young and middle adulthood. Hence, many clients you encounter may be addressing these areas in their work with you. This assignment encourages self-exploration as you discuss and define your personal identity as a means of developing empathy and understanding of human development as it may apply to clients. You are also entering a point in your professional development where you are developing your professional identity as a social worker. This assignment is designed to assist you in shaping your professional identity development.

The process of writing this paper will challenge you to define yourself in terms of personal characteristics and some attributes you share with others (i.e., gender, race, etc.). It will also challenge you to examine your personal identity and how this influences the development of your professional identity. Lastly, describing your personal identity development in detail is a unique empathy building exercise as it exposes us to the process of sharing ourselves with others and helps us to experience what it feels like for our clients, whom we ask to describe their personal identity to us on a regular basis.

Using the life course perspective (see Hutchison yellow chapter 1), provide a well-written and well-organized description of *your* personal identity. Briefly describe how your sense of self has been shaped or affected by specific life events, turning points or transitions that shaped your life course trajectory beginning in late adolescence and moving forward to present day. Please be reflective and sincere in your discussion.

Next, using your texts (Robbins et al., (2011) and Hutchison (2011), please select one theory of identity development that best describes your personal identity development. Apply this theory to your reflection and description of your personal identity. Please use examples to support your application of theory. Remember there may or may not be a theory that perfectly describes your process, however, there is likely a theory that is relevant to your process of identity development.

Last, please describe your process of developing your professional identity as a social worker. Be sure to refer to the NASW Code of Ethics in your description of core values and ethics of the social work profession. Were there specific life events that contributed to the shaping of your professional identity? What components of your professional identity are shared with your personal identity? What components of your professional identity differ from those of your personal identity? What steps can you take to reconcile any differences that exist between your two identities so that you may serve clients without bias and with commitment to their development as persons of dignity and worth who have agency in their own lives.

Required Elements:

This paper should be 8 pages, typed and double spaced. APA format required. Correct spelling and grammar are expected. All citations will be properly noted both within your paper and on your reference page. If you want to include a graph of your life course trajectory this can be added as an appendix and does not count against your page limit restrictions.

For this assignment you try to address the following categories. Obviously not all characteristics listed in each category will apply to all students. For example, some students may have immigrated to the United States, while others may not have. If there are certain characteristics that you are not comfortable discussing in the paper, this is certainly understandable. Likewise, if there are important categories that have shaped your identity development that are not included here you may add categories relevant to your unique experiences.

Shared Characteristics

Gender

Age Group

Race

Ethnicity

Immigrant, documented or undocumented status, refugee, citizenship

Country you identify with most

Culture you identify with most

Social Class

Education

Socio-Economic Status

Religious Affiliation/ Spiritual Practice

Disabilities or life-altering conditions

Sexual Orientation

Political Affiliation

Community organizations to which you belong

Personal Characteristics

Cognitive Characteristics-

- Reasoning abilities/problem solving skills

- Ability to conceptualize abstract ideas
- Ability to memorize and recall information
- Learning style (i.e. visual, auditory, kinesthetic, reading/writing, all?)
 - Take the VARK survey to help you with this item (web address below)
 - <http://www.vark-learn.com/english/page.asp?p=questionnaire>
- Rate of information processing
- Curiosity
- Creativity/imagination

Emotional Characteristics

- Self talk
- Self esteem
- Connection to your emotional experiences/processing
- Ability to empathize with others
- Ability to regulate your emotions
- Stress management skills

Personal Values and Beliefs-

- What are the values you use to guide your life course? For instance, what values do you consider when you need to make major decisions about your life? Are these the same values you use to make professional decisions?
- What are the values that guide your behavior and your interactions with others in the social environment?
- Discuss the values and beliefs that are most important to you.
- Do your personal values fall in line with the core social work values and ethics outlined by NASW in the Code of Ethics? Describe.

Interests and Abilities-

- Formulate one list of your interests and one list of your abilities.
- After you have completed both lists, compare them and evaluate specifically how your abilities complement your interests.
- As you compare the lists, are there any abilities you wish to increase in order to match them to your interests? Relate this to your personal and professional development.

Many of the categories listed above were adapted from Rothman, J.C. (1999). *The self-awareness workbook for social workers*. Needham Heights, MA: Allyn & Bacon

**MSW 502, Dr. Bailey
Final Group Paper, Spring 2013
Volunteering /Observation and Analysis of an Older Adult Social Service Agency**

Requirements:

Work in a group of approximately 3-4 students

15-20 pages, typed, double spaced, 12-point font (not courier).

APA format

Proper citation

4 outside, peer-reviewed articles. One of these articles should describe your chosen theory in some way.

Reference to multiple course texts and articles.

Observation of older adult clients in social services setting.

3 hours of volunteering and directly interacting with clients.

Your paper must be thesis driven.

Objectives of Assignment:

21st century social workers need to be familiar with the developmental needs of older adults and the variety of services that are available to serve this population. In assessing an older adult client's developmental needs and developing a service plan it is essential for the social worker to have a solid understanding of theories of adult development, in particular, Erik Erikson's theory or psychosocial development. This assignment requires you to interact with older adult clients while they receive services at a social services organization for older adults. It is preferable that you volunteer at a public agency, however, private agencies are also acceptable. In doing so, you will evaluate the clients' developmental needs, familiarize yourself with the services offered at the agency and analyze the developmental appropriateness of the services offered currently at the agency.

Directions:

Locate a (preferably) public agency in your area that delivers services to older adults. Older adults are considered to be persons ages 65 and beyond for purposes of this assignment.

Please visit the agency and do at least **3** hours of volunteer work where you have direct interaction and contact with clients. Each member of your group must volunteer 3 hours at this agency. If you cannot volunteer together, please make sure that your group discusses your individual observations. You must also gather information about the agency and the services offered there. This may involve interviewing staff members, collecting agencies brochures and informational packets, and interviewing clients. Please make sure you get written materials that describe the agency as well as information from staff. You may interact with and observe one client or several clients for purposes of this assignment.

However, you must directly interact with clients and their service providers. The key is to gather enough information about the developmental needs of the population so that you can complete the assignment.

Use Erikson's Theory of Psychosocial Development and at least one other theory of your choosing (i.e. continuity theory, activity theory, etc) to analyze the developmental needs of the clients you serve. Make sure to pay careful attention to biological, psychological, social and spiritual factors as well as environmental systems that affect the client's needs. Cognitive needs may be especially important if you chose to visit an agency that specializes in working with clients who experience dementia and memory loss. Examples of specific developmental needs that affect this population include but are not limited to facing death and dying, grand-parenting, diet and nutrition, health care needs, cultural issues,

empowerment, community membership, biological changes and change in social roles. Use your observations and information you gathered during your agency visit, your course readings and at least 4, outside, peer reviewed articles to describe the developmental needs of this population, the appropriateness of the agency's services for their population's needs and to apply developmental theory to your direct observations. Please support your application of theory with direct observations and discussion of your interactions with clients and staff at the agency. Critically evaluate the services offered by the agency and explain how they meet or do not meet the needs of the clients they serve. Use theory to make suggestions about how to improve the services the agency currently offers.

In a separate section of your paper, please reflect as a group on your experience of working with older adult clients. Be sure to mention what you found valuable and to address any stereotypes you held prior to completing this assignment about older adults, their development and the availability and variety of services available to meet their needs. If your views were changed in any way by completing this assignment, please provide specific examples to explain what specific changes took place.

All group members are responsible for individually doing 3 hours of volunteer service and for the entire content of the paper. All group members are responsible for finding proactive and effective ways of working together and resolving any conflicts that arise in a professional and ethical manner. A group grade will be assigned.

The readings in the texts and other class materials will help you analyze the typical and atypical aspects of older adult development you observe in your setting. The readings and class material will also help you understand the challenges and difficulties encountered by people in the stage of life. Keep in mind that many agencies are charged with serving older adult populations that have a great deal of diversity and also a great deal of variability in the clients' developmental needs. Make sure you discuss this variability of the clients' developmental needs in depth in your paper. Make sure to discuss whether or not the agency's services are well-designed to meet this large variety of needs of its clients.

DEPARTMENT OF SOCIAL WORK
Syllabus

**MSW 503: SOCIAL WORK PERSPECTIVES ON HUMAN
BEHAVIOR III**

3/25/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

COURSE DESCRIPTION FROM THE CATALOG

Advanced social work theory and application regarding development of human psychopathology across the life span, including understanding and diagnosing dysfunctional behaviors with the DSM 5.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

MSW 503 is the third course in the ‘Human Behavior and Social Environment’ sequence. The first two courses emphasized ‘normal’ physical, cognitive and emotional growth and development throughout the lifespan as influenced by a pluralistic society and the consequences of diverse ethnicity, race, socioeconomic status, sexual orientation and culture.

This course emphasizes psychopathology and focuses on a variety of possible cognitive, psychological and emotional consequences resulting from adverse environmental influences that have created interruptions in ‘normal’ development and functioning to the point where individuals are in need of intervention by mental health practitioners.

Social work practice requires that the practitioner demonstrate competence in evaluating and assessing social dysfunction, as well as provide a professional response that assist clients toward mastery of themselves and their environment. Students will have the opportunity to learn about specifically identified sets of biopsychosocial problems that are found in a portion of the population. The *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM 5)* is one of the universally known frameworks that identifies psychopathology types. Clinically sound assessment skills and the importance of differential diagnosis will be addressed.

Upon completion of this course, the student will be able to:

- Develop a professional identity that demonstrates responsibility in the use of values and knowledge in diagnosis and treating persons suffering from mental illness and/or dysfunction and their social role and/or interaction with their social environment

(EPAS 2.1.1; 2.1.2; 2.1.4; as evidenced by a grade of B or better on the Levy Paper assignment, and on course examinations)

- Define, explain and apply the concepts of psychopathology and theoretical orientations to: etiology, assessment, diagnosis and treatment planning (EPAS 2.1.7; 2.1.3; 2.1.10 (b) and (d), as evidenced by a grade of B or better on the Levy Paper, course examinations and the Group Presentation assignment).
- Define, explain and construct a complete multi-axial diagnosis consistent with the DSM IV-TR, including reference to differential diagnosis (EPAS 2. 1. 7; 2.1.6; 2. 1. 3; as evidenced by a grade of B or higher on course examinations and the Group Presentation assignment) and
- Explain and provide examples of the primary social considerations on assessment, diagnosis and treatment planning. Develop sensitivity to all areas of diversity in work with individuals, families, and groups (EPAS 2.1.4; 2.1.5; as evidenced by a grade of B or higher on course examinations and the Levy Paper).

REQUIRED TEXTS AND READINGS

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM 5)*. Washington, DC: American Psychiatric Press.

Spitzer, R. L. et al. (2001). *DSM IV-TR Casebook*. Washington, DC: American Psychiatric Press.

Butcher, J.N., Mineka, S. & Hooley, J. M. (2013). *Abnormal Psychology*. (16th ed.). Boston, MA: Allyn & Bacon/Pearson Education.

Levy, D. (2009). *Tools of Critical Thinking, Metathoughts for Psychology (2nd Edition)*, Long Grove Illinois: Waveland Publishing Company.

Suggested Reading/Optional Reading:

Kearney, C. (2008). *Casebook in Child Behavior Disorders (3rd ed.)*. Belmont, CA: Wadsworth Publishing.

** Additional readings are assigned and will be available on Titanium.

REQUIRED MATERIALS AND EQUIPMENT

Students will be expected to have access to a personal computer with Internet access. Titanium access is required for this course. The university has computing resources available for students. Please familiarize yourself with these.

COURSE FORMAT

The format of this course consists of lectures, group discussions, student presentations, cooperative learning, in-class exercises, and use of videos and computer-aided instruction.

COURSE POLICIES

Students are expected to keep current on all reading assignments before attending class.

Students are responsible for the content of all required readings.

All assigned exercises, papers and projects should be completed before attending class.

All assignments are due at the beginning of class on the due date. Assignments turned in after the end of the class period are considered late. Hard copies of late papers must be submitted to the department office (room EC-207) for a time and date stamp. Point deductions will be taken for late assignments.

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Description of your assignments will be posted on Titanium.

Students are responsible for all material covered in class and all assignments on the syllabus.

Assignments are to be completed on the due date on the syllabus. Late assignments will be penalized by deducting 5 points per calendar day tardy. This includes weekends and holidays. All written work must be proofread and typed and presented using correct APA format. Please submit your assignments electronically via Titanium.

EXAMINATIONS

You have two take home examinations for this course. They are due by 5 PM on the date listed on your syllabus. LATE EXAMS WILL NOT BE ACCEPTED. NO EXCEPTIONS.

These will be submitted to me electronically via e-mail or the digital drop box on Titanium.

These are to be worked on independently and academic integrity is required. Your exams must be cited. Please paraphrase and do not copy any text from the textbooks without using proper citation. Any act of academic dishonesty or instance of unauthorized collaboration on these exams WILL RESULT IN A REFERRAL TO THE DEAN OF STUDENTS' OFFICE AND A FAILING GRADE FOR THE COURSE.

GRADING POLICY FOR THE COURSE

Course grades will be based on the number of points the student has earned out of 500 points possible in the course. Points will be available as follows:

<u>Assignments</u>	<u>Points</u>
Levy Paper	100
Midterm 1	100
Final Exam	200
Presentation	<u>100</u>

Total = 500

Grading Scale:

The grading scale will be as follows, using +/- grades:

<u>Grade</u>	<u>Percentage of Points</u>
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 and below

A grade of C or better is required for satisfactory completion of the course.

OTHER POLICIES:

EXPECTED CLASSROOM BEHAVIOR:

Students are expected to attend every class meetings. Each time the student fails to attend class, learning becomes compromised. Participation is very important for each student and the class as a whole. Material presented in class that may be on exams or necessary for class projects may not be available in the course readings. In addition, class discussion and exercises will help students better understand the material and provide them with an opportunity to focus on the aspect of development of psychopathology that interests them the most.

To benefit fully from the course, students should arrive at class on time to prevent disruption of classroom discussion. Students should also have any assigned materials and completed any assigned activities in advance of the class meeting.

Graduate level behavior must be demonstrated at all times; this includes respect for each other's opinions, keeping sensitive class information confidential and, as mentioned attendance at all class meetings. During class, students are asked to turn off (or place on vibrate) cell phones and pagers.

ACADEMIC HONESTY POLICY:

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at

<http://www.fullerton.edu/handbook/policy>. When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). Questions regarding this policy are to be presented to the instructor.

ACADEMIC ACCOMMODATIONS:

The student must inform the instructor during the first week of classes of any disability or special needs he/she has that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disability Support Services Office, which is located in UH 101 and the phone number is (714) 278-3117. To learn more about the services go to www.fullerton.edu/diabledservices/.

IMPORTANT CAMPUS RESOURCES

All students are expected to take advantage of campus resources to improve their learning experiences and gain appropriate access to the curriculum. Assistance with writing is available at the Writing Center (located in MH-45). Appointments are necessary. Please plan accordingly.

Computers are available in the library and in campus computing centers. Please go to http://www.fullerton.edu/it/services/Computing_Labs/index.asp to find out hours and locations.

If you have trouble with your e-mail account or access to technology please contact Information Technology <http://www.fullerton.edu/it/>

The campus library provides a number of useful, free services such as workshops on proper citation, library tutorials and classes on building research skills. I encourage you to take advantage of these resources. To find out about these services go to <http://www.library.fullerton.edu/>.

EMERGENCY RESPONSE INFORMATION:

Please familiarize yourselves with the campus emergency response protocol for students. In the event of a campus emergency all campus phones and cell phones on campus will connect you to the University Police when you dial 911. Please read the full emergency response protocols here: http://www.fullerton.edu/emergencypreparedness/ep_students.html

MSW 503: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
1	<p>Introduction and Overview of Course</p> <p>Definitions and meanings of abnormal behavior</p> <p>Thinking critically about psychopathology</p>		<p>Butcher, Ch. 1</p> <p><u>Levy</u>, Ch. 1-5</p>
2	<p>Critical thinking continued</p> <p>Mental illness as a construct</p> <p>Biological and socio-cultural considerations</p> <p>Developmental psychopathology perspective</p>		<p><u>DSM-5</u></p> <p>Appendix I: Outline for Cultural Formulation pp. 749-760</p> <p><u>Butcher</u>, Ch. 2,3</p> <p><u>Levy</u>, Ch. 6-19</p> <p><u>Articles:</u> Sociology of Mental Illness, Ch. 4 Connor-Greene (2006)</p>
3	<p>Comorbidity and differential diagnosis</p> <p>Assessment and diagnostic issues</p> <p>Utility of diagnostic labels</p> <p>Clinical vs. actuarial judgment</p>		<p><u>Levy</u>, Ch. 20-30</p> <p>Appendix: Pervasive Labeling Disorder</p> <p><u>DSM 5:</u> Assessment Measures, pp. 733-748</p> <p><u>Butcher</u>, Ch. 4</p> <p><u>Articles:</u> Yip (2003) Grove & Lloyd, (2006)</p>

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
			Dawes et al., (1989) Brown and Barlow (2009) Schillaci et al., (2009)
4	Multi-axial system of diagnosis DSM V-TR vs. DSM 5		<u>DSM 5:</u> Classification and Preface Section 1 Appendix: pp 809-817
5	Trauma and Stressor Related Disorders Anxiety Disorders GAD Specific Phobias Post Traumatic Stress Panic Disorder	Levy Paper Due	<u>DSM 5:</u> , pp. 265-290 pp. 715- 727 <u>Butcher</u> , Ch. 5 <u>Articles:</u> Bertram & Dartt (2009)
6	Anxiety Disorders (cont) and Obsessive-Compulsive Related Disorders Obsessive Compulsive Disorder Tourettes Trichotelomania	<i>Presentation</i> Panic Disorder	<u>Butcher</u> , Ch. 6 DSM 5, pp189-264 <u>Casebook:</u> Eyewitness (35); Edgy Electrician (298); Sniper (323); Nighttime Visitor (369); Fearful Girl (533); I Could Be Dying (141); Toughing It Out (201); Brujeria (1); Memories (79).

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
7	Mood Disorders and Suicide	<i>Presentation</i> Major Depression	<u>DSM-5</u> : pp. 155-184 <u>Butcher</u> , Ch. 7 <u>Casebook</u> : Busted Nerves (76); A Perfect Checklist (333); Nothing Matters (398); A Child is Crying (415); Melancholy or Malarkey (18); Eating and Buying (395); Roller Coaster (23); Still a Student (65); Car Salesman (155); No Fluids (112).
8	Bipolar Disorder Sleep Disorders	<i>Presentation</i> Bipolar Disorder	<u>DSM 5</u> : pp 123-154 pp 361-422 <u>Butcher</u> : Ch. 7 <u>Casebook</u> : Cat Naps (207); Agitated Businessman (139); Food for Thought (234); The Director (126); High-Strung (115); Sleepy (294); Nightmares (196); Zombie (337); Cry Me A River (131); I Could Be Dying (141).
9	Psychotic Disorders and Schizophrenia	Midterm 1 due	<u>DSM 5</u> pp. 87-122 <u>Butcher</u> Ch. 13 <u>Articles</u> : Mednick et al., 1994.

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
10	Somatic Symptom and Dissociative Disorders	<i>Presentation</i> Dissociative Identity Disorder	<u>DSM 5</u> : pp. 291-328 <u>Butcher</u> , Ch. 8 <u>Casebook</u> : Foggy Student (270); Burt Tate (254); Mary Quite Contrary (54)
11	Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria	<i>Presentation</i> Gender Dysphoria	<u>DSM 5</u> : pp. 423-460 pp. 685-706 <u>Butcher</u> , Ch. 12 <u>Casebook</u> : Paul and Petula (198); Sex is a Nasty Business (229); Mr. and Mrs. B. (251); Fear of Flying (238); Professor (182); Mr. and Mrs. Albert (266); Bruised (153); Leather (217); Ashamed (117); Panties (247); Underground Sex (164); She Wants to Be A Boy (375).
12	Personality Disorders	<i>Presentation</i> Antisocial Personality Disorder	<u>DSM 5</u> : pp. 645-684 <u>Butcher</u> , Ch. 10 <u>Casebook</u> : Tom (538); The Jerk (124); Empty Shell (236); Blood is Thicker Than Water (179); My Fan Club (84); The Workaholic (147); Wash Before Wearing (289); Useful Work (211)

WEEK	TOPIC(S)	ASSIGNMENT DUE DATES	READING ASSIGNMENTS
13	Feeding and Eating Disorders; Elimination Disorders	<i>Presentation</i> Bulimia Nervosa	<u>DSM 5</u> : pp. 329-360 <u>Butcher</u> , Ch. 9 <u>Casebook</u> : Close to the Bone (96). Fatty (25); A Visit to Food Hell (40); Thin Tim (367)
	FALL RECESS		
14	Disruptive, Impulse-Control and Conduct Disorders	<i>Presentation</i> Conduct Disorder <i>Presentation:</i> ADHD	<u>DSM 5</u> : pp. 461-481 <u>Butcher</u> , Ch. 15
15	Neurocognitive Disorders	<i>Presentation</i> Alzheimer's Disease	<u>DSM 5</u> : pp. 591-644 <u>Butcher</u> , Ch. 14
16	FINAL EXAM	Final Exam Due	

MSW 503: Assignment Instructions

The following are assignment instructions for a major assignment in MSW 503. These instructions do not appear in the MSW 503 syllabus above so they are provided below. The assignment is used for evaluation of behaviors linked to the competencies that are covered in MSW 503. See the Advanced Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

MSW 503

Dr. Bailey

Assignment: Levy Paper

Learning Goals:

The first section of the class has focused learning to think critically about the assessment and diagnosis of clients. In this regard, we have discussed 4 complex and fundamental concepts related to assessment and diagnosis of clients. These concepts include: 1) the usefulness and reliability of clinical judgment, 2) the usefulness of diagnostic labels in classifying mental disorders, 3) the idea of a categorical vs. dimensional diagnostic system and whether or not our current categorical system this is “carving nature at its joints”, and 4) the process of making a differential diagnosis. These concepts are critical to serving clients ethically and professionally and to understanding psychopathology. Because of this, you have had textbook readings (Butcher and Levy) and sections of the DSM 5 assigned on this subject as well as outside scholarly articles. Critical thinking is key in assessment and diagnosis of clients. Using your textbook readings and paying *CAREFUL* attention to **ALL** assigned journal articles, you will write a paper and critically analyze this topic. Hence, the following assignment:

The Assignment:

After reading and studying Levy’s “Tools of Critical Thinking”, select 8 critical thinking principles (“metathoughts”) that you find particularly relevant to the core concepts of assessment and diagnosis of clients listed below. Write an 8- 10 page paper (double spaced, typed, 12 point font, **APA format REQUIRED**) in which you apply these metathoughts the following **core concepts**: **1)** the utility and reliability of clinical judgment, **2)** the utility of diagnostic labels in classifying mental disorders, **3)** the idea of a categorical vs. dimensional diagnostic system and whether or not our current categorical system this is “carving nature at its joints”, and **4)** the process of making a differential diagnosis. Discuss how the core concepts are illustrated/discussed in the assigned articles and then explain how each critical thinking principle applies to specific examples from the following articles: Yip (2003); Grove & Lloyd, (2006); Dawes et al., (1989); Schillaci et al., (2010); Brown and Barlow, (2009). *The most successful papers will define the core concepts and explain why they are important to think about when performing assessment and diagnosis of clients. Excellent papers will explain why critical thinking is important when assessing and making a diagnosis and will specifically state why the eight metathoughts you’ve chosen are*

essential to thinking critically about the core concepts. Successful papers will have strong examples from the articles that support your argument.

In order to receive full credit you must clearly define each core concept of assessment and diagnosis and describe why these are important. You must also explain and define each metathought you discuss. Drawing on information contained in your articles, you must provide a relevant and concrete example of the metathought and discuss how it could be applied. You must incorporate all of the articles and feature them prominently in your discussion.

This paper should be scholarly and thesis driven. I am most interested in seeing how well you understand and can apply each metathought to course material, so choose your examples accordingly. Remember parsimony is valued. ***Please make sure to spell and grammar check your paper as you will be graded on clarity of your written work.***

MSW 503: Final Examination

The following are sample questions from the final, comprehensive examination used in MSW 503. The exam does not appear in the MSW 503 syllabus above some examples of the questions included on the exam are provided below. The exam is used for evaluation of behaviors linked to the competencies that are covered in MSW 503. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Final MSW 503

Section 1: Multiple Choice

Read each question carefully and thoroughly. Select the answer choice that BEST answers the question. Mark your answers clearly on your exam sheet. Each question is worth 2 points.

1. Binge Eating Disorder differs from Bulimia Nervosa in that:

- a) Client's diagnosed with Binge Eating Disorder binge infrequently.
- b) Clients with Binge Eating Disorder also engage in food restricting behaviors.
- c) Clients with Binge Eating Disorder maintain a relatively normal weight.
- d) Clients with Binge Eating Disorder do not engage in compensatory behaviors after binge eating.

2. The least stigmatizing and mildest diagnosis a social worker can assign a client is:

- a) Enuresis.
- b) Illness Anxiety Disorder.
- c) Adjustment Disorder.

d) Voyeurism.

3. According to Butcher, the mental disorders formerly known as Hypochondriasis, Pain Disorder and Somatization Disorder (DSM IV-TR) have now been subsumed into the broader DSM 5 diagnosis of:

- a) Conversion Disorder
- b) Illness Anxiety Disorder
- c) Factitious Disorder
- d) Somatic Symptom Disorder

4. The disorder in which a person develops amnesia, wanders away from home, and assumes a new identity is known as:

- a) Multiple Personality Disorder.
- b) Psychogenic Amnesia.
- c) Depersonalization Disorder.
- d) Dissociative Fugue.
- e) Old age.

8. Which of the following is true concerning stress?

- a) Both distress and eustress tax an individual's coping skills, although eustress is more damaging.
- b) Both distress and eustress tax an individual's coping skills, although distress is more damaging.
- c) Both distress and eustress equally tax an individual's coping skills.
- d) Neither distress nor eustress are damaging to an individual.

9. Which of the following is not considered a negative symptom of Schizophrenia:

- a) disorganized speech.
- b) alogia.
- c) flat affect.
- d) avolition.

10. The most important neurotransmitter implicated in schizophrenia is:

- a) serotonin.
- b) melanin.
- c) dopamine.
- d) norepinephrine.

48. Self-dramatization, excessive emotionality, and over-concern with physical

attractiveness are characteristics of:

- a) Borderline Personality Disorder.
- b) Schizoid Personality Disorder.
- c) Histrionic Personality Disorder.
- d) Obsessive-Compulsive Personality Disorder.
- e) Kim Kardashian

49. What is the main difference between OCD and OCPD?

- a) individuals with OCPD are more perfectionistic than those with OCD
- b) individuals with OCPD are less conscientious about their rituals than those with OCD
- c) OCPD is considered to be a life long personality style while OCD is considered a treatable anxiety disorder
- d) OCD patients can perform a compulsion once and feel relief while OCPD patients cannot.
- e) both (a) and (c) are true

50. The “clusters” of personality disorders found in the DSM 5 are grouped based on:

- a) similar etiologies
- b) similar symptoms
- c) similar levels of impairment in functioning
- d) expected prognosis

Vignettes:

*Please read the following clinical vignettes carefully and provide a correct diagnosis according to the **DSM 5**. Please make sure that in use any relevant, clinician-rated assessments provided in the DSM or any client-rated assessment that are provided to you in the vignette materials. You may need to fill out or score these instruments in order to determine appropriate specifiers for your diagnoses. Make sure you provide a thorough diagnostic summary, explaining how you arrived at your diagnosis. Please be sure to think critically. Each vignette is worth 50 points.*

For the purpose of this vignette assume you are a school social worker.

The case of Sherman

Identifying Information:

Sherman is an eight-year-old boy of Caucasian decent who is a student in the third grade in a local public elementary school. He currently lives with his maternal grandparents in their home in a relatively safe, middle class neighborhood. His mother and father divorced when Sherman was four. Two years after the divorce, Sherman’s mother remarried and moved to Florida, leaving Sherman with his grandparents because her new husband could not tolerate Sherman’s behavior. Sherman has no contact with his father and limited telephone contact with his mother. His grandparents are his legal guardians.

Presenting Problem:

Since coming to live with his grandparents, Sherman has done relatively well academically. He excels in science and mathematics and demonstrates average written and oral language skills. However, his grandparents report Sherman has great difficulty making friends, finds it hard to pay attention in class when discussing subjects that don't interest him, and is frequently irritable, often crying and screaming for no apparent reason when at school. They say he is a "fussy" child and has difficulty when he doesn't get what he wants and are frustrated with Sherman's teacher for not meeting his needs more effectively.

His teacher, Mrs. Shankle reports that Sherman is a bright student but that he has great difficulty following classroom instructions, making friends and behaving at an age appropriate level. He has an especially hard time behaving when he is asked to do things he does not like to do. Furthermore, his teacher reports he often has toileting accidents at school (two to three times per week) requiring him to bring extra pants and underwear in his backpack. Mrs. Shankle is concerned about his urinary incontinence as she feels he is too old to have toileting problems. Mrs. Shankle has consulted the school nurse regarding Sherman's urinary issues and she concurs that his urinary issues are pressing. However, Sherman's pediatrician has evaluated his urinary issues and stated that there does not seem to be a medical reason for his difficulties with bladder control.

Mrs. Shankle, has requested an IEP to assess Sherman's social and emotional progress and to address his behavioral difficulties at school. The IEP was prompted by an incident that happened prior to Thanksgiving break where Sherman refused to attend the school Thanksgiving assembly because it took place during the time science was usually taught. He argued with his teacher that he "absolutely cannot miss science class" and that it "was not fair that the Thanksgiving assembly was taking the place of science." When told he had to go with his class to the assembly and that it would be fun, Sherman began crying and screaming. When Mrs. Shankle, attempted to comfort him by putting her arm around his shoulder, Sherman began flailing his arms and legs and accidentally punched her in the jaw. After accidentally punching the teacher, he ran out of the classroom, attempting to run home. Luckily, Sherman was intercepted by the school custodian. You have been asked to perform a social/emotional and behavioral assessment of Sherman for the IEP team.

Developmental/Psychosocial History:

Sherman's maternal grandmother reported that Sherman was born a healthy, full term baby with no difficulties or birth trauma. She described that as an infant Sherman had "colic" and would cry and scream for hours without being soothed. Grandma reported that Sherman's mother was a very anxious woman and Sherman's crying "drove her crazy", often resulting in her calling Grandma and asking her to help with the baby. Grandma reported that nothing seemed to soothe Sherman's cries, and that even though she held him for hours he would just not quiet down. It wasn't until Sherman's mother bought a rocking chair at a flea market that they were able to soothe Sherman. He loved being rocked. Grandma reports that currently, Sherman rocks in that chair or simply rocks his body back and forth to soothe himself when he gets upset. He does this both at home and at school.

Sherman walked at 16 months. Grandma thinks this is because his mother didn't play with Sherman enough and often just left him in his playpen. He said his first word, "Dada" at 11 months and started speaking in two word phrases around 2 and a half years old. When he turned 3, his parents noticed Sherman wasn't developing his vocabulary like other kids and wasn't using sentences or phrases to communicate his needs. They took him to the pediatrician who recommended speech therapy. Sherman's father's health insurance paid for speech therapy until he left his mother when Sherman was four. Grandma reports Sherman's father "just couldn't handle" the way her daughter raised Sherman, blaming her daughter for Sherman's constant crying and difficulty with walking and talking. Grandma reports that Sherman's father left his wife and child and has had no contact with Sherman since.

Sherman and his mother moved in with her parents after his mother's divorce. Grandma reports that Sherman did much better at their house than he did living with his parents because she made special efforts to take care of him that his mother would not. Grandma claimed that Sherman's mother never tried to meet his needs and this is why he struggled so much as a young child. For example, Sherman was a very picky eater (liking only hotdogs, apples and macaroni and cheese). Grandma stated that unlike his mother who was always battling with Sherman to try new foods (which made him upset) Grandma simply made Sherman's meals to his specifications which resulted in him eating without any crying. Likewise, Sherman has difficulty wearing clothes that are not made of soft cotton. Instead of fighting Sherman on his wardrobe choices as his mother did, Grandma simply went to Target and bought him clothing he would find comfortable. To this day, Sherman only wears loose fitting, cotton clothing with the tags cut out.

Sherman attended a private preschool at age 4, but was asked to leave the school due to his difficulty playing with other children and following directions. Grandma explained that this school was much too strict and not really appropriate for a creative child like Sherman. She enrolled him in another preschool that was play based with no prescribed curriculum and Sherman did just fine there. Grandma commented that once "he was allowed to play what he wanted when he wanted he was just fine." She remarked that she valued Sherman's independence and that it was a shame his first preschool teacher did not.

Grandma reported that Sherman and his mother continued to have difficulty getting along because his mother always wanted Sherman to do things "her way" and pushed him too hard to be "perfect". She thought it was disgraceful that her daughter wasn't satisfied with her child, and was glad when she decided to move to Florida and leave Sherman in her and her husband's care so that Sherman could grow up to be "his own person."

When Grandma and Grandpa became Sherman's legal guardians, Grandma reported creating an enriching environment for Sherman. For example, they enrolled Sherman in private speech therapy for his kindergarten year to make sure that he continued to improve his vocabulary. They have reinforced his interest in science by allowing him to read books from the library about insects (his favorite subject). She reports that Sherman has never had any close friends and prefers to play alone. He has never wanted a birthday party or a play date so

she has not scheduled these events. She reports that she and her husband love Sherman very much and that although he is “his own person” and “dances to his own drum” that they love him very much. She and her husband are very proud of Sherman’s excellent knowledge of science and feel he is gifted. She has trouble understanding why the teacher cannot control Sherman in the classroom.

Home Visit:

In visiting Sherman at his home, you realize several important factors. First, the home is clean, safe and well organized. However, it appears that Grandma and Grandpa have organized the structure of their home and the rules of their home according to Sherman’s preferences and desires. For example, Sherman refused to do homework in the home because he preferred to play Nintendo. In response to this, his grandparents enrolled him in an afterschool program 5 days a week where he completes homework. Upon arriving home from the afterschool program at 5, Sherman plays Nintendo from 5pm to 6pm. At 6pm sharp, dinner is served, where Sherman is served 1 apple (sliced), a hot dog without the bun and 1 cup of macaroni and cheese. He eats for 15 minutes, and then returns to his room where he plays his video games. Bath time occurs promptly at 7 pm. After bath time, Sherman watches the same episode of Sponge Bob Square Pants on DVD (the one where Sponge Bob takes driving lessons) and then goes to bed where he is allowed to read his science books until he sleeps. This routine is followed precisely, without deviation every weeknight. Grandma reports that when she keeps the schedule, Sherman behaves very well. However, when the schedule is changed, Sherman cries and screams and often becomes inconsolable. She reports he can cry for hours at a time, which “breaks her heart.” She then explains that she read a book that said gifted children are often temperamental like this. When asked about trouble with toileting at home, Grandma reports that Sherman seems to fine during the day, but has trouble at night. She reported that she and her husband have decided to let him wear diapers to bed as it “just makes everything easier.” She reports that many nights Sherman remains dry, but that at least two nights a week, the diapers “do their job.” She then remarks, “You know boys, they are just slower to potty train...” When asked about the trouble with urinary continence Sherman has at school, grandma responded that “Sometimes he tinkles when he’s nervous.”, and that she felt there was little one can do about a nervous tinkler.

School Observation:

In Mrs. Shankle’s class, Sherman sits in the front row. His desk is precisely organized while many other students have desks that appear to be in some state of age-appropriate chaos. When Mrs. Shankle is teaching the reading lesson, Sherman appears disengaged, often staring out the window and humming to himself. When called on Sherman answers in short sentences, often looking out of the window rather than at his teacher. When Mrs. Shankle asked the children to work with classmates on a worksheet, Sherman took his worksheet and went to the back of the classroom (the reading corner) where he sat and worked alone. When another student asked Sherman to work with her, he turned his back to her and replied “No thank you, Daisy Williams. I do not care for company.” When another student sat in Sherman’s desk in order to work with a peer, Sherman became very agitated, shouting and flapping his arms up and down. He shouted “No! no!! no!!!! You are not allowed to sit in

my desk!!! No! no!! no!!” When Mrs. Shankle attempted to explain to Sherman that it was okay to share desks during this assignment, he threw himself down on the floor and began crying and screaming about how the other child “broke the rules.”

Clinical Interview:

While in your office, Sherman sat quietly and appeared disinterested. He did not provide you with eye contact and often looked at the ground when speaking. He did not ask who you were or why he was in your office. When asked if he would like to play a game with you, he replied, “I only play video games.” When asked what games he liked to play with friends he replied curtly, “I do not enjoy other children’s company. They bother me.” When asked about this, Sherman said, “I do not like them. They tease me. They take my things.” You notice that talking about this subject made Sherman uncomfortable, as he started to flap his arms while speaking. When asked if he would like to learn how to make friends Sherman bluntly replied: “No one likes me. Other children do not enjoy my interests and do not chose me as their playmate.” When you ask Sherman what he is interested in that other children weren’t, he reported: “I very much enjoy entomology, in particular the particular the discipline of apiology, that is the study of bees in case you are unfamiliar.” Sherman continued to describe the various attributes of bees that he enjoys, but never once asked you a question about yourself or whether you like bees too.

During your interview, Sherman noticed the clock on your wall and told you earnestly, “It is now 10:30 am. This is the time we learn science. I must go to class to learn science.” When you explained that today is a special day and that he will be spending time with you instead of going to science, Sherman crumbles to the floor and begins screaming. As you bend down to comfort him, you notice he has urinated in his pants.



DEPARTMENT OF SOCIAL WORK
Syllabus
MSW 510: SOCIAL WORK PRACTICE I

3/25/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

COURSE DESCRIPTION FROM THE CATALOG

Critical analysis of social work roles and integration of those roles within a person-environment perspective. Focuses on an integrative framework combining direct practice with individuals, families, groups, organizations, and communities with a commitment to organizational and social change.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS:

Social work practice takes place within a variety of contexts; therefore, understanding and intervening at the individual, family, group, organizational and community levels are essential for effective social work. This course builds on the historical, contextual, value, and ethical base of the social work profession. It emphasizes the “person in environment” perspective by considering the environment as a focus for practice. This course provides students with an integrative framework that combines direct practice with individuals, families, groups, organizations, and communities with a commitment to organizational and social change.

Upon completion of the course, the student will be able to:

- Identify and respond appropriately to issues concerning the core values and ethical standards of social work, including social justice and diversity related issues, and the basic legal regulations encountered in social work practice (Program Objective 1, Competencies 2.1.1, 2.1.2, 2.1.4, 2.1.5);
- Demonstrate the ability to apply interviewing skills (Program Objectives 3 & 10, Competencies 2.1.3, 2.1.7, 2.1.10);
- Evaluate the utility of several practice perspectives, theories, models and tools to assess and intervene with a diverse array of clients (Program Objective 6, Competencies 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.1.10);

- Using the “person in environment” perspective; select effective practice perspectives, theories, models and tools in order to begin practicing the ability to assess, intervene and evaluate practice at the individual, family, group, organizational and community levels (Program Objectives 6 & 8, Competencies 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.10); and
- Apply practice perspectives, theories, models and tools in a planned change process that combines direct practice with individuals, families, groups, organizations, and communities with a commitment to organizational and social change (Program Objective 5, Competencies 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.10).

REQUIRED TEXTS:

Corcoran, J. (2006). *Cognitive-behavioral methods for social workers: a workbook*. Boston, MA: Pearson/Allyn & Bacon.

Poorman, P. P. (2003). *Microskills and theoretical foundations for professional helpers*. Boston: Allyn and Bacon.

Sheafor, B. W., & Horejsi, C. R. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Pearson/Allyn and Bacon.

Other articles as provided in class, email or TITANium. Please be advised that supplementary readings will be posted on TITANium as the semester progresses. Please check TITANium frequently.

RECOMMENDED TEXTS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

McGoldrick, M., Gerson, R., Petry, S. (2008). *Genograms: assessment and intervention*. (3rd ed.) New York, NY: WW Norton.

Reamer, F. (1999). *Social work values and ethics*. New York: Columbia University Press.

Szuchman, L.T. and Thomlison, B. (2008). *Writing with style: APA style for social work* (3rd ed.). Belmont, CA: Thomson Higher Learning.

GRADING POLICY:

Students will be graded based on the following planned assignments:

Corcoran Workbook Exercises: Students will build Cognitive-Behavioral knowledge, skills and interventions through reading and completing the exercises. (10 exercises = 100 points= 20%)

Quizzes: Students will be quizzed utilizing case vignettes which will demonstrate student skill building in the area of problem assessment, prioritization of issues, risk assessment, and intervention strategies. (10 Quizzes = 100 points = 25%)

Recorded Interview and Self-Rating: Students will record themselves interviewing a “client”. The interview shall be a minimum of 15 minutes in length, not to exceed 20 minutes. The student will “burn” this video recording to a DVD, flash drive, SD card or other electronic media. The quality of the video must be audibly clear and visually legible. Using Poorman’s Rating Scales (Ch. 1-5), the student will rate themselves on nonverbal communication, giving feedback, paraphrasing, reflecting, and asking questions. The student will then transcribe the session into a Process Recording. Utilizing the Process Recording form, the student will further analyze and discuss their interviewing skills by noting what their intentions were in their questions and interventions, their inner questions and emotional responses, in addition to their responses to viewing themselves in the interviewer role. The student will submit these 3 parts of the assignment as a package. (100 points = 25%)

Case Assessment Paper: Students will demonstrate their ability to approach a case, complete a biopsychosocial assessment including mental status exam, identify the issues, apply relevant theories, write treatment goals utilizing the SMART format, apply interventions, and resources as appropriate. Students may use an actual case from their field placement or other case as approved by the Instructor. (100 points = 30%)

Additional information about each assignment will be discussed in class and/or posted on TITANium.

Grading Rubric Summary:

Assignment	Points Possible	Weighting	Final Points
Corcoran Exercises	100	20%	20
Quizzes	100	25%	25
Recorded Interview, Self-rating, and Process Recording	100	25%	25
Case Assessment	100	30%	30
Total =	400	100%	100

Grading Standards: (this course utilizes +/- grades)

100-94%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-74%	C
73-70%	C-
69-67%	D+
66-64%	D
63-61%	D-
60% or below	F

A grade of “C” or better is required to progress to MSW 511.

Attendance Policy

Students are expected to attend class in order to facilitate learning. Should a student be unavoidably late, it is requested that entry into the classroom be as quiet as possible so as not to disrupt the class. Should a student know in advance that they will be tardy, an email to the instructor is appreciated. Should circumstances force the student to be absent, the student should email the instructor as soon as it has been determined that the class will be missed. While attendance will not be incorporated into the grading standards, missing class *may* affect the student’s final grade for the course as the instructor will not be obligated to provide the student with information from class, including instruction on assignments. Should a student miss or be excessively late for 2 or more classes, the student will be required to repeat the course.

Late Assignments

Assignments are due as scheduled in the syllabus. Any conflict in submitting an assignment at the scheduled time must be discussed in advance with the instructor. Failure to notify the instructor in advance will result in a 5% loss of the associated point value for each day or portion of a day it is late.

Extra Credit

This course does not include an extra credit option.

Academic Dishonesty

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalogue. The information is available online at <http://www.fullerton.edu/handbook/policy>. When a student cheats or commits plagiarism,

University policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs.

SPECIAL NEEDS OR ACCOMMODATIONS

Students with a disability or other special needs should know that the University Disability Support Services Office (DSS) is on campus (UH-101; 657-278-3117) to provide assistance and support. The services can be viewed at <http://www.fullerton.edu/disabledservices>. The DSS provides services and counselors for students with disabilities. Students must register with DSS in order to receive accommodation.

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The safety of all students attending CSU Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's Emergency Response Procedures. Each student should familiarize themselves with these procedures by visiting http://www.fullerton.edu/emergencypreparedness/ep_students.html.

REQUIRED EQUIPMENT/MATERIALS

Students are expected to have access to a computer and the internet. The University provides students with free or reduced cost Microsoft Office software (http://www.fullerton.edu/IT/students/Microsoft_Students.asp#windows7); students are encouraged to have the latest version of Word.

Students are required to access TITANium for additional class information or reading materials

The instructor may send announcements or other communication through the email function of TITANium. The student is advised to check TITANium and their campus email daily. Students will need access to video recording equipment for the Recorded Interview Assignment.

MSW 510: 16-Week Schedule

WEEK	TOPICS	ACTIVITIES	READING
1	Course Introduction; The Mission of Social Work; Social Work Values & Ethics; Social Work Practice as a Balance: Practice Wisdom & Evidence Based Practice	Core Social Work Values Integration or Conflict with Personal Values?	The National Association of Social Workers'- Code of Ethics Course Syllabus
2	MONDAY - Labor Day- Campus Closed Merging the Personal and Professional; Interviewing Skills: Nonverbal Attending Minimal Verbal Responses	Interviewing: nonverbal attending Exercise; verbal responses	Sheafor & Horjesi Ch. 1 Poorman Introduction & Ch. 1 Corcoran Ch. 1
3	Social Work as Art and Science; Interviewing Skills: Paraphrasing and Summarizing	Quiz-1 Interviewing: Paraphrasing and Summarizing Exercise	Sheafor & Horjesi Ch. 2 & 3 Poorman Ch. 2 & 3 Corcoran Ch. 2
4	Roles and Functions of Social Workers; Guiding Principles of Social Work Interviewing Skills: Reflection of Client Feelings	Ethical Dilemmas in Social Work Practice Exercise Interviewing: Reflecting Feelings Exercise Quiz-2	Sheafor & Horjesi Ch. 4-5 and Ch. 8, pp. 119-123; Poorman Ch. 4 & 5 Corcoran Ch. 3
5	Introduction-Evaluating and Choosing Practice Frameworks; Behavioral, Cognitive Behavioral & Feminist Theories	Evaluating and selecting practice perspectives exercise; Quiz-3 Corcoran Exercises #1	Sheafor & Horjesi Ch. 6 pp. 58-67; Poorman Ch. 9, 10 & 13 Corcoran Ch. 4
6	Evaluating and Choosing Practice Frameworks;	Evaluating and selecting practice	Sheafor & Horjesi Ch. 6 pp.69-

WEEK	TOPICS	ACTIVITIES	READING
	Person-Centered, Psychodynamic & Multicultural Theories	perspectives exercise; Quiz-4 Corcoran Exercises #2	77; Poorman Ch. 8, 11 & 14 Corcoran Ch. 5
7	Intake & Engagement Data Collection and Assessment Assessing client Social Functioning	Exercise: Client Bio/Psycho/Social Assessment MSE Quiz-5 Corcoran Exercises #3	Sheafor & Horjesi Ch. 10 & 11 Corcoran Ch. 6
8	Assessment: Comparing & contrasting the Strengths Perspective and Resilience	Resilience Video Exercise: Strengths & Resilience Assessment Evaluating Resilience & Strengths Quiz-6 Corcoran Exercises #4	Strengths-Based Social Work Assessment: Graybeal (2001); Risk & Resilience Ecological Framework for Assessment & Goal Formulation: Corcoran & Nichols-Casebolt (2004) Corcoran Ch. 7
9	Introduction: The Planned Change Process Preparing for Action Evidence to Guide the Change Process	Recorded Interview due	Poorman Ch. 6 Sheafor & Horjesi Ch. 7
10	The Planned Change Process: Goals Advanced Help Skills Basic Communication & Helping Skills Planning and Contracting	Service Plans/ Treatment Plans, Goals- Objectives, Timeframes, Evaluation, Exercise Quiz 7 Corcoran Exercises #5	Poorman Ch. 7 Sheafor & Horjesi Ch. 8 & 12 Corcoran Ch. 8

WEEK	TOPICS	ACTIVITIES	READING
11	Introduction to Motivational Interviewing Conversation about Change, Spirit of MI, Method of MI	Motivational Interviewing Video MI Exercise Quiz 8 Corcoran Exercises #6	Miller & Rollnick Ch. 1, 2 & 3 Corcoran Ch. 9
12	Nov. 11 th - Veterans' Day- Campus Closed Motivational Interviewing The use of OARS Supporting Self-Efficacy & Expressing Empathy	Quiz 9 Corcoran Exercises #7a	Rosengren Ch. 3 & 4 Hohman Ch. 4 & 5
13	Motivational Interviewing Eliciting Change Talk: Ambivalence Stages of Change	Quiz-10 Corcoran Exercises #7b	Miller & Rollnick Ch. 12, 13 & 14 Sheafor & Horjesi Ch. 8 pp 112-119
14	Fall Recess - Thanksgiving- Campus Closed		
15	Motivational Interviewing Intervention & Monitoring Managing Resistance Rolling with Resistance	Corcoran Exercises #8	Sheafor & Horjesi Ch. 13 p.253-285 Rosengren Ch. 6 Hohman Ch. 7
16	Guidelines Working with Vulnerable Client Groups Transferring Clients and Terminating in a Healthy Manner	Selecting and Using Evaluation Tools Exercise Corcoran Exercises #9	Sheafor & Horjesi Ch. 14 & 15
17	Finals Week	Finals	Case Assessment Due

MSW 510: Assignment Instructions & Quizzes

The following is a sample quiz which represents ten quizzes used in MSW 510. The quizzes do not appear in the MSW 510 syllabus above so an example is provided below. Quizzes in MSW 510 are used for evaluation of behaviors linked to the competencies that are covered in MSW 510. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

MSW 510- Friday Quiz 1 Sheafor & Horejsi & Poorman

DO NOT SEND ME THE QUIZ! ONLY SEND ME YOUR ANSWERS.

Once you open the quiz you have three hours to complete and submit the quiz to me via email. Quiz is due on Thursday, September 12, at 11:00pm to my email address at mamendez@fullerton.edu. Your quiz will be *date stamped based on the email submission*. Any quizzes submitted after 11:00pm will be considered late. Please feel free to send me a email if you have any questions at mamendez@fullerton.edu.

Sheafor & Horejsi

1. Several of the fundamental concerns with social functioning is the person's ability to meet their basic needs which include:
 - a. food
 - b. shelter
 - c. medical care
 - d. all of the above
2. Social justice in social work refers to:
 - a. fairness and basic rights for all needy
 - b. fairness and basic rights for impoverished
 - c. fairness and basic rights for all people
 - d. fairness and basic rights for the mentally ill
3. What answers should you seek if you disagree with your agency's policy & methods of operation?
 - a. Which of my beliefs or values are threatened or violated by my agency's policy?
 - b. Is my concern a matter of principle or my own bias?

- c. What impact does this policy have on the clients being served?
- d. All of the above
- e. None of the above

- 4. Social work “social justice” rest on the core belief that every human being:**
- a. has a right to be treated with fairness and respect, protected from abuse and exploitation and granted opportunities to have a family, education, & health care
 - b. must be a citizen to receive services
 - c. is responsible for their own opportunities for social justice
- 5. It is often the social worker who teaches the client the importance of finding the humor in the client’s situations.**
- a. True
 - b. False

Poorman

- 6. When learning microskills, feedback can allow social workers and clients:**
- a. Develop a behavior that they do not ordinarily engage in
 - b. Observe their own behavior and its impact
 - c. Improve a behavior that is not effective
 - d. Refine a behavior that is not consistent
 - e. All the above
- 7. Once feedback is given to the client the social worker should:**
- a. Let it sit with the client till next session
 - b. Wait and see if the client has a comment
 - c. Make no comments after feedback
 - d. Check the impact on the client for feedback
- 8. Social workers using empathy need to convey:**
- a. several responses
 - b. the ability to see the clients’ perspective
 - c. the understanding of clients non-verbal and verbal communication
 - d. All of the above
- 9. In the four steps of effective paraphrasing in the second step what would NOT be a good question to ask your client:**
- a. Who were the people in the story?
 - b. What is the situation?
 - c. Where was all of this happening?
 - d. Why did you do go there with this person?

10. Rating the social workers response to the client content, the following statement would be a Level ___ Response, “You don’t have to like your major to graduate with it”.

- a. Level 1
- b. Level 2
- c. Level 3
- d. Level 4



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 511: SOCIAL WORK PRACTICE II

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:

COURSE DESCRIPTION FROM THE CATALOG

Further deepens students' knowledge and skills essential for social work practice, including individual, family, group, community, and organizational interventions. Focus on cultural responsiveness, commitment to professional competence and ethics, inter-professional development, social and economic justice, and client empowerment.

COURSE OBJECTIVES

This course builds upon MSW 510: Social Work Practice I and applies generalist practice knowledge and skills to social work practice with families and groups. The course deals with values, knowledge, skills, issues and processes which are relevant to social work practice regardless of agency setting. Using an ecosystems assessment perspective, the problem solving process as the framework for intervention, and generalist social work practice skills, this course survey's the most salient models and methods of contemporary social work practice.

Upon completion of this course, students will be able to:

- Demonstrate the ability to engage, assess, intervene and evaluate with groups and families as demonstrated by earning a grade of B or better on assignment 4; Interactive Practice Quizzes (5); as well as assignment 3; Three Generation Genogram and Ecomap. (EPAS 2.1.10)
- Critically evaluate and apply various selected evidence based practice models in interventions with families and groups as demonstrated by earning a grade of B or better on assignment 4; Interactive Practice Quizzes (5). (EPAS 2.1.3 and 2.1.10)
- Research, evaluate and incorporate knowledge about group dynamics and evidence based practice in the development of group curriculum as demonstrated by earning a

grade of B or better on assignment 2; Group Project: Development and Presentation of Group Curriculum. (EPAS 2.1.3 and 2.1.6)

- Learn to use written and oral communication in a professional and thoughtful manner with consumers and colleagues that is culturally sensitive as demonstrated by earning a grade of B or better on assignment 2; Group Project: Development and Presentation of Group Curriculum. Professionalism will also be demonstrated by class attendance and participation by earning a grade of B or better on assignment 1; Attendance and Participation. (EPAS 2.1.1)
- Demonstrate the ability to utilize written and oral communication that conforms to client needs as demonstrated by earning a grade of B or better on assignment 3; Three Generation Genogram and Ecomap. (EPAS 2.1.3)
- Develop intervention strategies that address discrimination, barriers, and gaps that impede client access, functioning and optimum use of resources as demonstrated by obtaining a grade of B or better on Assignment 2
- Incorporate NASW Code of Ethics standards to decision making in practice with groups and families with relation to ethical decision making and evaluating methods and models of social work practice, as well as tailoring assessment, case planning and intervention strategies to the specific needs of diverse clients as demonstrated by earning a grade of B or better on assignment 4; Interactive Practice Quizzes (5). (EPAS 2.1.2)
- Successfully demonstrate the ability to comprehend differences in systems and diverse viewpoints of clients, community, and others in cases of value conflict as demonstrated by earning a grade of B or better on assignment 3; Three Generation Genogram and Ecomap. (EPAS 2.1.2)

REQUIRED TEXTS AND READINGS

Van Hook, M. (2014). *Social Work Practice with Families: A resiliency-based approach*, 2nd Ed. Chicago, IL: Lyceum books.

Zastrow, C. (2014). *Social Work with Groups: A comprehensive worktext*, 9th Ed. Belmont, CA: Brooks/Cole

Other articles as provided in class, email or TITANium. Please be advised that supplementary readings will be posted on TITANium as the semester progresses. Please check TITANium frequently.

RECOMMENDED READINGS

Corcoran, J. (2009). *Groups in social work: a work book*, 2nd Ed. Boston, MA: Pearson/Allyn & Bacon.

McGoldrick, M., Gerson, R., Petry, S. (2008). *Genograms: assessment and intervention*, 3rd Ed. New York, NY: WW Norton.

National Association of Social Workers (NASW) (1999). *Code of Ethics*. Washington, DC:

Author. Search www.socialworkers.org.

Sheafor, B. W., & Horejsi, C. R. (2012). *Techniques and guidelines for social work practice*, 9th Ed. Boston, MA: Pearson/Allyn and Bacon.

Szuchman, L.T. & Thomlison, B. (2008). *Writing with style: APA style for social work*. (3rd Ed.). Belmont, CA: Thomson.

COURSE FORMAT

The format of this course will consist of seminar lectures, including use of PowerPoint, video and film clips; in-class discussions of the topic of the day; cooperative group exercises, demonstrations, and role plays; and group presentations by students.

REQUIRED MATERIALS AND EQUIPMENT

- Students are expected to have access to a personal computer and the internet.
- Students are required to access TITANium for additional assignments or reading materials.
- The instructor may send announcements or other communication through the email function of TITANium. The student is advised to check TITANium and their campus email daily.
- The University uses Microsoft Office 2007/2010 software. Students with older versions of Microsoft Office must either upgrade or download a compatibility patch from the Microsoft Office website:
<http://www.microsoft.com/downloads/details.aspx?FamilyId=941B3470-3AE9-4AEE-8F43-C6BB74CD1466&displaylang=en>

ATTENDANCE, TIMELINESS, and PARTICIPATION

Classroom experience is crucial for the learning objectives in this class. Students are expected to attend every class meeting as this facilitates proactive learning.

Classroom attendance is required for all students; unexcused absences are not permitted and your attendance and participation grade will be affected if you do not attend class. Attendance will be taken in class. Excused absences must be acquired prior to class and which include documented illness and family emergencies. Verification is required. Each absence will be considered individually at the discretion of the instructor. Students who have an unexcused absence will have 25 points deducted from the overall grade for each absence.

Patterns of tardiness and absence will be addressed through procedures outlined in the student handbook. If circumstances force a late arrival, students should enter class quietly and indicate their arrival time on the attendance sheet at the conclusion of the session. Students arriving 20 minutes late to class will have 10 points deducted from the overall grade for each tardy.

Students are expected to be active participants in class. If you do not participate in class discussions or group exercises your attendance and participation grade will decline accordingly. If you consistently dominate class discussions your grade will be reduced accordingly.

CLASSROOM DECORUM

The student is expected to demonstrate the maturity of an adult learner; this necessitates politeness and respect for both the instructor and fellow students. Students are asked to silence mobile phones. Use of laptops is permitted for note taking only. Likewise, no texting,

Facebooking, or Tweeting will be tolerated. Violations of this policy will be reflected in the final grade for the course. Repeat offenders may be placed on behavioral contracts in order to remain enrolled in the course.

PLANNED ASSIGNMENTS

Attendance and Participation

Students are required to participate in classroom discussions in order to demonstrate their progress in practice development and understanding of practice theory. Students who do not participate will have points deducted from their final score. Likewise, students who dominate the discussion will also have points deducted. Skill development will be evaluated based on in class discussions, verbal demonstration of understanding and application of theory, demonstration of theory application in class activities, e.g. role play.

Group Project: Development of an 8-session curriculum for group therapy (Trauma)

Students will develop the curriculum for an 8-session group therapy. Students will work in project groups to identify a target population, do research to ensure the curriculum is evidence-based, and design the curriculum. Students will also write an individual paper analyzing the group processes evident in their workgroup. The entire project is worth 300 points per student. See Description of Assignments at the end of the syllabus for the criteria.

Three Generation Genogram and Ecomap

Genograms and Ecomaps are valuable tools when working with client systems. This assignment gives the student practice in utilizing these tools by analyzing their own families. This assignment is worth 100 points. See Description of grading criteria at the end of the syllabus for the criteria.

Five Interactive Practice Quizzes

Students will develop family and group knowledge through reading and completing interactive practice quizzes. Student will demonstrate skill building in the area of family dynamics, family interventions, group development, group leadership, group dynamics, and group intervention strategies. Each quiz is worth 20 points for a total of 100 points.

COURSE POLICIES

Students are expected to remain current on all reading assignments before attending classes throughout the semester. Students are responsible for the content of all required readings.

All assigned exercises, papers and projects should be completed before attending class.

All written work must be written in APA format. All written work must be proofread and edited thoroughly. No handwritten assignments will be accepted.

All assignments are due at the beginning of class on the due date. Assignments turned in after the beginning of the class period are considered late. Late papers must be submitted to the department office (room EC-207) for a time and date stamp. Deductions will be taken for late assignments of 5% per day for each day the assignment is late.

Scholarly in-class discussions are an integral part of graduate education. Students must be prepared to discuss assigned course materials so that we can learn from one another in a collaborative manner. Intellectual curiosity and debate is encouraged within the context of appropriate collegial decorum. Differences in values, opinions and ideas are expected and must be respected by everyone in the class.

Given the nature of the course, sensitive topics will be discussed. All disclosures made by classmates should remain confidential and only discussed within the classroom setting.

GRADING POLICY

Grading Rubric:

Assignment	Points Possible	% of Final grade (weight)	Max. Points for Final Grade
Interactive Practice Quizzes	100	25%	25
Genogram & Ecomap	100	30%	30
Group Project	300	45%	45
FINAL GRADE/Total possible points	500	100%	100

Grading Scale:

Grading will be on a straight 100 % scale as specified:

Final course grade:

94% and above	A
90% to 93.99	A-
87% to 89.99%	B+
84% to 86.99%	B
80% to 83.99%	B-
77% to 79.99%	C+
74% to 76.99%	C
70% to 73.99%	C-
60% to 70%	D
< 60%	F

A grade of C or better is required for satisfactory completion of the course.

OTHER POLICIES

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MSW 511: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES / ASSIGNMENTS	READING ASSIGNMENTS (To be read prior to class)
1	Introduction to course Family Resiliency Family Crisis & Resiliency Models Developing Therapeutic Alliance		Course syllabus Van Hook Ch. 1 & 2
2	Assessment of Families Assessment tools: Genogram & Ecomaps Social Work with Families		Van Hook Ch. 3 McGoldrick (2008)- Ch 1 Mapping Family Systems Ch 2 Creating Genograms Zastrow Ch. 9
3	Cultural Issues & Family Structure Families Coping with Difficult Life Circumstances	NO CLASS Quiz 1- Titanium- Van Hook Ch. 1, 2 & 3	Van Hook Ch. 4 Van Hook Ch. 14
4	Introduction to Family Therapy Models with Families Cognitive Family Counseling Psycho-educational Family Counseling		Van Hook Part II pg. 153-164 Van Hook Ch.5 &6
5	Structural Family Therapy		Van Hook Ch. 7, 8 & 10

WEEK	TOPIC(S)	ACTIVITIES / ASSIGNMENTS	READING ASSIGNMENTS (To be read prior to class)
	Solution-Focused Family Therapy Multi-systems Family Therapy		
6	Bowen Family Systems Therapy Object Relations Family Therapy Spirituality	Quiz 2-Family Therapy Models	Van Hook Ch. 11, 12 & 13
7	Intro into Groups: Types, Stages & Development Social Group Work & Social Work Practice Treatment Groups	Genogram Paper Due	Zastrow Ch. 1 & 2 pp 38-64 Zastrow Ch. 12
8	Group Dynamics: Leadership, Goals and Norms Rules and Guidelines	Quiz 3-Groups	Zastrow Ch. 3 & 4 Corcoran Ch. 4
9	Task Groups Self-Help Groups		Zastrow Ch. 6 & 8
10	Educational Groups: Stress and Time Management Termination & Evaluation of a Group	Quiz 4-Groups	Zastrow Ch. 11 & 14
11	Rational Therapy in Groups Behavior Therapy in Groups	Spring Recess- No class	Zastrow Module 1 & 2

WEEK	TOPIC(S)	ACTIVITIES / ASSIGNMENTS	READING ASSIGNMENTS (To be read prior to class)
12	Reality Therapy in Groups Dialectical Behavior Therapy in Groups	Quiz 5-Groups	Zastrow Module 3 & 4
13	Handling Difficulty Groups Member Behaviors		Corcoran Ch. 13
14	Working with Diverse Groups Treatment Groups with Diverse & Vulnerable Populations	Group A Presentation	Zastrow Ch. 7 & 13
15	Special Topics	Group B Presentation Group C Presentation	
16	Special Topics	Group D Presentation Group E Presentation	
17	Final Examinations	Individual Project Papers	

MSW 511: Assignment Instructions & Quizzes

The following are assignment instructions for a major assignment in MSW 511. These instructions do not appear in the MSW 511 syllabus above so they are provided below. The assignment is used for evaluation of behaviors linked to the competencies that are covered in MSW 511. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

DESCRIPTION OF ASSIGNMENTS

Genogram/Eco Map:

For this assignment you are to construct a three (3) generation genogram. Resources you may want to refer to for this task include the main text Sheafor & Horejsi (2012) – pp. 183-186 (Ecomap & symbols), VanHook chapter 3 (Assessment of Families) and the two chapters of McGoldrick, Gerson & Petry (2008). Also, the use of Genogram Analytics or GenoPro software (or some other suitable software) is recommended for this assignment. Basic genogram construction will be demonstrated in class. (100 points)

The first element of this assignment is to gather as much information as you can on three (3) generations of your family and represent it graphically in a genogram and ecomap.

Make sure your genogram and ecomap includes a “key” that illustrates what the symbols mean.

Genogram to identify patterns that exists in your family. These should include both patterns that you consider “healthy or positive” and “unhealthy or negative”. Genogram may include but not limited to: education, occupation, income, important dates (birth dates, age, death, and anniversaries), addictions, arrests, separations, divorces, adoptions, foster care, etc.

Complete a separate Ecomap (include family, friends and partners). Use a highlighter to demonstrate the connection you have with each relationship: red/pink (who do you love and who loves you), blue (who feeds, clothes, houses you and/or who do you feed, clothe and house), green (who teaches you and who do you teach), and yellow (spiritual connection; who or what gives you purpose and/or spiritual connection).

Write a paper 5-7 pages (not including cover page or genogram/eco map appendix), APA format (please list the 5 sections), to include:

- **Summary:** A summary of your findings about your family including summaries of any patterns or remarkable characteristics you discover while constructing the genogram.
- **Patterns:** Identify patterns that you might consider “healthy or positive” and “unhealthy or negative.” They may include but are certainly not limited to:

educational attainment, choice of occupations or professions, income, linkages between important anniversary dates (births, deaths, etc.), healthy/unhealthy behavior patterns, addictions, arrests, separations, divorces, adoptions, foster care, etc.

- Experience: A short section concerning the experience of gathering this information, constructing the genogram and identifying patterns in your family, work, educational, and social life, and what was this experience like for you?
- Discover: What did you discover about your family that you did not know previously?
- Impact: How has this exercise impacted you personally and how will this exercise affect the way you practice social work with clients?

The intern who demonstrates the following will achieve 100-points:

- (Graphic Display) gathered enough information to be helpful in informing another social worker about your family. Clarity – any other professional social worker could review the genogram and understand the information it represents about your family and yourself. There is a key clearly explaining symbols and use of highlighting color to demonstrate connection= 30 points
- Writing: grammar, spelling, punctuation, and APA format= 10 points
- Interpretation: Patterns or remarkable characteristics of your family are clearly identified on the genogram and in the paper. The meaning of the patterns is discussed thoroughly in the paper=40 points
- A clear and genuine/real explanation of what this experience was like for you. Includes analysis of how this might affect your work with clients as a professional social worker= 20 points

Group Project- Development of an 8-session curriculum for group therapy

Students will be randomly assigned to one of 5 project groups. Each group will design an 8-session group curriculum. There will be 3 grades given for this project:

1. A group proposal score (100 points),
2. An individual score (100 points), and
3. A peer review score (100 points).

These scores will be added together for the final grade for each student (300 total points).

Social workers often facilitate client group sessions and also work with multidisciplinary groups. This exercise is designed to give the student the opportunity to both design curriculum that could be implemented with clients and also to provide an opportunity to witness the dynamics of the group process by working in a project group.

The project will be submitted in proposal format (proposal 100 points): Due day 48 hours prior to presentation: (Late proposals will have a 5% deduction per day)

Typed, double-spaced 12 point font, APA style

Sections

Coversheet

Introduction- target population, methodology utilized, evidence-based support, cultural sensitivity

Curriculum- one page per session outlining each session, the objectives and any materials needed for each session, how long is each group, how is group facilitated, creativity of the curriculum and funding for materials

Evaluation: how will the outcome be evaluated (pre & post evaluations)? Include any forms, questionnaires or surveys to be used. Standardized measures, if applicable, may be used.

References

The project proposal will be worth a total of 100 points and will be graded as follows:
Spelling, grammar, punctuation and APA format(including Power Point) = 10 points

Completeness of the assignment, curriculum, creativity, cultural sensitivity, methodology and use of evidence-based research as applicable to the target population and evaluation= 70 points

Research and integration of course material = 20 points

The individual portion of the project will be a narrative, process-oriented paper (paper 100 points):

Typed, double-spaced 12 point font, 7 - 9 pages

Describe your experience in working in this group to produce the project:

Describe how the project group's dynamics mirrored group dynamics as outlined in Zastrow (Ch. 1, 2, 3 & 4)- this should include emergence of leadership, roles, group stages, etc.

Describe the individual contributions of each member of the group, including yourself

Describe the challenges in the group dynamics and how they were overcome or worked around (this section requires your complete honesty)

Describe how this experience will help you in your career as a professional social worker

The individual paper will be worth a total of 100 points and will be graded as follows:

Spelling, grammar, punctuation and APA format = 10 points

Completeness of the assignment, group dynamics, challenges, contributions, creativity of written expression, professionalism, and honesty = 60 points

Integration of course material= 20 points

The peer review* score will be determined by (peer review score 100 points):

Each group will present their project and curriculum proposal in class (see Draft Schedule)

Each presentation will include an identification of the target population, presentation of the 8-session curriculum, defense of the methodology based on research evidence of efficacy, how outcomes will be evaluated

Presentations should be 30-45 minutes in duration

Peers* will review each group using a 5 point Likert scaled tool (available on TITANium) that measures:

Perceived applicability of the curriculum to the target population

Use of all group members in the presentation

Creativity of the presentation

Ability to engage audience

The possible group score will be 100 points and will be determined by averaging the peer* review evaluations (sum of points received/# peer review forms)

*Instructor will also complete a peer review evaluation and will be averaged into the peer review score.

MSW 511: Quizzes

The following is a sample quiz which represents five quizzes used in MSW 511. The quizzes do not appear in the MSW 511 syllabus above so an example is provided below. Quizzes in MSW 511 are used for evaluation of behaviors linked to the competencies that are covered in MSW 511. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

MSW 511 Quiz 3 Grade Sheet Zastrow Ch. 1, 2, 3, & 4

Intern Name:		Points for Quiz:
Intern Quiz Partner(s):		

1. Discuss with your partner your answer for 1.4.(1) What group variables did you have in common and which variables are different on group cohesion?
Please state what you learned from this discussion with your partner?
There are 5 points for this section: Do you feel your answer earned: 1, 2, 3, 4 or 5 points?

2. Discuss with your partner your answer for 2.4. Have an open discussion of the model you chose and the model your partner chose. Did you chose the same or a different model?
Please state what you learned from this discussion with your partner?
There are 5 points for this section: Do you feel your interventions and practice earned: 1, 2, 3, 4 or 5 points?

3. Discuss with your partner your answer for 3.4. Have an open discussion on your leadership skills. Please indicate your top five leadership strengths. Please list your
--

three areas for growth and development.
Strengths:
Growth & Development:
There are 5 points for this section: Do you feel your interventions and practice earned: 1, 2, 3, 4 or 5 points?

Please go over your quiz (not this sheet) and provide five comments/compliments in areas you felt you did great.

No quiz will be accepted without the FIVE compliments completed.

Points will be deducted for any section left blank

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 512: CHILD WELFARE: ADVANCED PRACTICE I**

3/25/2014

Instructor:**Days:****Office:****Time:****Hours:****Phone:****COURSE DESCRIPTION FROM THE CATALOG**

Designed for students preparing for careers in public child welfare as the first of two advanced practice courses. Examines assessment and intervention models, and the practice of social work within the legal context of the dependency court.

COURSE LEARNING GOALS AND OBJECTIVES

Upon completion of this course, students will be able to:

- Articulate the roles of a professional social worker in child welfare practice as well as demonstrating an understanding of how to conduct oneself in a professional manner through written and oral communication that is culturally sensitive as evidenced by earning a grade of B or better on assignment 1; Reading Quizzes as well as assignment 2 Assessment Paper. (EPAS 2.1.1)
- Effectively apply decision making strategies that are grounded in social work values, ethics and practice principals as evidenced by earning a grade of B or better on assignment 2; Assessment Paper. (EPAS 2.1.2)
- Exercise critical thinking in researching and evaluating evidence based practice knowledge to inform decision making as evidenced by earning a grade of B or better on assignment 2; Assessment Paper, assignment 3; Mid-Term Paper: Film Assessment, and assignment 4; Final Paper: Research Paper on Neglect. (EPAS 2.1.3)
- Demonstrate skill in conducting case research and interpreting evidence based research, applying findings to practice and program evaluation, as well as in dissemination of knowledge as evidenced by earning a grade of B or better on assignment 2; Assessment Paper and assignment 3; Mid-Term Paper: Film Assessment. (EPAS 2.1.6)

- Understand how to communicate information, including professional knowledge and judgment clearly and effectively in a manner appropriate to diverse clients as evidenced by earning a grade of B or better on assignment 2; Assessment Paper. (EPAS 2.1.3)
- Incorporate the historical, philosophical and policy context of practice in public child welfare to analyze the complex value and ethical dilemmas that may arise in child welfare practice as evidenced by earning a grade of B or better on assignment 1; Reading Quizzes, and assignment 3; Mid-Term Paper: Film Assessment. (EPAS 2.1.4)
- Understand the need for collaboration of multiple perspectives including assessment of cultural competence and the potential for disproportional impact on children, low-income families and special populations as evidenced by earning a grade of B or better on assignment 1; Reading Quizzes, assignment 3; Mid-Term Paper: Film Assessment, and assignment 4; Final Paper: Research Paper on Neglect. (EPAS 2.1.4)
- Articulate knowledge of current agency, state and federal child welfare policies and engages in effective practice development and implementation of ethical and effective child welfare policies as evidenced by earning a grade of B or better on assignment 3; Mid-Term Paper: Film Assessment, and assignment 4; Final Paper: Research on Neglect. (EPAS 2.1.8)
- Identify changing factors in agencies that affect services and initiate culturally competent action to promote sustainable services and collaboration with an understanding of multiple perspectives including assessment of cultural competence and the potential for disproportional impact on children, low-income families, and special populations as evidenced by earning a grade of B or better on assignment 3; Mid-Term Paper: Film Assessment. (EPAS 2.1.9)
- Skillfully, respectfully, and in accord with social work values, establish working relationships with clients and community partners and to utilize those relationships in forging goals and positive outcomes as evidenced by earning a grade of B or better on assignment 2; Assessment Paper. (EPAS 2.1.10)
- Develop service plans that reflect data collection and assessment methods that demonstrate mutuality and respect for clients from diverse backgrounds as evidenced by earning a grade of B or better on assignment 2; Assessment Paper, and assignment 3; Mid-Term Paper: Film Assessment. (EPAS 2.1.10)
- Utilize interventions that demonstrate effective embracing of multiple social work roles and phases of service that recognize client strengths and self determination as evidenced by earning a grade of B or better on assignment 2; Assessment Paper. (EPAS 2.1.10)

COURSE REQUIREMENTS, EVALUATIONS, AND GRADING

Methodology

The course will be taught in an advanced seminar model, which will require students to share insights based on their own experience and knowledge as well as on the readings and other presentations. The required assignments are intended to facilitate learning, skill development and integration of theory and practice. Individual assignments are designed to develop skills and competencies in assessment, treatment, and intervention. It is assumed that at this point in each student's education, students have identified areas they hope to gain greater depth in knowledge and practice skills. These projects and papers will help students share knowledge with one another and enlarge each person's repertoire of knowledge or tools for practice. As students share their individual work, the scope of what can be covered in the class is broadened.

ASSIGNMENTS

1. Reading Quizzes

2. Assessment Paper

Students will evaluate a case utilizing all of the following tools in this order: Biopsychosocial / Cultural/Spiritual assessment; Genogram; Signs of Safety; Structured Decision Making.

The paper will follow the following structure:

Complete a thorough assessment of the individuals (Parents/ Children) in the case based on the information provided and what you might reasonably expect contributed to their circumstances/ impacted their lives.

Complete a Signs of Safety Mapping identifying the underlying Safety/Harm concerns; Complicating factors; Prior Acts of Protection; Parent's Supporting Strengths

Students will develop a Case Plan based on this assessment, identifying resources that will address the concerns, to include why you chose the items in the case plan/ i.e. what do you hope to accomplish/ improve in the client's life?

The final section will be a summary discussion of what you learned from the assessment related to child safety and how that impacted the case plan development.

This paper should be 4-6 pages in length (not counting attachments of Signs of Safety, Structured Decision Making).

This assignment is worth 100 points.

3. Mid-Term Paper- Assessment

Students will view a film in class. Utilizing the knowledge gained students will provide an overview of the film through a macro lens to include the following:

Overview of the character's life (bio/psycho/social/cultural/spiritual), support systems, interaction with systems, trauma history, complicating factors, strengths, and supports.

A discussion of the impact of societal influences on the trajectory of the main characters life. If this character was your client today complete a bio/psycho/social/cultural/spiritual case plan.

Discuss what was done and what could have been done (Best Practices/ Evidence Based Practice, etc.) by the systems that interacted with the client to have a more positive impact on the client's life. For example: did they miss something, not address something, not provide something that would have improved the outcome? What was done well? What knowledge do we have now, that may not have been available at the time, that would have positively impacted the client?

This assignment should be completed in a comprehensive, creative, and thorough manner, to include an in depth assessment of the character, the impact on his life by various societal beliefs, organizations, and public child welfare policies.

This assignment will be graded by the comprehensive assessment, case plan, identification of societal beliefs, organizations, and public child welfare policies that impacted the client's life, as well as a creative discussion related to what could have been done differently.

This assignment should include 4 professional references, be 8-10, and is worth 150 points.

4. Final Paper – Research Paper on Neglect

Students will conduct an in-depth review and assessment of child neglect. This assignment should include a minimum of 5 professional references, be 8-10 pages in length, and is worth 150 points.

Research Paper Format:

Provide an initial paragraph presenting an overview of the topic and why it is important to Public Child Welfare.

Complete an in depth review of the following:

Review WIC Code/ Penal Code/ Policies and Procedures that address the assessment of neglect

Discuss the various forms of neglect, providing descriptive examples

Discussion of the factors(personal/ societal/etc) that lead to neglect

Discussion regarding the perpetrators of neglect/ their characteristics/ motivations/ etc.
A review of both the short and long-term effects of neglect on children, and the factors that accelerate or mitigate effects

Review how the following may impact our treatment and/or acknowledgement of child neglect: Society, social environment, political climate, economy, culture, and research/knowledge that drives policies, etc.

Complete a review of Evidenced Based Practices addressing neglect and discuss the one(s) you believe would be most effective in preventing neglect and why.

Discuss therapeutic interventions, and or other resources Social Workers may use to assess for, address, and reduce the incidences of neglect.

Using the SDM Safety and Risk Tools, identify which questions will assist you in identification of child neglect.

Summary: Discuss what you learned from your research, and how you will apply this knowledge at your current Field Placement.

This assignment is worth 150 points.

Please review the weekly schedule for the due dates of assignments and note that there will be random reading quizzes that will count towards your grade.

GRADING

Attendance and Participation: 25 points

Reading Quizzes: 75 points

Assessment Paper 100 points

Mid-Term Assessment Paper: 150 points

Final Policy paper: 150 pts

Total 500 points

Final Grade

The final grade will be determined in the following manner. A passing grade in this class is C or better.

A	=	90% and above
B	=	80% - 89%
C	=	70% - 79%

D	=	60% - 69%
F	=	0% - 59%

ACADEMIC DISHONESTY

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage.

Plagiarism.

Plagiarism is a specific form of academic dishonesty which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, paper or other assignment for credit in two different courses without receiving prior approval. A faculty member who is convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty ranging from an oral reprimand to an F in the course. In addition to notifying the student, the faculty member shall also notify the Program Director or Department Chair, and the Vice President for Student Affairs.

Grievance procedure.

A graduate student who is unsatisfied with the course evaluation and or grade should first discuss the issue with the instructor. If the student still feels unsatisfied and wishes to address the issue further, the student should then consult with, in sequential order, the Program Director or Department Chair, the appropriate College Dean, and finally the Associate Vice President for Academic Programs.

Rescheduling of tests

Students will not be allowed to reschedule the final test/exam under ordinary circumstances. When a student cannot take the test on the scheduled date due to any extra-ordinary circumstance (crisis), the instructor should be notified in advance and the instructor will decide whether a test should be rescheduled. A failing grade will be given to a student who misses a test without prior consent of the instructor, and no test will be rescheduled.

General policies

It is important to follow the course schedule. Arriving late to class and leaving early is disruptive to other students and to the instructor. Plan your schedule well ahead, so that you can be in the classroom on time. When you do not attend the class, you miss an integral part of the learning experience provided in the course. Therefore, regular attendance and participation is important. Missing classes will reduce your overall grade through the loss of participation points. Missing more than 3 classes will cause loss of 20% of your participation grade. For the benefit of every student's learning, behavior appropriate to graduate students

is expected. Appropriate and courteous behavior includes being awake for every class, paying attention, not talking to classmates during class, and not doing work for other classes. Late reports and papers will be penalized. The instructors and students are expected to collaboratively work together to complete the course successfully.

SPECIAL NEEDS POLICY

The mission of our Disabled Students Services Office is “to make all of the university’s educational, cultural, social, and physical facilities and programs accessible to students with orthopedic, functional, perceptual and/or learning disabilities.” Please inform me during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or exams; I will be most happy to make appropriate accommodations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. The office is located in UH 101; the phone number is (714) 278-3117. See www.fullerton.edu/disabledservices.

REQUIRED TEXTS

Mather, J., Lager, P.B., & Harris, N.J. (2007). Child welfare policies and best practices. (Second edition). United States: Thompson/Brooks-Cole.

LeVine, E. S., & Sallee, A. L. (1999). Child welfare: clinical theory and practice. Dubuque, IA: Eddie Bowers Pub..

Additional readings may be assigned throughout the semester.

MSW 512: 16-WEEK SCHEDULE (15 weeks of instruction plus 1 exam week)

WEEK	TOPIC(S)	READINGS
Week 1	Introduction and overview of course. Historical perspectives	Mather Ch. 1-(through page 11) and Ch. 4 LeVine Ch. 2;
Week 2	Understanding public child welfare systems	Mather Ch.1-(pages 11 – 31) & Ch. 2
Week 3	The interrelation of research, policy, and practice/ Assessment overview	Mather Ch. 3 LeVine Ch. 3 (Human Behavior Review)
Week 4	Assessment: Process and Tools (signs of safety, biopsychosocial, Genograms, SDM) Case for Assessment Paper provided	Levine Ch. 9 and 10
Week 5	Planning: Treatment and Case Planning	Mather Ch. 11 & 12 LeVine Ch. 11
Week 6	Understanding Types of Abuse: Physical Abuse, Neglect, and Emotional Assessment Paper Due	Mather Ch. 5-6 LeVine Ch. 12 Begin reading
Week 7	Understanding Types of Abuse: Child Sexual Abuse	Mather Ch. 7 LeVine Ch. 12- complete reading
Week 8	Understanding the impact of trauma: Behavior	Mather Ch. 8 & 10

Week 9	Understanding the impact of trauma: Poverty, Loss, Special Needs	Mather Ch. 9 LeVine Ch. 13 & 14
Week 10	Intervention: Theories of Practice with Children	LeVine Ch. 4-5
Week 11	Theories of Practice (continued)	LeVine Ch. 6-8
Week 12	Intervention: Tools and Approaches (Trauma Informed, Evidence Based, Current Trends)	Reading to be assigned
Week 13	Professionalism: Ethical Decision Making; Litigation in Public Child Welfare; Mid-Term Paper Due	Mather Ch. 13
	Thanksgiving Holiday – No Classes ☺	
Week 14	Special issues: Drug exposed; AB12; Trafficking; Immigrant issues, Domestic Violence	Reading to be assigned
Week 15	TBA	TBA
Week 16	Final Paper Due	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 514: ADVANCED SOCIAL WORK PRACTICE I: Community Mental Health

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Analysis of the psychosocial rehabilitation and recovery models as the dominant treatment models in contemporary community mental health programs. Focus on the use of psycho-education to address chronic mental illness, substance abuse, depression, anxiety and family violence.

COURSE OBJECTIVES

MSW 514 is an advanced practice courses that focuses on social work practice in mental health settings. Psychosocial treatment modalities will be discussed including individual psychotherapy, individual, family and group psycho-education, and self-help and support groups. An overview of psychosocial rehabilitation will be presented. Students will review the principles and values of psychosocial rehabilitation in an effort to gain an understanding of philosophies, theories, models, and techniques used in psychosocial rehabilitation for persons with serious mental illness including schizophrenia and other psychotic disorders, mood disorders, anxiety disorders, substance related disorders, personality disorders, eating and sleep disorders, cognitive and dissociative disorders, and disorders first apparent in childhood. The importance of the social worker’s role in psychotropic medication will be considered. Efforts will be made to address stigma, culture, and the role of the family in treatment planning.

STUDENT LEARNING GOALS

Upon completion of this course, each student will have acquired the knowledge and skills required to:

1. Utilize the concept of recovery and the basic principles and values of psychosocial rehabilitation, including knowledge of the impact of the social movements that have shaped the development and evolution of psychosocial rehabilitation services and

the range of practice settings for psychosocial rehabilitation;

2. Propose a range of evidence-based psychosocial rehabilitation treatment modalities for clients in community mental health settings, as well as advocate for client-centered interventions that are culturally acceptable and effective;
3. Identify the unique needs of individuals with co-occurring mental illness and substance abuse issues and propose methods of assessment and intervention;
4. Understand the social worker's role in medication management and how to be articulate to clients and family members about psychotropic medications, their side effects, and how they work on the brain. Effectively engage in psycho-education with individual clients, families, and groups.

EPAS 2.1.2

Apply social work ethical principles to guide professional practice.

CSUF advanced behaviors and course content – Student critically evaluates personal and cultural values and norms in all practice situations, applying ethics and concentration practice principles to make decisions and resolve conflicts among perspectives. Student effectively applies decision making strategies that are grounded in social work values and ethics and practice principles.

Course and assignment measures – Mock oral/written licensing exam.

EPAS 2.1.10 a-d

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

Student skillfully, respectfully, and in accord with social work values, establishes working relationships with clients and community partners and utilizes those relationships in forging goals and positive outcomes.

The student demonstrates the ability to develop relationships and manage power differentials in routine and challenging situations with clients and partners in a manner that reflects core social work values as they address mental health practice.

The student consistently gathers qualitative and quantitative data from a variety of sources, forms coherent meaning from the data, and uses the resulting information to make recommendations and to plan interventions that meet standards for social work practice.

Student's service plans reflect data collection and assessment methods that demonstrate mutuality and respect for clients from diverse backgrounds.

The student comfortably shifts among the roles of a social worker in community mental health settings and intervenes effectively in those roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations.

The student's child welfare interventions demonstrate effective embracing of multiple social worker roles and phases of service that recognize client strengths and self-determination.

The student consistently uses reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve policy and practice.

Student regularly engages in practice evaluation using reliable and valid methods and uses the results to benefit clients.

Course and assignment measures: All assignments total course grade.

REQUIRED TEXTS AND READINGS

Required Texts

Wedding, D. & Corsini, R. J. (2014). *Current Psychotherapies*. (10th ed.) Belmont, CA: Thomson-Brooks/Cole.

Wedding, D. & Corsini, R. J. (2014). *Case studies in psychotherapy*. (7th ed.) Belmont, CA: Thomson-Brooks/Cole.

Yalom, I. D. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, Harper, Perennial.

Recommended Texts

Frazer, D.W., Hinrichsen, G.A., Jongsma, A.E. (2011). *The older adult psychotherapy treatment planner* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Jongsma, A. E. (2009) *The adolescent psychotherapy treatment planner* (4th ed.). Hoboken, NJ: John Wiley & Sons.

Jongsma, A. E., & Peterson, M.L. (2006). *The complete adult psychotherapy treatment planner* (4th ed.). Hoboken, NJ: John Wiley & Sons.

Jongsma, A. E., Peterson, M.L., & McInnis, W. P. (2006). *The child psychotherapy treatment planner* (4th ed.). Hoboken, NJ: John Wiley & Sons.

Roberts, A.R. & Yeager, K. R. (Eds.). (2006). *Foundations of evidence-based practice*. New York: Oxford University Press.

Whitaker, R. (2010). *Anatomy of an epidemic: magic bullets, psychiatric drugs, and the astonishing rise of mental illness in America*. Basic Books: New York.

COURSE FORMAT

The format of this course consists of short seminar lectures and demonstrations, seminar and small group discussions, and presentations.

PLANNED ASSIGNMENTS

1. Evidence-Based Practice Process Paper (100 points)

A handout explaining this paper will be posted on the Titanium course website.

2. Community Treatment Model Organization Visit: (80 points)

A handout explaining this paper will be posted on the Titanium course website.

3. Mock Oral/Written Licensing Exam: (100 points)

For this assignment you will be provided a vignette during class when you are scheduled to present. After you are given the vignette, you will have 30-minutes to develop a presentation on the vignette which will include an assessment, diagnosis, treatment plan, etc., (the expected content follows the rating areas used by the BBS for LCSW evaluation of vignette responses and will be detailed in class). You will be graded by your colleagues/peers in class on the oral presentation portion of this assignment. Their evaluation will be worth 30% of the grade. You will also write a paper on the vignette you are assigned which the instructor will grade. That portion of your grade will be worth 70% of the final grade. A handout explaining the paper portion of the assignment is posted on the course website.

4. The Gift of therapy, Reflection Paper (40 points)

A handout explaining this paper is posted on the Titanium course website.

*All papers in the class other than the Case Study Response papers must be uploaded through "Turnitin" on the Titanium course website the day/night they are due.

5. Case Study Response Papers (50 points)

There will be several case studies assigned to read throughout the semester. A response paper will be assigned for 10 of the case studies during the course (see weekly schedule). Case study response papers will be worth 5-points each.

These **short** papers must include:

- 1.) briefly discuss your response to the case study,
- 2.) include your view of the most/least helpful aspect of the therapy model/intervention applied in the case study,

- 3.) provide a brief assessment of which mental health disorders-diagnoses/individual problems/relational difficulties, etc., would be most appropriate to apply this particular type of therapy/intervention to in practice,
- 4.) finally, include a projection of what types of clients you might use this therapy model or intervention with. Considerations of types of clients include; age, gender, race/ethnicity, cultural identification, sexual preference/identification, marital status, physical disabilities, alternative abilities, cognitive functioning, socioeconomic level, etc. These papers should be 1-2 pages in length. Do not submit papers beyond 2-pages in length or you will lose points! Each of the CSR papers should be submitted in hardcopy form to the professor the day/night they are due.

6. Attendance, Participation, and Professional Behavior:

Active class participation is very important for each student and the class as a whole. Participation in class discussions regarding readings, lectures, and other activities composes a major educational component of the course. Therefore, attendance and participation in class will be rewarded with **points** worth 7.5% of the course grade. Absences are permissible only when emergency circumstances arise, in which case, the instructor must be notified.

Students who miss more than three (3) class sessions for any reason other than ongoing verifiable crises (which must be discussed with the instructor as soon as they occur) will have to retake the course.

Appropriate behavior (expectable for graduate-level students) must be demonstrated at all times; this includes respect for each other's opinions, keeping sensitive personal information revealed in class confidential and attendance at all class meetings. To benefit fully from the course and prevent disruption, students should arrive at class on time. Students must read any assigned materials or complete assigned activities in advance of the class meeting. During class, students are asked to turn cell phones off (or place them on vibrate). Laptops may only be used during class if they are used to take notes or to search for course-specific content.

GRADING POLICY FOR THE COURSE

Assignments

Students are responsible for all material listed in the syllabus and/or covered in class and all assignments on the syllabus. Assignments are to be completed on the due date listed on the syllabus (5% of the grade will be deducted each day for which the assignment is late). All written work must be written in APA style, proofread, and **edited**. Edit papers repeatedly until the spelling, grammar and syntax, etc., are correct prior to submitting them.

Grading

Course grades will be based on the number of points the student has earned out of 400-points possible in the course. Points will be available as follows:

<u>Assignment</u>	<u>Points</u>	<u>Weighting</u>
Attendance & Participation	30	7.5%
Case Study Reports	50	12.5%
<i>The Gift of Therapy</i> Paper	40	10%
Assignment #1 EBP Paper	100	25%
Assignment #2 Community Tx Model	80	20%
Assignment #3 Mock Lic. Exam	100	25%
Total	400	100%

The grading scale for the overall course grade will be as follows:

Grading Scale:

Grading will be on a 400 point scale as specified:

Final course grade:

98% and above	A+
93% and above	A
90% to 92%	A-
87% to 89%	B+
83% to 86%	B
80% to 82%	B-
77% to 79%	C+
73% to 76%	C
70% to 72%	C-
60% to 70%	D
< 60%	F

A grade of B or better is required for satisfactory completion of the course.

Writing & APA

All papers for the course must be written in APA format. Use only Times New Roman 12-point font. Papers must be edited carefully prior to submission. Points will be deducted for errors in APA style and writing errors.

ACADEMIC HONESTY POLICY

Students are responsible for understanding the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>. When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the

offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). Questions regarding this policy are to be presented to the instructor.

SPECIAL NEEDS

Students with a disability or other special needs, should know the University Disabled Student Services Office (DSS) is on campus (UH-101, (714) 278-3117) to provide assistance and support <http://www.fullerton.edu/disabledservices/>. The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, learning and other disabilities. In order to access services in a timely way, students must visit the DSS for more information and certification.

MSW 514: 15-WEEK SCHEDULE

WEEK	TOPIC(S)	READINGS AND ASSIGNMENTS
1	Course Overview <ul style="list-style-type: none"> • Syllabus: overview of course format, objectives and assignments • Stigma and discrimination in mental health • Varieties of mental health interventions • The Recovery Paradigm • Evidence Based Practice 	
2	Intervention Approaches Theories, Intervention Models & Case Studies <ul style="list-style-type: none"> • Psychoanalysis • Psychodynamic psychotherapy Evidence Based Practice <ul style="list-style-type: none"> • Potentially harmful therapies Values & ethics in social work specific mental health treatment	Current Psychotherapies-Chaps. 1, 2 Case Studies-Chap 1 (Case Study Response 1) Lilienfeld (2007) Corcoran & Vandiver (2006; Chap 5 of Roberts & Yeager-eds.)
3	Theories/ Intervention Models & Case Studies <ul style="list-style-type: none"> • Adlerian psychotherapy Specific Disorders <ul style="list-style-type: none"> • Anxiety disorders Evidence Based Practice <ul style="list-style-type: none"> • Formulating answerable EBP questions • The process of EBP 	Current Psychotherapies-Chap. 3 Case Studies-Chap 2 (CSR 2) Yeager & Roberts (2006; Chap 4 of Roberts & Yeager-eds.) Thyer (2006; Chap 3 of Roberts & Yeager-eds.)
4	Theories/ Intervention Models & Case Studies	Current Psychotherapies-Chap. 4

	<ul style="list-style-type: none"> Client or person-centered (humanistic) <p>Evidence Based Practice</p> <ul style="list-style-type: none"> What is effective in therapy other than the intervention? 	<p>Case Studies-Chap 3 (CSR 3)</p> <p>Rosenthal (2006; Chap 6 of Roberts & Yeager-eds.)</p> <p>Chambless & Crits-Cristoph (2006) <i>What should be validated?</i>= Scroll down to p. 208. Read Norcross & Lambert <i>The Therapy Relationship</i> pp 208-218, and Bohart <i>The Active Client</i> pp. 218-226. (However, you are welcome to read the entire selection-great stuff!)</p>
5	<p>Theories/ Intervention Models & Case Studies</p> <ul style="list-style-type: none"> Rational emotive behavior therapy 	<p>Current Psychotherapies-Chap. 5</p> <p>Case Studies-Chap 4 (Read only)</p> <p>Evidence-Based Practice Process Paper - Due</p>
6	<p>Theories/ Intervention Models & Case Studies</p> <ul style="list-style-type: none"> Behavioral <p>Specific Disorders</p> <ul style="list-style-type: none"> Anxiety disorders <p>The Recovery Paradigm & Evidence Based Practice</p>	<p>Current Psychotherapies-Chap. 6</p> <p>Case Studies-Chap 5 (CSR 4)</p> <p>DeSisto, et al., <i>The Maine and Vermont three-decade studies of serious mental illness</i></p> <p>Freese, et al., (2001) <i>Integrating evidence-based practices and the recovery model</i></p>
7	<p>Theories/ Intervention Models & Case Studies</p> <ul style="list-style-type: none"> Cognitive & cognitive behavioral <p>Specific Disorders</p> <ul style="list-style-type: none"> Mood disorders 	<p>Current Psychotherapies-Chap. 7</p> <p>Case Studies-Chap 6 (CSR 5)</p> <p>Deegan <i>Recovery as a journey of the heart</i></p>

	The Recovery Paradigm & Social Work Clientele	Leete <i>A consumer perspective on psychosocial treatment</i>
8	Theories/ Intervention Models & Case Studies <ul style="list-style-type: none"> • Existential The Recovery Paradigm	Current Psychotherapies-Chap. 8 Case Studies-Chap 7 (CSR 6) Jacobsen & Greenley (2001) <i>What is recovery? A conceptual model and explication</i>
9	Theories/ Intervention Models & Case Studies Contemporary Challenges <ul style="list-style-type: none"> • Boundaries in social workers' relationships with clients • Meeting the mental health needs of older adults 	Current Psychotherapies-Chap. 16 Ummings & Cassie (2008) <i>Older Adults with Severe Mental Illness: Met and Unmet Needs</i> Community Treatment Org. Visit Paper – Due
10	Theories/ Intervention Models & Case Studies <ul style="list-style-type: none"> • Gestalt 	Current Psychotherapies-Chap. 9 Case Studies-Chap 8 (CSR 7) Begin Mock Oral Licensing Exams
11	Theories/ Intervention Models & Case Studies <ul style="list-style-type: none"> • Interpersonal Treatment Planning	Current Psychotherapies-Chap. 10 Case Studies-Chap 9 (CSR 8) Begin Mock Oral Licensing Exams
12	Theories/ Intervention Models & Case Studies <ul style="list-style-type: none"> • Family therapies Treatment Planning	Current Psychotherapies-Chap. 11 Case Studies-Chap 10 (CSR 9) Mock Oral Licensing Exams

13	<p>Theories/ Intervention Models & Case Studies</p> <ul style="list-style-type: none"> • Integrative therapies <p>Treatment Planning</p>	<p>Current Psychotherapies-Chap. 14</p> <p>Case Studies-Chap 13 (CSR 10)</p> <p>Mock Oral Licensing Exams</p> <p><i>The Gift of Therapy: Reflection Paper</i></p>
14	Happy Thanksgiving	
15	<p>Theories/ Intervention Models & Case Studies</p> <ul style="list-style-type: none"> • Positive Psychotherapy <p>Treatment Planning</p>	<p>Current Psychotherapies-Chap. 13</p> <p>Case Studies-Chap. 12 (Read only)</p> <p>Mock Oral Licensing Exams</p>
16	<p>Review</p> <ul style="list-style-type: none"> • Multicultural psychotherapy • Contemplative psychotherapies <p>Evaluating/Measuring change</p>	<p>Current Psychotherapies-Chaps. 12 & 15</p> <p>Case Studies-Chap. 11 & 14 (Read only)</p> <p>Scott Miller: <i>What Works in Psychotherapy?</i></p> <p>Mock Oral Licensing Exams</p>
		Written Portion of Mock Licensing Exams - Due

MSW 514: Assignment Instructions

The following are assignment instructions for four assignments in MSW 514. These instructions do not appear in the MSW 514 syllabus above so they are provided below. The assignments are used for evaluation of behaviors linked to the competencies that are covered in MSW 514. See the Advanced Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

MSW 514: Advanced Social Work Practice: Community Mental Health

Evidence Based Practice

Gathering Evidence from the Knowledge-base for Social Work Treatment and Implementing Evidence-Based Social Work Practice

Assignment and Resources

I. Use chapters three and four out of Roberts & Yeager (2006) to complete this assignment. They have been scanned and placed on the course website. Most importantly, refer to chapter three by Thyer: *What is evidence-based practice?*

Choose a client at your field placement with a fairly well-defined constellation of symptoms or difficulties.

Use the sequence of ‘conducting EBP’ provided by Thyer on pp. 36-44.

- 1) Formulate an answerable question.
- 2) Find the best clinical evidence to answer that question.
- 3) Critically appraise that evidence: validity, clinical significance, and usefulness, etc.
- 4) Integrate your critical appraisal of the evidence with your own clinical expertise and the values and particular circumstances of the client you have chosen.
- 5) Evaluate your effectiveness and efficiency in undertaking steps 1-4 and develop a brief plan for improvement.

In order to address # 2 above: locate an empirical study in a peer reviewed journal that addresses the use of an intervention(s) with subjects that have the disorder or experience the types of difficulties your client experiences. Choose a study that focuses on quantitative research for this paper and presents original research on the use of an intervention(s). In addition, locate a metaanalysis or systematic review that addresses the use of an intervention(s) with subjects that have the disorder or experience the types of difficulties your client experiences for this assignment.

Search the EBP websites most likely to contain information about interventions applied to the disorder or particular set of difficulties experienced by your client. (ie, the Cochrane Collaboration, Campbell Collaboration, Bandolier, Centre for Evidence-Based Mental Health, etc., or the CSUF peer-reviewed journal databases may offer helpful information in this regard. Links will be posted on the course website. Also, see the short video recorded by librarian, Will Breitbart, concerning how to search for metaanalyses and systematic reviews under “External Links” on the course website. The title begins with “Cochrane...”).

Locate one (1) systematic review or metaanalysis concerning the disorder or difficulties experienced by your client that will be used for the paper along with one (1) peer-reviewed journal article.

Paper

II. In your paper, briefly explain the client's symptom history and current difficulties/relational problems, etc. Briefly discuss any biological, psychological, familial, social, spiritual, etc., dynamics that are having a marked effect on the client's difficulties. Provide a five axis DSM-IV-TR and a DSM V diagnosis. The paper should also include a detailed report of how you went about completing Thyer's steps 1-5 above concerning the client you chose to use for this assignment. Begin with the answerable question you formulated (use chap. 4 by Yeager & Roberts & materials from Gibbs on the course website to help you with this). Do not use the question as the title of this paper! Then, detail exactly how you searched for articles and a systematic review or metaanalysis. Include a list of the search words you used and the databases you searched to locate the articles and systematic review or metaanalysis.

A. Steps 1-3 from Thyer above: After you have located the article and the systematic review or metaanalysis, provide a very brief summary of the purpose and findings of each study. Also, offer your analysis of the validity, clinical significance, and usefulness of the evidence you discovered. Concerning the article: is the research design and the sampling used in the study strong/weak? Why? Is the sample representative of the population the researchers attempted to study? Why or why not? Are the results generalizable? Why or why not? Concerning the systematic review or metaanalysis: do the number and types of studies covered in the systematic review or metaanalysis allow readers to gain a strong, comprehensive picture of the subject being studied? If so or if not, why? Concerning both articles: do the results of the studies make a case for the effectiveness of the intervention(s)? Do the results of the studies lead you to choose to use this/these intervention(s) with your client(s)? How feasible will it be to actually apply the intervention(s) to practice with your client(s) now that you have read some research about the intervention(s)? Do the studies pass the "so what" test (are they clinically practical and helpful)?

B. Step 4 from Thyer above: Provide an integration of your appraisal of the evidence with the values and circumstances of your client. Write about the following in your paper: discuss how you would go about discussing the evidence you have discovered with your client in an "informed consent" process. (You will need to use language that is appropriate for your unique client-so they can understand the findings you are presenting.)

If it is possible and **ethical** to offer your client the evidence based intervention within the time period you will be working with your client; have the discussion with your client and consider that discussion in this section of the paper.

Be sure to make your client fully aware of your level of familiarity or unfamiliarity with the intervention(s) that the evidence suggests are most

effective/helpful for many people that share the client's difficulties. In addition, inform the client how long such an intervention may take and how much time you can realistically devote to their treatment (since you are a student) and any side effects or consequences that have occurred for others due to the treatment. After you have fully informed the client about evidence based interventions, alternative interventions, and the remaining time you have to work together, ask your client which intervention(s) they prefer out of those you described to them. If you are unable to deliver the intervention(s) supported by the evidence (i.e., beyond your level of competence, etc.), discuss this with your client and offer referrals to appropriate resources. If the client wants you to treat them in the timeframe you have to work with them and you can offer the intervention(s); begin to treat them using the evidence-based intervention(s). If you cannot treat the client with the intervention(s) in the time you have to work with them; attempt to locate another social worker or therapist in the agency that can treat the client using the evidence based intervention after you leave. Record or project your client's response to the information you discuss with them concerning the evidence.

- C. Step 5 from Thyer above: Finally, evaluate the evidence based practice process. Discuss your effectiveness (or lack thereof) at searching for evidence-based interventions and your ability to evaluate the evidence you found. What conclusions did you draw about your ability to locate, evaluate and begin to apply EBP? In which parts of this process were you strongest/weakest? Specifically, what would you change in the future as you use the evidence based practice process? How can you improve in your application of the evidence based practice process? Also, discuss your ability to apply the evidence based intervention(s) you discovered with clients. **Include a brief plan that details how you will improve your use of the evidence based practice process as a professional social worker in the future.** For instance, how will you improve searches for evidence based resources, your critical evaluation of the literature you find, and your use of evidence based interventions with clients?

***Save the articles you use for this paper as "pdf" docs. The day you submit your paper on the course website, load them in one e-mail and send it to the instructor. However, in your paper do not assume I know anything about the studies! Your paper should be approximately 8-12 pages in length. No matter how long it is, the content included in the paper is the most important consideration. Write succinctly and make your points with the least amount of wording possible while comprehensively discussing the aspects you focus on in any given portion of the paper. Let the research principle of parsimony be your guide.

****After you are finished with this paper, do not think that you now understand all of the research on the topic you choose to focus on in this paper. You are only being required to review two articles for this paper. A full understanding on the research concerning any intervention will take ongoing , comprehensive study.

MSW 514: Advanced Social Work Practice: Community Mental Health

ASSIGNMENT GUIDELINES: Community Treatment Models Assignment

1. **Community Treatment Models paper- 80 points:** Values in social work practice include a belief in client self-determination, as well as, the strengths perspective in treatment delivery. Many current community treatment models rely on self-determination and the strengths perspective as core motivating factors for client change. These models tend to focus on the delivery of client-driven services, e.g. the recovery model, the clubhouse model, etc.
2. For this paper, students will visit a client-driven community to see firsthand how clients participate in their own recovery. Students will interview clients and social workers (or other service providers) in the community agency to identify the roles, strengths, barriers (if any), resources and efficacy of the treatment model.

In a 10-12 page paper, students will discuss the a) concepts of client driven services, in general, by a review of relevant research and literature; b) specifics of the program visited; c) role of the social worker; d) perceived effectiveness by clients and staff, and any differences in perception; e) reception of the program by the community at large; f) eligibility; g) funding; h) the student's observations and conclusions about the program i) how will the student incorporate these principles and concepts into their own social work practice regardless of setting. Students are encouraged to arrange to visit the program(s) in groups. A list of appropriate programs will be posted on Titanium. Students may **not** visit programs in which they have worked previously or currently work or programs in which they have interned or currently intern. other than those listed, if approved by the instructor.

MSW 514: Advanced Social Work Practice: Community Mental Health

Final Paper Instructions

MSW 514: Advanced Mental Health Practice: Community Mental Health

The final paper follows your oral presentation on a vignette for the Mock LCSW Orals. Use the vignette you were given for the final paper.

- I. In this paper you are asked to elaborate on the oral presentation you offered in class concerning the vignette you were assigned. You may add anything you wish or change anything you want about the response you provided orally to the vignette. Remember that some vignettes may require some "if _____ is the case, then the social work intern would _____."
- II. Follow the LCSW Exam note taking guide content areas and write up your presentation along with any changes or additions you think need to be included in order to make the response to the vignette sharper and more comprehensive. You may want to reflect on the feedback given by

your peers and the professor in class as you complete this task. You may also wish to consult the literature on various aspects of the vignette.

A. In the biopsychosocialspiritual assessment category it is important to respond to each element of the client's (possibly more than one client) experiences and development that is indicated or intimated in the vignette.

B. Diversity: This concept includes other aspects of human experience than just ethnicity culture, etc. though it includes these as well. Cover any diversity issues mentioned or alluded to in the vignette.

C. Assessment: Cover the client's symptoms. While discussing them address such issues as risk factors, suicidal or homicidal ideations, etc.

D. Diagnosis: Cover your primary diagnosis and any rule-outs in a manner that demonstrates your analytic process as you diagnosed the client. Also, in the paper **you must include a properly formatted five-axis DSM IV-TR diagnosis and a DSM V diagnosis**. Ask the professor if you need help with formatting.

E. Treatment Plan: Your write-up on this section should include: the manner in which you went about planning your work with the client (how will you include the client in the planning process?), the theory(ies) that will guide treatment the most, the modality(ies) of therapy you will use, and the goals for your work with the client(s). It would also be wise to include not only goals but objectives and the tasks that might go with each objective and who will be responsible for each task. Timelines should be provided, particularly for objectives and tasks and an overall date by which you estimate treatment will be terminated. Also, link projected interventions with phases of therapy (i.e., establish rapport=initial phase, etc). Discuss how you plan to terminate therapy with the client(s).

F. Interventions: The interventions you plan to use should link conceptually to the theory(ies) you have chosen to guide your practice with the client(s). They should also be connected to the goals, objectives and tasks you listed in the *Treatment Plan* section. The interventions you propose using should allow your work with the client to progress to the point at which each objective and goal is likely to be met by a certain date (estimated of course).

G. Evaluation: How will you measure progress with/for your client? Will you administer any measures? Hopefully you will. If so, which ones and why? When will you administer them during the course of therapy? What is the level of support in the research literature concerning the reliability and validity of the measures? How else will you evaluate your work with the client?

H. Adjunctive Resources: What referrals will you make for/with your client(s)? How will you make referrals? The referrals you provide should link to the content of the vignette and the treatment plan for the client(s) (i.e., goals and objectives).

I. Legal Issues: If the vignette does not appear to intimate any specific legal issues there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any that apply specifically to the case in the vignette.

J. Ethical Issues: If the vignette does not appear to intimate any specific ethical issues there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any ethical issues that apply specifically to the case in the vignette.

K. Professional Use of Self: How might this case present some challenges for you as a person and as a professional social worker? How will you use your professional self to establish rapport with the client(s)? Is any countertransference likely in this case? Explain why or why not. How will you manage any issues that arise for you (and may affect your treatment of the client) as you continue working with this client(s)?

Your paper should address each of these areas. Refer to the LCSW Note Taking System document on the course website for more details concerning each area you are to cover.

MSW-514 Advanced Social Work Practice: Community Mental Health

The Gift of Therapy- Reflection Paper Guide

- I. This paper will be 4-5 pages in length. Include both your thoughts and feelings concerning what you have read. Discuss content in the book and your experience while reading that content.
- II. Content: read at least 100-pages from any part of the book. After you have read at least 100-pages of the book choose 5-8 of the points in the book that captured your attention most. In your paper, you may want to focus your writing on a few of those points though you may briefly discuss 5-8 points. That is fine, as long as you discuss more than one or two points.
- III. Experience: what do you think it would be like to engage in therapy, as a client, with Yalom? Describe both your **thoughts and feelings** concerning the advice Yalom provides. What did you think on a personal level while you read some of the points in this book? What did you think of them as a developing professional social worker? What was your visceral reaction to these points? How did you **feel** while you read the points Yalom makes? Did some passages stimulate particularly strong feelings? If so, explain specifically what those feelings were and why the passages had this affect on you. You **may use first person** (i.e., "I") to describe your feelings in this paper.
- IV. Finally, at the end of the paper, include a brief section on whether or not Yalom's advice influenced you as you contemplate working with clients. Why or why not? If the salient points had an effect on how you will practice with clients, offer some specific ways you will work his advice into your practice.
- V. Unlike other papers you have written in the MSW program (using APA style); in this paper, **add page numbers** each time you refer to specific parts of the book. Normally, you would only do this when you are including specific quotes. Including page numbers will help me as you reflect on elements of the book. Other than this unique change, use APA style for the paper.
- VI. You may include some **very brief** summaries or quotes of material from the book to provide context for your discussion of those passages. Do **not** summarize or quote large passages from the book. I have the book!
- VII. It may be helpful to review the following website for a brief overview of reflection papers that is geared for students. Following these overall guidelines will help you construct a strong reflection paper. Read "How to Organize your Thoughts" in particular.
http://www.ehow.com/way_5184362_tips-writing-reflection-paper.html

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 516: AGING: A MULTIGENERATIONAL PERSPECTIVE:
Advanced Social Work Practice**

3/28/2014

Instructor:**Days:****Office:****Time:****Hours:****Phone:****E-mail:****COURSE DESCRIPTION**

The changing demography of American families; overview of processes in and structures of families with older adults; introduction to principles of marital and family therapy, and program and policy development for families in the middle and later years of life.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS**Course Goals.**

This class offers a didactic background for working with families with older adults. The first part of the class reviews basic theories and research about families in middle and later life. The second part of the class introduces students to principles of individual and family therapy and to ways of intervening in families with aged members at the counseling, program development, and policy levels. In the third part of the course, students will develop their own research and intervention programs focused on families in the middle and later years of life.

The goal of this seminar is to introduce students to basic counseling skills and intervention strategies that can be applied in jobs offering services to older adults and their families. This course is also relevant and applicable for students in masters' degree programs in social work, counseling, and physical and mental health fields.

Student Learning Objectives/Competencies.

1. Knowledge of the cross-disciplinary central theoretical perspectives and concepts used in the study of aging families and individuals: marriage in later life, widowhood, intergenerational relationships, relationships between older adults and their adult children, intimacy needs in single older adults' lives, grandparents and grandchildren, family caregiving of elderly or infirm family members, grandparents caring for grandchildren; physical and mental health issues in later life; aging in place; legal issues

in later life families; elder abuse; end-of-life issues; researching families in later life; psychotherapy, program development, and policy issues for aging families.(EPAS 2.1.10 a thru d)

2. Knowledge of key social and ethical issues and problems that affect aging individuals families today, and the ability to think critically about these problems and think about appropriate macro-level or micro-level interventions for them.(EPAS 2.1.2
3. A working knowledge of the basic principles of marriage and family therapy and intervention guidelines for families in the middle and later years of life.(EPAS 2.1.10 B & C)
4. The ability to conduct basic or applied research (i.e., program development) on a specific need in the lives of contemporary aging families.(EPAS 2.1.10 D)
5. Self-reflection and self-knowledge about one's ability to work effectively with aging individuals and families.(EPAS 2.1.2)

REQUIRED TEXTS AND READINGS

Connidis, I.A. (2010). *Family ties and aging*, 2nd edition. Los Angeles: Pine Forge Press,

Qualls, S.H., & Zarit, S.H. (2008). *Aging families and caregiving*. New York: John Wiley.

RECOMMENDED TEXTS

Knight, B.G. (2004). *Psychotherapy with older adults*, 3rd ed. Thousand Oaks, CA: Sage.

There are also required readings that will be available for downloading from Titanium and from the Internet.

You will need to find and/or download and print other articles from the Internet for your course paper.

COURSE FORMAT

The format of this course consists of short seminar lectures, discussions, in-class presentations, and in-class analyses of social work intervention.

PLANNED ASSIGNMENTS

There are four basic requirements for this course, with 200 possible points:

1. Class participation (40 points – 20% of final grade).

This course is organized as a seminar which means that attendance is mandatory, and students are active participants in the teaching-learning process. I will provide a framework and supplemental lecture material, but the most of class time will be spent discussing the assigned readings. Students are expected to have critically read all assigned material prior to class. This means that the student is able to identify the content, context, logic, and scientific or research-based intervention merit of the reading and to relate it to other course material, including other readings.

Students are required to be active participants in class discussions by sharing insights and by asking questions. To receive full participation credit, I am operationalizing “participation” to mean orally contributing on an average of three to four times per class meeting about the content, context, logic, and scientific and/or research-based application merit of the reading, raising scientific or application questions about the material, its relationship to other readings in the course, and/or its relevance for the development of social policy or programs that serve aging families. Comments about individuals or situations in one’s personal life or the lives of friends/family members will not receive participation credit.

2. Discussion readership and written reaction/reflective papers (40 points – 20% of grade).

- a. Oral report on and facilitate discussion of an article. In order to facilitate class discussions, students will be assigned primary responsibility for one or two readings. These assignments will be made on a sign-up basis. Students will be expected to prepare a short presentation of the assigned reading for which he/she is responsible, that clearly identifies three or four primary themes in the reading, identifies strengths and weaknesses of the reading, and raises questions for class discussion. The presentations should be no more than ten minutes long and should be made interesting and easy to follow.

This requirement is related to the article presentation requirement. Students will turn in a written critique for each reading he/she is responsible for presenting. The critique will reiterate the four major points from the discussion. Each reaction paper should be 2-3 double-spaced, typewritten pages and is due during the class period in which the presentation is given.

- b. Written overview of key themes in article & self-reflection in practice. The written overview of the reading should identify four major themes or issues discussed in the reading. The author’s view of these themes should be identified in the student’s own words (do not use any direct quotes in your review). There should also be a discussion section where these themes are evaluated in terms of their social/societal relevance,

research methodology (if appropriate), implications for research-based intervention and then related to other material in the field, as reflected in course lecture or other readings. This overview should also contain student based reflections with regard to practice issues and issues driving the individual that may impact practice

3. Empirical research project. (100 points – 50% of grade).
The total number of points for this project is 100 points. They are allocated as follows: Research proposal - 5 points (.025%); Interview Guide - 5 points (.025%); First draft of first half of the paper - 5 points (.025%); First draft of second half of the paper - 5 points (.025%); the final copy of your empirical course paper is worth 80 points (40%).

Empirical paper. (80 points – 40% of grade). The empirical paper should be between 15-20 double-spaced, typewritten pages and follow the American Psychological Association (APA) guidelines of an article since most work in social work and social gerontology is published in that format. Your paper will focus on an empirical study of a topic relevant to our class, or it will be an intervention program or strategy designed to serve families with older adults. Directions are provided on this course outline. This paper will be done in stages throughout the semester and there are opportunities for rewriting. All written work must be handed in on or before the due date. You will not receive credit for late submissions, but I will give you feedback on your work. This work and the above reflection paper and work cover your direct practice of engagement, research ,planning/intervention and practice evaluation in line with CSWE competencies and advanced practice behaviors.

4. Oral presentation of paper. (20 points – 10% of grade). You need to give an oral presentation of your study or research project in class.

GRADING POLICY

There are 200 possible points in this course. Opportunities for extra credit totaling no more than 5 points may be given. The grading scale for the course is as follows:

A+ = 194-200 points
A = 187-193 points
A - = 180-186 points
B+ = 174-179 points
B = 167-173 points
B - = 160-166 points
C+ = 154-159 points
C = 147-153 points
C- = 140-146 points
D = 120-139 points
F = 119 or fewer points

ACADEMIC DISHONESTY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria.

- You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
- It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.
- It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>.

When a student cheats or commits plagiarism, university policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (657) 278-3211. Refer questions regarding this policy to the instructor.

SPECIAL NEEDS ISSUES

Students with a disability or other special needs, should know the University Disability Support Services Office (DSS) is on campus (UH-101, (657) 278-3117) to provide assistance and support <http://www.fullerton.edu/disabledservices/>. The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, learning and other disabilities. In order to access services in a timely way, students must visit the DSS for more information and certification.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. Each student should familiarize themselves with the University's emergency response procedures at http://www.fullerton.edu/emergencypreparedness/ep_students.html

MSW 516: 16-WEEK SCHEDULE

* The professor reserves the right to modify or change any course assignment.

WEEK	TOPIC(S)	READINGS
1	<p>SECTION 1: SOCIOLOGICAL PERSPECTIVES ON AGING</p> <p>Diversity in Aging; Older Persons in a Family Context</p>	<p>Connidus, Ch. 1, 2 – skim. Look at the tables. Population Profile of the U.S. (IN CLASS) http://www.census.gov/2010census</p> <p>Wray, S. (2003). Women growing older: Agency, ethnicity, and Culture. <i>Sociology</i>, 37, 511-527.</p> <p>Blieszner, R. (2009). Who are the aging families? In S.H. Qualls and S.H. Zarit (Eds.), <i>Aging families and caregiving</i> (1-13). New York: Wiley.</p> <p>Fingerman, K.L., Miller, L.M., and Seidel, A.J. (2009). In Qualls and Zarit, <i>op. cit.</i>, 19-43.</p>
2	<p>Intimate Ties: Marriage and Marital Functioning in Later Life</p> <p>IN CLASS: LIBRARY INSTRUCTION SESSION</p>	<p>Connidus, Ch. 4</p> <p>Peters, A., & Liefbroer, A.C. (1997). Beyond marital status: Partner History and well-being in old age. <i>Journal of Marriage and the Family</i>, 59, 687-699.</p> <p>Kiecolt-Glaser, J.K., & Newton, T.L. (2001). Marriage and health: His and hers. <i>Psychology Bulletin</i>, 127, 472-503. Titanium.</p>
3	<p>Intimate Ties: Intimate Partnerships: Singles in Later Life, Sexuality in Later Life</p> <p>IN CLASS: PROPOSALS DUE</p>	<p>Connidus, Ch. 3, 5</p> <p>Pudrovskas, Schieman, & Carr (2006). Strains of singlehood in later life: Do race and gender matter? <i>Journals of Gerontology Series B</i>, 61, S315-S322.</p> <p>DeLamater, J.D., & Sill, M. (2005). Sexual desire in later life. <i>The Journal of Sex Research</i>, 42, 138-149.</p>
4	<p>Intimate Ties: Transitions in Marital Status</p>	<p>Connidus, Ch. 6</p> <p>Umberson, D., Wortman, C.B., & Kessler, R.C. (1992). Widowhood and depression: Explaining long-term gender differences in vulnerability. <i>Journal of Health and Social Behavior</i>, 33, 10-24.</p> <p>Angel, J.L., Jiminez, M.A., & Angel, R.J. (2007). The economic consequences of widowhood for older minority women. <i>The</i></p>

WEEK	TOPIC(S)	READINGS
		<p><i>Gerontologist</i>, 47, 224-234.</p> <p>Parkes, C.M., Benjamin, B., & Fitzgerald, R.G. (1969). Broken heart: A statistical study of increased mortality among widowers. <i>British Medical Journal</i>, 1, 740-743. Titanium.</p>
5	<p>Intergenerational Relations – Older Adults and their Adult Children; The Childless Elderly</p> <p>IN CLASS: INTERVIEW QUESTIONS OR PROJECT DESIGN DUE</p>	<p>Whitbeck, L, Hoyt, D.R., & Huck, S.M. (1994). Early family relationships, intergenerational solidarity, and support provided to parents by their adult children. <i>Journal of Gerontology</i>, 49, S85-S94.</p> <p>Silverstein, M., Conroy, S.J., Wang, H., Giarrusso, R., & Bengtson, V.L. (2002). Reciprocity in parent-child relations over the life course. <i>Journals of Gerontology</i>. 57B, S3-S13.</p> <p>Rubenstein, R.L. (1987). Childless elderly: Theoretical perspectives and practical concerns. <i>Journal of Cross-Cultural Gerontology</i>, 2, 1-14. Titanium.</p>
6	<p>Intergenerational Relations – Support Exchanges and Caregiving between Older Adults and their Children</p>	<p>Connidus, Ch. 8;</p> <p>Becker, G., Beyene, Y., Newsom, E., McGraw, L.A., & Walker, A.J. (2003). Creating continuity through mutual assistance: Intergenerational reciprocity in four ethnic groups. <i>Journals of Gerontology</i>, 58, S151-159</p> <p>Pinquart, M., & Sorensen, S. (2005). Ethnic differences in stressors, resources, and psychological outcomes of family caregiving: A meta-analysis. <i>The Gerontologist</i>, 45, 90-106.</p> <p>Feinberg, L.F., & Newman, S.L. (2004). A study of 10 states since passage of the National Family Caregiver Support Program: Policies, perceptions, and program development. <i>The Gerontologist</i>, 44, 760-769.</p>
7	<p>Intergenerational Relations – Gender and Caregiving; Ethnicity and Caregiving</p>	<p>Crowther, M., and Austin, A. (2009). The cultural context of clinical work with aging caregivers. In Qualls and Zarit, <i>op. cit.</i>, pp. 45-60.</p> <p>Sayegh, P., and Knight, B. (2011). The effects of familism and cultural justification on the mental and physical health of family</p>

WEEK	TOPIC(S)	READINGS
		<p>caregivers. <i>Journals of Gerontology</i>, 66B, 3-14.</p> <p>Youn, G., Knight, B.G., Jeong, H-S, and Benton, D. (1999). Differences in familism values and caregiving outcomes among Korean, Korean American, and White American dementia caregivers. <i>Psychology and Aging</i>, 14, 355-364.</p>
8	<p>Intergenerational Relations – The Elderly and Their Siblings; Grandparents and Grandchildren</p> <p>IN CLASS: INTRODUCTION AND LITERATURE REVIEW SECTIONS OF PAPER DUE</p>	<p>Connidus, Ch.12, 10;</p> <p>Minkler, M., & Fuller-Thomson, E. (2005). African American grandparents raising grandchildren: A national study using the Census 2000 American Community Survey. <i>Journal of Gerontology</i>, 60B, S82-S92.</p> <p>Sands, R.G., and Goldberg-Glen, R.S. (2000). Factors associated with stress among grandparents raising their grandchildren. <i>Family Relations</i>, 49, 97-105.</p>
9	<p>II. INDIVIDUAL AND FAMILY THERAPY: INTERVENTION STRATEGIES</p> <p>Working with Older Individuals: Mental Health Issues Countertransference in Working with the Aged</p>	<p>Knight, Ch. 4, Transference and Countertransference with Older Adults. Titanium.</p> <p>Barrowclough, C., King, P., Colville, J., Russell, E., Burns, A., & Tarrier, N. (2001). A randomized trial of the effectiveness of cognitive-behavioral therapy and supportive counseling for anxiety symptoms in older adults <i>Journal of Consulting & Clinical Psychology</i>, 69, 756-762.</p> <p>Cotrell, V. (2007). Assessments of individuals with dementia. In Carol B. Cox (Ed.), <i>Dementia and social work practice: Research and Interventions</i>. New York: Springer. Titanium.</p>
	SPRING BREAK	
10	Families and Chronic Illness in the Elderly	<p>Sidell, N.L. (1997). Adult adjustment to chronic illness: A review of the literature. <i>Health and Social Work</i> 22, 5-11. Titanium.</p> <p>Stephens, M.A.P. and Franks, M.M. (2009). All in the family: Providing care to chronically ill and disabled older adults. In Qualls and Zarit, <i>op. cit.</i>, pp. 61-83.</p> <p>Liu, W., and Thompson, D.G. (2009). Impact of dementia caregiving:</p>

WEEK	TOPIC(S)	READINGS
		Risks, strains, and growth. In Qualls and Zarit, <i>op. cit.</i> , pp. 85-111.
11	<p>Working with Older Families: Changing Roles and Life Transitions; Grandparents Caring for Grandchildren</p> <p>IN CLASS: METHODS, FINDINGS, DISCUSSION, AND CONCLUSIONS SECTIONS OF PAPER DUE.</p>	<p>Connidis, Ch. 11 Knight, Ch. 6, Grief Work with Older Adults. Titanium. Cox, C.B. (2003). Designing interventions for grandparent caregivers: The need for an ecological perspective for practice. <i>Families in Society</i>, 84, 127-134.</p>
12	<p>Family Therapy in Later Life</p> <p>Student Presentations</p>	<p>Zarit, J. (2009). Assessment and intervention with family caregivers. In Qualls and Zarit, <i>op. cit.</i>, pp. 113-130. Zarit, S.H. (2009). Empirically supported treatment for family caregivers. In Qualls and Zarit, <i>op. cit.</i>, pp. 131-153. Eisdorfer, C., Czaja, S.J., Loewenstein, D.A., Rubert, M.P., Arguelles, S., Mitrani, V.B., and et al. (2003). The effect of a family therapy and technology-based intervention on caregiver depression. <i>The Gerontologist</i>, 43, 521-531.</p>
13	<p>Who Cares for the Elderly – Self, Family, or Society? Aging in Place</p> <p>IN CLASS: FINAL DRAFT OF COURSE PAPER/PROJECT DUE</p> <p>Student Presentations</p>	<p>Mynatt, E.D., Essa, I., & Rogers, W. (2000). Increasing the opportunities for aging in place. CUU '00 Proceedings on the 2000 Conference on Universal Usability. Titanium. Ball, M.M., Perkins, M.M., Whittington, F.J., Connell, B.R., Hollingsworth, C., King, S.V., & et al. (2004). Managing decline in assisted living: The key to aging in place. <i>Journal of Gerontology</i>, 59B, S202-S212. Review Fingerman et al., <i>op. cit.</i></p>
14	<p>Legal Issues in Late-Life Families; Elder Abuse; End-of-Life Issues</p> <p>Student Presentations</p>	<p>Wacker, R.R. (1996). Legal issues and family involvement in later-life families. In R. Blieszner & V.H. Bedford (Eds.), <i>Aging and the family: Theory and research</i> (pp. 284-306). Westport, CT: Praeger. Titanium. Moon, A., & Williams, O. (1993). Perceptions of elder abuse and</p>

WEEK	TOPIC(S)	READINGS
		<p>help-seeking patterns among African-American, Caucasian American, and Korean-American elderly women. <i>The Gerontologist</i>, 33, 386-395.</p> <p>Quinn, K.M., and Mixson, P.M. (2012). Adult Protective Services face critical challenges. <i>Public Policy & Aging Report</i>, 22, 28-32.</p> <p>Teaster, P.B., Roberto, K.A., Migliaccio, J.N., Timmerman, S., and Blancato, R.B. (2012). Elder financial abuse in the news. <i>Public Policy & Aging Report</i>, 22, 33-36.</p>
15	<p>Research and Policy Issues</p> <p>Student Presentations</p>	<p>Connidus, Ch. 14</p> <p>Greene, R.R., & Knee, R.I. (1996). Shaping the policy-practice agenda of social work in the field of aging. <i>Social Work</i>, 41, 553-560.</p> <p>Scharlach, A., Damron-Rodriguez, J., Robinson, B., & Feldman, R. (2000). Educating social workers for an aging society: A vision for the 21st century. <i>Journal of Social Work Education</i>, 36, 521-538.</p>
16	<p>Optimal Aging; Life Review; Resources and Services for Helping Aging Individuals and Families</p> <p>Student Presentations</p>	<p>Lynn, J., & Adamson, D.A. (2003). Living well at the end of life: Adapting health care to serious chronic illness in old age. Rand White Paper. Santa Monica, CA: Rand Corporation. Titanium.</p> <p>Landau, R., & Litwin, H. (2001). Subjective well-being among the old-old: The role of health, personality and social support. <i>International Journal of Aging and Human Development</i>, 52, 265-280.</p>

COURSE PAPER INSTRUCTIONS

This paper will consist of an introduction, literature review, empirical study, discussion and conclusions to some aspect of multigenerational families and aging. It can be a basic research study or applied research where you develop a program or intervention.

Your Empirical Study

1. You need to hand in a proposal for your study.
 - a. The first paragraph should specify the topic or dependent variable that you are studying. You may (but are not required to) specify factors or independent variables that you believe may influence the outcome of your topic. For example, if you are studying marital satisfaction among older couples, your independent variable might be gender, ethnicity, social class, or religious affiliation. If you are conducting a research project, you can identify a problem area (intergenerational conflict between older adults and their adult child/ren) and a stressor (such as dementia or health problems) that may be contributing to this problem.
 - b. The second paragraph should identify your specific research questions for the empirical study you will conduct. One (but not required) way to do this is to break your topic or dependent variable into subtopics, and specify research questions about the subtopics. For example, if you are studying gender differences in marital satisfaction, you might address subtopics or areas related to the dependent variable such as the division of labor in the marriage, communication patterns, areas of conflict and/or conflict resolution. If you are conducting a research project, you might think of three possible intervention strategies that could alleviate some of the difficulty in the problem you are studying. With the above example, you might think about intervening to improve the health situation of the older adult, a support group for adult children of older adults, counseling for families with older adult members, or design of a services program for families with older adults.
 - c. In the third paragraph, identify the six research participants you will be interviewing by gender, ethnicity, social class (if relevant), and age. Your research participants need to be over the age of 65 unless you are studying adult child caregivers or professionals who work with the elderly. Do not give the participants' real names if they are older adults or family members of older adults; use a pseudonym. If you are interviewing professionals who work with families, give their real names, title, and place of employment.
 - d. Attach a Reference section of your paper in correct (APA) format. You need a minimum of 12 references for this paper.

2. You need to construct an interview guide consisting of a minimum of five background questions on your participants' sociodemographics. In addition, construct a minimum of six open-ended or twelve more structured questions on the topic of your study. Please include a copy of your interview guide in an Appendix section of your paper.
3. You need to interview at least six older adults (i.e., age 65 or older), adult child caregivers, or professionals who work with older adults or with families. If you are using an independent variable in your research, the participants should be chosen so that they vary on the independent variable. For example, if gender or gender differences is your independent variable, then your participants should be both male and female.
4. You need to write a 15-18 page paper on your empirical study excluding references and Appendix. Guidelines are provided below.

STRUCTURE OF RESEARCH PAPER

Introduction and Literature Review

(5-7 pages – 30 points)

1. What are you studying? Clearly specify the topic (or dependent variable) of your paper and the importance of studying this topic within the first three paragraphs of the paper. Then include a statement about the possible effects of the independent variable, if you are specifying an independent variable. You may incorporate paragraph 1 of your proposal into this first section of your paper.
2. What does the theoretical and research literature say about the topic you are investigating? You can provide demographics, descriptive information, a historical overview of the topic or other background material in this section. Identify the key analytic concepts that are used in the study of your topic and discuss the theoretical work (i.e., conceptual clarification) and/or research that has been done in these conceptual areas. If this is applied research or an intervention, specify different facets of your topic. Build your conceptual framework by identifying major concepts or issues that are addressed in previous literature or empirical studies.
3. Draw from at least eight sources (i.e., your references) in this section of the paper. introduction. Develop at least three conceptual areas, issues, or problems or facets that relate to the broader topic you are investigating. If using an independent variable, show how it may influence the dependent variable in these areas. End this section with your research questions.

Methods

(1-2 pages – 5 points)

1. Use a side heading, Procedures. Briefly state that your research method consists of face-to-face interviews conducted in the participants' homes, etc. Give information about how

and where you collected your data. Give month and year in which the interviews were conducted.

2. Use a side heading, Sample. Briefly state that your sample consisted of six older adults (or whatever their status is) and describe their demographics (i.e., characteristics). Give participants' background information in this section.

Results

(3-4 pages – 20 points)

1. Write a brief introductory paragraph stating the broader topical areas to which subjects responded. State that a copy of the interview guide may be found in the Appendix section of the paper.
2. Use a subheading (i.e., side heading) that corresponds the broader topical areas in which you asked questions. First, present the modal responses, if any. Then bring in less common responses. Give examples of the patterns or answers you are describing.

State whether your research questions were answered.

Discussion

(3 pages – 20 points)

1. Look for the most common responses to your questions from the participants. Then indicate which participants provided atypical answers. State why you think the research participants answered questions as they did. Draw from (and cite, in your own words) the literature you reviewed earlier in your paper, or bring in new research or theoretical frameworks that help explain your findings. You can compare your findings to other research findings or use the literature to help explain and clarify your findings. If you have an independent variable (such as social class, gender, age, ethnicity, or any other), discuss whether variation on the dependent variable seems to explain differences in participants' responses.
2. Include a paragraph or two discussing how your findings could reflect error. Error may be based on your small sample size, cross-sectional research design, use of one research methods, etc.
3. Use subheading, Future Research. Specify research questions related to your topic that you recommend for further study if you had additional resources (i.e., a larger sample, time, money, expertise that would improve your study of this topic) or that other researchers could address. Specify the topic(s) needing study, discuss any sampling issues to be addressed, and the method(s) of research that would be helpful in future studies on this topic. Do not describe this future research in first person. Instead, think of this as recommendations you are making for other researchers who study this topic.

Conclusions

(1-2 pages – 5 points)

1. Briefly summarize what the researchers in your literature review found with respect to the topic you studied.
2. Briefly state what you found in your six interviews on this topic.
3. Add a final paragraph stating the importance of continued work in this area.

ADDENDUM TO COURSE PAPER REQUIREMENTS

1. This should be a 15-18 page, double-spaced, typewritten paper. Spelling, grammar, punctuation, and formatting must be correct. Pages must be numbered. See Writing Guidelines for specifics.
2. **References.** A minimum of 12 references: I recommend including at least eight empirical studies on your research topic as part of your literature review background or as resources for discussing your findings.
3. **Format.** The paper should be written in APA style in three ways:

a. References at the end of the paper:

Wilens, T. E., & Biederman, J. (2006). Alcohol, drugs, and attention deficit/hyperactive disorder: A model for the study of addictions in youth. *Journal of Psychopharmacology*, 20, 580-588. doi:10.1177/0269881105058776
If doi is given, use the doi. Otherwise, use the url:

Williams, J. (2008). The victims of crime. *Sociology Review*, 17(4), 30-32. Retrieved from <http://www.philipallan.co.uk/sociologyreview/index.htm>. See http://library.nmu.edu/guides/userguides/style_apa.htm#withDOI for further help with reference format.

b. Use of references in the text:

Examples: McLaughlin, Connell, Heeringa, Li, and Roberts (2010) were interested in examining factors contributing to.... One finding appearing significant for successful aging among older adults in the United States is active engagement with others (McLaughlin, Connell, Heeringa, Li, & Roberts, 2010).

c. Use of headings

The 6th edition of the APA manual revises and simplifies previous heading guidelines. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated below:

APA Headings	
Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
2	Left-aligned, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase heading with a period.
4	<i>Indented, boldface, italicized, lowercase heading with a period.</i>
5	<i>Indented, italicized, lowercase heading with a period.</i>

4. **Appendix.** Include a copy of your Interview Guide with the background questions and the topical questions in an appendix to the paper. At the top of the page, in a centered, capitalized heading, write APPENDIX. Under that heading, put the heading, INTERVIEW GUIDE. Use a sub-heading for Background Questions and number questions in that section. Use a second sub-heading, Questions, and number these topical questions starting from one again.
5. **Please hand in two copies of your paper.** I will retain one copy for my files, and the original will be returned to you.

WRITING GUIDELINES

1. **All written work in this seminar must be typewritten and double-spaced**, with margins of 1”-1 ½” all around. All papers should have a cover page stating the name of your topic, your name, the class name or number, and the date. Papers must be written in a size 12 font, using block-style print. The cover page of your paper should also be in a size 12 font, and not in boldface print. Page numbers should appear in the upper right corner of the paper. Do not show the page number of the first page (cover page). The first typewritten page is page 2. Staple the paper together in the upper left corner. Do not use plastic covers or paper clips. **Papers not meeting these specifications will have their grade lowered.**
2. **Style of Writing**
 - a. Do not use any direct quotes from articles, text, etc. in your paper. Paraphrase the author’s key ideas and put them in your own words.
 - b. Do not use second person (you, your, etc.) in your papers; stay in first or third person (I, my, he/she, his/her, their). When writing in first person, stay with “I” or “my”, not “we”, or “our”.

- c. Break writing into a new paragraph with each change of subject. A good rule of thumb: three or four paragraphs per page.
- d. Reference format must follow the attached APA format and style of references.
- e. Any paper not following the above criteria will lose points for these oversights.

3. **Clarity of Communication**

- a. Any paper handed in with five or more spelling, grammar, punctuation, sentence construction, syntax (wording, word order) errors, or failure to use new paragraphs for introducing new ideas, combined, will lose one point per error beginning with the sixth error. If you have difficulties in any of these areas, have a friend or co-worker proofread and edit your paper, or use a dictionary or a spell-check. Think of your papers as products you have created that you can be proud of, as demonstrations of your competence, and as work that will enhance and further your career.
- b. If you have difficulties with writing, please come and see me, so that we can discuss the best way to help you with your writing.

COMMON WRITING ERRORS

The following represent common errors frequently made by students:

1. **Numbers below ten.** Any number between zero and ten needs to be in word, not in numeric form. Number 11 and higher may be written in numeric form; however, when starting a sentence, do not write the number, write the word for the number.
2. **Starting sentences with adverbs and conjunctions.** Unless you are using a subjunctive clause at the beginning of a sentence, do not begin a sentence with words such as “so”, “while”, “whereas”, or “however”. Do not start sentences with words such as “and” or “but”.
3. **Sentence fragments and run-on sentences.** All sentences must have a subject and verb. They may also contain an object of the verb. Use of adverbs, in (2) above, frequently results in a sentence fragment or incomplete sentence. Sentences containing more than one subject, verb, and object may result in a run-on sentence (two sentences merged into one) unless the writer knows how to write a compound sentence.
4. **Number vs. amount.** Use the term, number, when referring to discrete units of something. An example would be the number of students in a class or the number of seats in a classroom. Use the term, amount, when referring to objects that cannot be

broken down into discrete units, such as the amount of carpeting on the floor of the classroom, or the amount of oxygen in the classroom.

5. **Spelling.** You should know the difference between affect and effect and when each word is used. Be sure that you check spelling in the dictionary and not through ‘spellcheck’ online. Some words in English such as there or their sound the same, but mean very different things. Spellcheck does not differentiate meanings.
6. **Use of second person (you, your, etc.).** Scholarly papers are usually written in third person (he/she, they, their, etc.). More recently, papers also include first person designations (I, my, me, our, etc.). Do not write in second person unless you are quoting another person (which you should not be doing in our course paper) or unless you are writing to a particular person, as in a letter, or these instructions. It is usually inappropriate to refer to “you”.
7. **Use of contractions.** While we use contractions in everyday speech, they are inappropriate in scholarly papers. Use the two words.
8. **Use of vernacular (slang or casual terms).** In everyday spoken language, we use terms such as “mom”, “kids”, or “stuff”. In a scholarly paper, use the more formal terms such as mother, children, and specify the things to which “stuff” refers.

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 520: SOCIAL WELFARE POLICY AND SERVICES I**

3/25/2014

Instructor:**Days:****Office:****Time:****Hours:****Phone:****COURSE DESCRIPTION FROM THE CATALOG:**

Comprehensive overview of the history of social welfare and the social work profession, the evolution of social work values and ethics, and a broad array of US social welfare services including income maintenance, health care, mental health, and child welfare.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS:

This course is an introduction to social welfare policy and services for MSW students. This course is intended to deepen students' knowledge and understanding of the contemporary American welfare state, especially with respect to disadvantaged and vulnerable populations. Specific emphasis is placed on both the historical and current patterns of social welfare service provision, and the development of the social work profession. The place of social welfare policy in the promotion of social and economic justice, and as a reflection of social work ethics and values, is particularly stressed. This course fulfills the university writing requirement for graduate students.

Upon completion of this course, the student will be able to:

Articulate, explain, and understand the historical evolution and development of social welfare and the social work profession in the United States.

Describe the key social welfare policies and programs that comprise the American social welfare system.

Identify and assess the strengths and limitations of the current social welfare system as it relates to disadvantaged and marginalized populations, social and economic justice, and the values and ethics of the social work profession.

Critically examine and understand social welfare policies and programs and their differential impact on diverse populations, particular with respect to ethnicity, age, gender, and social class.

Demonstrate satisfactory disciplined-based writing competence, minimally at the level of an entering graduate student.

CSWE EPAS COMPETENCIES AND INDICATORS:

EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Students demonstrate the ability to advocate for client access to services of social welfare (Assignments: Successful completion of midterm exam, or weekly quizzes and complimentary historical presentations; Successful completion of the policy term paper).

EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Students demonstrate effective oral and written assessment communication in working with individuals, family groups, and organizations, communities and colleagues (Assignment: Successful completion of policy term paper).

EPAS 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Students demonstrate the ability to analyze, formulate, and advocate for policies that advance social well-being (Assignment: Successful completion of policy term paper).

REQUIRED TEXTS AND READINGS:

DiNitto, D. M. (2011). *Social welfare: Politics and public policy* (7th ed.). Boston: Allyn and Bacon.

Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America* (6th ed.). New York: The Free Press.

Additional readings are available on TITANium.

PLANNED ASSIGNMENTS:

Problem, Policy, and Program Paper

The written assignment for this course entails a two-part project examining a social problem and a resultant social welfare policy and program response.

Part I: Students will submit a “problem, policy, and program” paper prospectus, which includes a draft of the paper’s introduction (1-2 pages) and problem section (3-5 pages), as well as an outline for the entire paper, including a bibliography. Students are required to submit an electronic copy of the prospectus to *Turnitin.com*. The prospectus, including instructor feedback on student writing competence and APA formatting, will be returned to students at least three weeks prior to the final term paper due date.

Part II: Students will describe a selected social problem, and a policy and program specifically created to address that social problem. The final paper will be approximately 12-15 pages in length. Students are required to submit an electronic copy of this assignment to *Turnitin.com*. More information on these assignments will be presented in class.

Midterm Examination

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

Class Participation

Regular class attendance and participation are part of each student’s final grade. Students are granted one unexcused absence without penalty; each subsequent absence with result in a one-point deduction from the student’s final grade. Excessive tardiness will also affect a student’s class participation score. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

GRADING POLICIES FOR THE COURSE:

Final grades are based on the cumulative scoring of five learning experiences:

1. A term paper prospectus, including a draft of the paper’s introduction and problem section, a proposed outline for the entire paper, and a preliminary bibliography with no fewer than ten references. This assignment is due the 6th week of class (Date). (10% of final grade)
2. A multiple-choice/short-answer midterm examination given during the 7th week of class (Date). (25% of final grade)

3. A 12-15-page term paper describing a selected social problem, and a resultant social welfare policy and program response to that problem. This assignment is due the 12th week of class (Date). (25% of final grade)
4. A comprehensive multiple-choice/short-answer final examination given during finals week (Date, Time, and Location). (30% of final grade)
5. Class participation. (10% of final grade)

A hard copy of all papers must be turned in to the instructor at the beginning of class on the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect. A grade of C or better is required for successful completion of this course.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	<u>A-</u>	<u>90-93%</u>
	B+	87-90%
	B	83-87%
	<u>B-</u>	<u>80-83%</u>
	C+	77-80%
	C	73-77%
	<u>C-</u>	<u>70-73%</u>
	D+	67-70%
	D	63-67%
	<u>D-</u>	<u>60-63%</u>
	F	Below 60%

Grade strata are defined by lower limits.

ACADEMIC INTEGRITY:

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>. When a student cheats or commits plagiarism, University policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs.

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MSW 520: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	<p>Course overview</p> <p>What is social welfare policy?</p> <p>Video: “The Nation’s Welfare”</p>	<p>DiNitto, D. M. (2011). Introduction: Politics, rationalism, and social welfare policy, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 1-12). Boston: Allyn & Bacon.</p> <p>Trattner, W. I. (1999). The background, <i>From poor law to welfare state: A history of social welfare in America</i> (6th ed., pp. 1-14). New York: The Free Press.</p>
2	<p>Library orientation</p> <p>Class meets in PLN 303</p>	No required reading
3	<p>Elizabethan Poor Laws</p> <p>Protestant work ethic</p> <p>Colonial social welfare</p>	Trattner, W. I. (1999). Chapters 2-7.
4	<p>Charity Organization Societies</p> <p>Settlement houses</p> <p>Social work as a profession</p>	<p>Richmond, M. (1901). Charitable co-operation. <i>Proceedings of the 28th Conference of Charities and Corrections</i>, (pp. 298-313). Boston: George Ellis.</p> <p>Flexner, A. (1915). Is social work a profession? <i>Proceedings of the</i></p>

4 (cont'd)	DVD: "An Experiment in Democracy"	<i>National Conference on Charities and Corrections</i> , (pp. 578-590). New York: Columbia University Press. Trattner, W. I. (1999). Chapters 8-13.
5	Social Welfare in the 20 th Century The Social Security Act The Great Society Welfare reform Video: "Legacies of Social Change"	DiNitto, D. M. (2011). Politics and the history of social welfare policy, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 68-106). Boston: Allyn & Bacon. Trattner, W. I. (1999). Chapters 14-17.
6	Defining poverty The federal poverty line Poverty and inequality Term paper prospectus and problem section draft due	DiNitto, D. M. (2011). Ending poverty: Is it an issue anymore?, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 107-152). Boston: Allyn & Bacon. DiNitto, D. M. (2011). Preventing poverty: Education and employment policy, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 324-363). Boston: Allyn & Bacon.
7	Midterm exam	No required reading
8	Social insurance programs	DiNitto, D. M. (2011). Preventing poverty: Social insurance and personal responsibility, <i>Social welfare: Politics and public policy</i>

8 (cont'd)	<p>Old-Age, Survivors and Disability Insurance</p> <p>Unemployment Insurance</p> <p>Workers' Compensation</p> <p>APA formatting</p> <p>Return prospectus with instructor feedback</p>	(7th ed., pp. 153-191). Boston: Allyn & Bacon.
9	No class session	No required reading
10	<p>Public assistance programs</p> <p>Temporary Assistance for Needy Families</p> <p>Supplemental Security Income</p> <p>General Assistance</p>	<p>DiNitto, D. M. (2011). Helping needy families: An end to welfare as we knew it, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 233-275). Boston: Allyn & Bacon.</p> <p>DiNitto, D. M. (2011). Disability policy: From public assistance to civil rights, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 192-211). Boston: Allyn & Bacon.</p>
11	<p>Child welfare policy</p> <p>Foster care and adoption</p> <p>Permanency planning</p> <p>DVD: "The Orphan Trains"</p>	<p>DiNitto, D. M. (2011). Providing social services: Help for children, older Americans, and individuals with mental and substance use disorders, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 364-385). Boston: Allyn and Bacon.</p> <p>Karger, H. J., & Stoesz, D. (2010). Child welfare policy, <i>American social welfare policy: A pluralist approach</i> (6th ed., pp. 383-412). Boston: Allyn & Bacon.</p>

12	<p>Hunger, food, and nutrition policy</p> <p>Supplemental Nutrition Assistance Program</p> <p>Special Supplemental Nutrition Program for Women, Infants, and Children</p> <p>Aging policy</p> <p>Older Americans Act</p> <p>Term paper due</p>	<p>Karger, H. J., & Stoesz, D. (2010). The politics of food policy and rural life, <i>American social welfare policy: A pluralist approach</i> (6th ed., pp. 444-471). Boston: Allyn & Bacon.</p> <p>DiNitto, D. M. (2011). Providing social services: Help for children, older Americans, and individuals with mental and substance use disorders, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 386-392). Boston: Allyn & Bacon.</p>
13	<p>Housing and homelessness policy</p> <p>The McKinney-Vento Act</p> <p>Public and Section 8 housing</p> <p>Video: “Motel Kids of Orange County”</p>	<p>Karger, H. J., & Stoesz, D. (2010). Housing policies, <i>American social welfare policy: A pluralist approach</i> (6th ed., pp. 413-443). Boston: Allyn & Bacon.</p>
	<p>Thanksgiving holiday</p>	<p>No required reading</p>
14	<p>Health care policy</p> <p>Medicaid</p> <p>Medicare</p> <p>State Children’s Health Insurance Program</p>	<p>DiNitto, D. M. (2011). Financing healthcare: Can all Americans be insured? <i>Social welfare: Politics and public policy</i> (7th ed., pp. 276-323). Boston: Allyn & Bacon.</p>

15	<p>Mental health policy</p> <p>Deinstitutionalization</p> <p>Community Mental Health Centers Act</p> <p>Lanterman-Petris-Short Act</p>	<p>Karger, H. J., & Stoesz, D. (2010). Mental health and substance abuse policy, <i>American social welfare policy: A pluralist approach</i> (6th ed., pp. 338-360). Boston: Allyn & Bacon.</p> <p>DiNitto, D. M. (2011). Providing social services: Help for children, older Americans, and individuals with mental and substance use disorders, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 392-405). Boston: Allyn and Bacon.</p>
16	<p>Final exam</p> <p>Date, Time, and Location</p>	

MSW 520: Assignment Instructions

The following are sample questions from the midterm examination used in MSW 520. The exam does not appear in the MSW 520 syllabus above some examples of the questions included on the exam are provided below. The exam is used for evaluation of behaviors linked to the competencies that are covered in MSW 520. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Social Welfare Policy and Services I: Midterm Exam

True/False

Indicate whether the statement is true or false.

- ___ 1. In the United States, married couples have the lowest poverty rate?
- ___ 2. Disability insurance was NOT part of the original Social Security Act?

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ___ 16. Which early social worker was instrumental in establishing scientific casework as a foundation for social work practice?
- a. Charles Loring Brace
 - b. Ellen Gates Starr
 - c. Frances Perkins
 - d. Jane Addams
 - e. Mary Richmond
- ___ 17. In which year was health insurance adopted into the Social Security Act?
- a. 1935
 - b. 1956
 - c. 1965
 - d. 1972
 - e. 1996
- ___ 18. Almshouses and poorhouses represent which type of historic welfare program?
- a. Indoor relief
 - b. Outdoor relief
 - c. Mutual aid
 - d. Scientific philanthropy

e. Social security

_____ 19. Which of the following is a contributing determinant of the federal poverty threshold?

- a. Amount of family savings
- b. Home ownership
- c. Regional location
- d. Size of household
- e. All of the above

_____ 20. Which theoretical explanation for poverty states that poverty is maintained by the ruling class to perpetuate status quo and privilege?

- a. Cultural deprivation
- b. Exploitation
- c. Human capital theory
- d. Income inequality
- e. Institutional discrimination

Short Answer

51. Which social welfare model sees social welfare as a “safety net” necessary only when normal channels (i.e., friends, family, and the market) fail to perform appropriately? (1 point)

53. Which type of social welfare program is characterized by requiring beneficiaries to make contributions to it before claiming any of its benefits and paying benefits out as legal entitlements regardless of the beneficiaries’ personal income, assets, or wealth? (1 point)

58. What was the name of the settlement house founded by Jane Addams and Ellen Gates Starr in Chicago? (1 point)

59. What was the name of the welfare reform legislation passed by the Clinton administration in 1996 that changed Aid to Families with Dependent (AFDC) to Temporary Assistance for Needy Families (TANF)? (2 points)

65. What are the three pillars or goals of the modern welfare state? (1 point each)

1. _____

2. _____

3. _____

MSW 520: Final Examination

The following are sample questions from the final, comprehensive examination used in MSW 520. The exam does not appear in the MSW 520 syllabus above some examples of the questions included on the exam are provided below. The exam is used for evaluation of behaviors linked to the competencies that are covered in MSW 520. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Social Welfare Policy and Services I: Final Exam

True/False

Indicate whether the statement is true or false.

- ___ 1. More than 50% of all Section 8 residents are children?
- ___ 2. The Affordable Care Act provides universal health care for America?
- ___ 4. All people living at or below the federal poverty line are eligible for Medicaid?

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ___ 16. Approximately, how many people in the United States have no health care insurance?
- a. 3 million (1%)
 - b. 12 million (4%)
 - c. 24 million (8%)
 - d. 36 million (12%)
 - e. 48 million (15%)

_____ 17. What percentage of income are public housing and Section 8 rental assistance beneficiaries required to spend on rent?

- a. 0%
- b. 10%
- c. 20%
- d. 30%
- e. 40%

_____ 18. Which child welfare policy is also known as the “permanency planning law?”

- a. Adoption Assistance and Child Welfare Act
- b. Aid to Families with Dependent Children
- c. Child Abuse Prevention and Treatment Act
- d. Temporary Assistance for Needy Families
- e. Title XX of the Social Security Act

_____ 19. What significant mental health policy resulted from the Tarasoff case (1969)?

- a. Clinicians cannot force mental health patients to take medication
- b. Clinicians must provide treatment to hospitalized patients
- c. Clinicians must reveal patients’ records to the courts on demand
- d. Clinicians must warn intended victims of potential harm from patients
- e. Mental health patients must agree to no-fault treatment prior to receiving services

Short Answer

66. The principle that keeps welfare benefits minimal to discourage potential recipients from choosing welfare over work? (1 point)

67. What optional state and local social welfare program is considered the “last resort” for individuals seeking public assistance? (1 point)

68. Which public health program provides health care benefits to uninsured children living in families with income up to 200% of the federal poverty line? Please write out the full name, not the acronym. (1 point)

69. Which type of social welfare program is characterized by general tax revenue financing and requiring recipients to show that they are poor in order to claim benefits? (1 point)

79. Which policy was the cornerstone of President Johnson's War on Poverty? (2 points)

80. What is the definition of "disabled" in the Supplemental Security Income and Social Security programs? (3 points)



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 521: SOCIAL WELFARE POLICY AND SERVICES II

3/25/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

COURSE DESCRIPTION FROM THE CATALOG:

Course builds policy practice knowledge, skills, advocacy strategies, values and ethics regarding the political processes underlying social welfare policy development and practice. Course also examines diverse methods of policy analysis and addresses policy issues that are important to multicultural populations.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS:

Prerequisite: MSW 520. This is a required foundation course for all first-year MSW students. Students will learn to apply analytical frameworks and key concepts in the analysis of contemporary social welfare policies and service delivery, particularly among vulnerable and disadvantaged populations. Understanding the dynamics of policy practice and advocacy will also be emphasized. Skill development will take place in areas such as analyzing and interpreting social welfare policies; translating policy initiatives and outcomes into practice; and advocating for social and policy changes in appropriate legislative and organizational settings.

Upon completion of this course, the student will be able to:

- Understand social policy dynamics and apply analytical frameworks to existing social welfare policies and programs.
- Interpret social welfare policy from competing historical, social, political, economic, and ideological perspectives.
- Conduct competent policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and consistent with the values and ethics of the social work profession.

- Demonstrate knowledge and skills necessary to advocate for more effective social work practice and policymaking.

CSWE EPAS COMPETENCIES AND INDICATORS:

EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Students demonstrate the ability to advocate for client access to services of social welfare (Assignment: Policy-practice paper).

EPAS 2.1.5 Advance human rights and social and economic justice. Social workers recognize inter-connection of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.

Students demonstrate the ability to advocate for human rights and social and economic justice (Assignment: Policy-practice paper).

EPAS 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Students demonstrate the ability to analyze, formulate, and advocate for policies that advance social well-being (Assignment: Policy-analysis paper).

Students demonstrate the ability to collaborate with colleagues and clients for effective policy action (Assignment: Policy-practice paper).

REQUIRED TEXTS AND READINGS:

Gilbert, N. & Terrell, P. (2013). *Dimensions of social welfare policy* (8th ed.). Boston: Allyn & Bacon.

Popple, P. R., & Leighninger, L. (2010). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (5th ed.). Boston: Allyn and Bacon.

Additional readings are available on TITANium.

PLANNED ASSIGNMENTS:

Policy Analysis Paper

The purpose of this assignment is for students to analyze a social welfare policy or program of their interest. Students may choose from three types of policy analysis frameworks presented in class: constructionist, historical, or comparative. A student may use an

alternative framework with permission of the instructor. This assignment must be typed and in APA format. This includes one-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 12-15 pages. This does not include the title page, reference pages, or appendices. A minimum of ten references is required.

Midterm Exam

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Policy Practice Paper

The purpose of this assignment is for students to describe a legislative lobbying experience. This assignment must be typed and in APA format. This includes one-inch margins all around, 12-point Times New Roman font, and double-spacing. The required page length for this assignment is 4-6 pages. This does not include the title page. More details of this assignment will be provided in class.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

Class Participation

Regular class attendance and participation are part of each student's final grade. Students are granted one unexcused absence without penalty; each subsequent absence will result in a one-point deduction from the student's final grade. Excessive tardiness will also affect a student's class participation score. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

GRADING POLICIES FOR THE COURSE:

Final grades are based on the cumulative scoring of five learning experiences:

A multiple-choice/short-answer midterm examination given during the 8th week of class (Date). (25% of final grade)

A 12-15-page term paper analyzing a selected social welfare policy or program. This assignment is due the 10th week of class (Date). (30% of final grade)

A 4-6 page policy practice paper describing a legislative lobbying experience. This assignment is due the 13th week of class (Date). (10% of final grade)

A comprehensive multiple-choice/short-answer final examination given during finals week (Date, Time, and Location). (25% of final grade)

Class participation. (10% of final grade)

An electronic copy of the policy analysis paper must be submitted to *Turnitin.com* through the TITANium website on or before the assigned due date. An electronic copy of the policy practice paper must be submitted to the instructor on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

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MSW 521: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Martin Luther King Jr. Holiday	<p>Gilbert, N., & Terrell, P. (2013). The field of social welfare policy, <i>Dimensions of social welfare policy</i> (8th ed., pp. 1-26). Boston: Allyn and Bacon.</p> <p>Popple, P. R., & Leighninger, L. (2010). The policy-based profession, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 1-17). Boston: Allyn and Bacon.</p>
2	<p>Introduction to policy analysis</p> <p>Making public policy</p> <p>Product, process, and performance</p> <p>Types of policy analysis</p> <p>Policy analysis frameworks</p>	<p>Popple, P. R., & Leighninger, L. (2010). Social welfare policy analysis, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 30-53). Boston: Allyn and Bacon.</p> <p>Gilbert, N., & Terrell, P. (2013). A framework for social welfare policy analysis, <i>Dimensions of social welfare policy</i> (8th ed., pp. 59-90). Boston: Allyn and Bacon.</p> <p>Karger, H. J., & Stoesz, D. (2014). Social welfare policy research: A framework for policy analysis, <i>American social welfare policy: A pluralist approach</i> (7th ed., pp. 25-34). Upper Saddle River, NJ: Pearson.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
3	<p>Contextualizing social welfare policy</p> <p>The role of values in policymaking</p> <p>The social construction of social welfare policy</p>	<p>Popple, P. R., & Leighninger, L. (2010). Policy analysis from a historical perspective, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 54-71). Boston: Allyn and Bacon.</p> <p>Popple, P. R., & Leighninger, L. (2010). Social/economic analysis, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 72-92). Boston: Allyn and Bacon.</p> <p>Popple, P. R., & Leighninger, L. (2010). Politics and social welfare policy, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 93-117). Boston: Allyn and Bacon.</p>
4	<p>Allocation and provision</p> <p>Eligibility criteria</p> <p>Types of benefits</p>	<p>Gilbert, N., & Terrell, P. (2013). The basis of social allocations, <i>Dimensions of social welfare policy</i> (8th ed., pp. 91-126). Boston: Allyn and Bacon.</p> <p>Gilbert, N., & Terrell, P. (2013). The nature of social provision, <i>Dimensions of social welfare policy</i> (8th ed., pp. 127-152). Boston: Allyn and Bacon.</p>
5	Presidents' Day Holiday	No required reading
6	Policy administration and delivery	Gilbert, N., & Terrell, P. (2013). The design of the delivery system, <i>Dimensions of social welfare policy</i> (8th ed., pp. 153-184). Boston:

WEEK	TOPIC(S)	READING ASSIGNMENTS
6 (cont'd)	Public, private, and non-profit agencies Voluntarism	Allyn and Bacon.
7	Financing social services Charitable contributions Transfer systems	Gilbert, N., & Terrell, P. (2013). The mode of finance: Sources of funds, <i>Dimensions of social welfare policy</i> (8th ed., pp. 185-218). Boston: Allyn and Bacon. Gilbert, N., & Terrell, P. (2013). The mode of finance: Systems of transfer, <i>Dimensions of social welfare policy</i> (8th ed., pp. 219-253). Boston: Allyn and Bacon.
8	Midterm exam	No required reading
9	Redefining poverty and public assistance Is welfare reform working? DVD: "Wage Slaves: Not Getting By in America"	Poppo, P. R., & Leighninger, L. (2010). Fighting poverty: Temporary Assistance to Needy Families, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 118-155). Boston: Allyn and Bacon. Peterson, J. (1997). "Ending welfare as we know it": The symbolic importance of welfare policy in America. <i>Journal of Economic Issues</i> , 31(2), 425-431. Short, K. (2013). The research supplemental poverty measure: 2012. <i>Current Population Reports</i> . Washington, DC: US Census

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Bureau.
10	<p>Introduction to policy practice</p> <p>Policy advocacy and lobbying</p> <p>Policy analysis paper due</p>	<p>Jansson, B. (2008). Obtaining skills and competencies for policy advocacy, <i>Becoming an effective policy advocate: From policy practice to social justice</i> (5th ed., pp. 77-108). Pacific Grove, CA: Brooks/Cole.</p> <p>Popple, P. R., & Leighninger, L. (2010). Taking action: Policy practice for social workers, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 267-289). Boston: Allyn and Bacon.</p>
	Spring Break	No required reading
11	<p>Legislative Lobby Days</p> <p>NO CLASS SESSION</p>	No required reading
12	<p>Defining child abuse and neglect</p> <p>The social construction of child abuse</p> <p>Family preservation policy</p>	<p>Pfohl, S. J. (1999/1977). The “discovery” of child abuse. In H. N. Pontell (Ed.), <i>Social deviance: Readings in theory and research</i> (3rd ed., pp. 20-32). Upper Saddle River, NJ: Prentice Hall.</p> <p>Popple, P. R., & Leighninger, L. (2010). Child welfare: Family preservation policy, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 236-266). Boston: Allyn and Bacon.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
13	<p>Aging policy</p> <p>The Social Security crisis</p> <p>Video: “Failure of National Health Insurance”</p> <p>Policy practice paper due</p>	<p>Popple, P. R., & Leighninger, L. (2010). Aging: Social Security as an entitlement, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 156-182). Boston: Allyn and Bacon.</p> <p>Jurkowski, E. T. (2008). Social, political, economic, and demographic factors and historical landmarks impacting aging policy, <i>Policy and program planning for older adults: Realities and visions</i> (pp. 21-44). New York: Springer.</p>
14	<p>Health care policy</p> <p>Universal health care</p> <p>Affordable Care Act</p> <p>DVD: “Obama’s Deal: Inside the Battle for Health Care Reform”</p>	<p>Combs-Orme, T., & Moffit, R. E. (1994). Should the federal government finance health care for all Americans? In H. J. Karger & J. Midgley (Eds.), <i>Controversial issues in social policy</i> (pp. 33-48). Boston: Allyn and Bacon.</p> <p>Zamora, M. F., & Moffit, R. E. (2007). Does America need national health insurance? In H. J. Karger, J. Midgley, P. A. Kindle, & C. B. Brown (Eds.), <i>Controversial issues in social policy</i> (3rd ed., pp. 45-62). Boston: Allyn and Bacon.</p>
15	<p>Mental health care policy</p> <p>The social construction of mental illness</p>	<p>Popple, P. R., & Leighninger, L. (2010). Mental health: Managed care, <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 183-214). Boston: Allyn and Bacon.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
15 (cont'd)	DVD: "Sick Around the World"	<p>Conrad, P., & Schneider, J. W. (1992). Medical model of madness: The emergence of mental illness, <i>Deviance and medicalization: From badness to sickness</i> (Expanded ed., pp. 38-72). Philadelphia: Temple University Press.</p> <p>Rosenhan, D. L. (1999/1973). On being sane in insane places. In H. N. Pontell (Ed.), <i>Social deviance: Readings in theory and research</i> (3rd ed., pp. 413-425). Upper Saddle River, NJ: Prentice Hall.</p>
16	<p>Final exam</p> <p>Date, Time, and Location</p>	

MSW 521: Assignments Instructions

The following are assignment instructions for one assignment in MSW 521. These instructions do not appear in the MSW 521 syllabus above so they are provided below. The assignment is used for evaluation of behaviors linked to the competencies that are covered in MSW 521. See the Advanced Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Policy Practice Paper Assignment – MSW 521

The intersection of policy and practice has become an integral part of modern social work. Social workers must learn to appreciate and understand their roles in political action and the social policymaking process. Advocating for clients, lobbying legislators, and championing social justice are just a few examples of policy practice in social welfare. As agents of social change, it is critical that social workers are effective policy practitioners.

The first part of this assignment is experiential. Students are required to participate in one of the following policy-practice activities:

- 1) Legislative Lobby Days in Sacramento, California. Students are required to attend the NASW workshops on lobbying and preparing for legislative appointments (Sunday). Students will then participate in the Social Action Rally and meet with a California assemblyperson or his or her representative at the State Capitol (Monday).
- 2) Lobbying a local city, county, state, or federal political representative or legislative body (e.g., city council). Identify a social welfare policy or policy issue of interest; ideally, this policy or policy issue will be consistent with the political agenda of the state or national chapters of NASW, but not necessarily. Then, arrange to meet with a selected representative or legislative body to advocate for a specific policy change or initiative. This meeting should be in person; however, in certain circumstances, a telephone conversation will suffice. It is your responsibility to research and develop cogent information for your presentation to a selected political representative or legislative body.
- 3) Advocating for policy change with a decision maker from a local private or non-profit organization serving social work clients. Identify a social service problem or deficiency at a local social welfare agency relative to a specific client population. Also, identify a policy or decision maker at that agency (e.g., director, owner, manager, board member). Then, arrange to meet with the selected agency representative and advocate for policy change to improve service provision to the targeted client population. This meeting should be in person. The agency cannot be your fieldwork placement. It is your responsibility to research and develop cogent information for your presentation to a selected agency representative.

Following your policy-practice experience, write a 4-6 page paper describing it. Begin your paper with some background information on the selected representative, legislative body, or agency, and the specific policy or policy issue. Following this, describe your policy-practice experience. What did you do? What did you hope to accomplish? What type of response did you receive from your

audience? What might you have done differently, if you had the opportunity? Did you enjoy your experience? What did you learn from this experience?

This assignment must be typed and in APA format. This includes one-inch margins all around, 12-point Times New Roman font, and double-spacing. The policy practice paper is due the 13th week of class (4.21.14). A hard copy of your paper must be turned in to the instructor at the beginning of class on the assigned due date. The policy practice paper represents 10% of your final grade. Students may partner on this assignment; however, more than two students working together is not recommended. Students that do partner on this assignment must write separate papers.

MSW 521: Midterm Examination

The following are sample questions from the midterm examination used in MSW 521. The exam does not appear in the MSW 521 syllabus above some examples of the questions included on the exam are provided below. The exam is used for evaluation of behaviors linked to the competencies that are covered in MSW 521. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Social Welfare Policy and Services II: Midterm Exam

True/False

Indicate whether the statement is true or false.

- ___ 1. Social policymaking is a very value-laden enterprise?
- ___ 2. Personal income taxes are an example of a regressive tax?
- ___ 3. Block grants give states more flexibility in spending and program design?

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ___ 21. What percentage of Congress must approve a bill to override a presidential veto?
 - a. 25%
 - b. 33%
 - c. 50%
 - d. 67%
 - e. 75%

- ___ 22. Which of the following is considered a type of descriptive analysis?
 - a. Comparative analysis

- b. Constructionist analysis
- c. Cost-benefit analysis
- d. Implementation analysis
- e. Quantitative evaluation

_____ 23. Which of the following is an example of a selective cash program?

- a. Medicaid
- b. Social Security
- c. Supplemental Security Income
- d. Unemployment Insurance
- e. Workers Compensation

Short Answer

56. What is the tax code for non-profit charitable organizations? (1 point)

57. Which social welfare concept denotes that welfare benefits should be targeted and restricted, and only made available on the basis of individual need? Need is usually determined by a test of income (i.e., a means test). (1 point)

58. The federal government provides grants-in-aid to the states through two prominent funding mechanisms. One is block grants. What is the other? (1 point)

59. Deviations from the normal tax code (e.g., deductions, credits, and exclusions) designed to encourage certain kinds of spending behavior are collectively referred to as? (1 point)

65. Summarize the essence of Gilbert and Terrell's approach to social welfare policy analysis. (8 points)

MSW 521: Final Examination

The following are sample questions from the final, comprehensive examination used in MSW 521. The exam does not appear in the MSW 521 syllabus above some examples of the questions included on the exam are provided below. The exam is used for evaluation of behaviors linked to the competencies that are covered in MSW 521. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Social Welfare Policy and Services II: Final Exam

True/False

Indicate whether the statement is true or false.

- ___ 1. Policy practice must occur in a political setting?
- ___ 2. Social policy can act as a social control mechanism?
- ___ 3. Liberal politicians traditionally favor the status quo?
- ___ 4. A lack of conformity to social expectations is a mental illness?

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ___ 21. An analytical method that focuses on the evolution of a policy?
 - a. Choice analysis
 - b. Comparative analysis
 - c. Content analysis
 - d. Historical analysis
 - e. Quantitative evaluation

- ___ 22. An example of a selective cash program?
 - a. Child allowances
 - b. Social Security
 - c. Temporary Assistance to Needy Families
 - d. Unemployment Insurance
 - e. Workers Compensation

_____ 23. According to Pfohl, why were primary care physicians reluctant to identify child abuse as a social problem?

- a. Physicians did not want to alienate parents
- b. Physicians did not want to become embroiled in the legal system
- c. Physicians did not want to compromise their professional autonomy
- d. Physicians did not want to violate physician-patient confidentiality norms
- e. All of the above

_____ 24. Which of the following is considered an issue with the current structure of the Federal Poverty Line?

- a. It does not take into account individual assets or wealth
- b. It does not take into account regional differences in the cost of living
- c. It does not take into account the value of in-kind benefits
- d. It does not take into account unreported income
- e. All of the above

Short Answer

51. What is the expression of distress through physical symptoms also referred to as? (1 point)

52. What was the label given to child abuse by Dr. Henry Kempe in 1962? (1 point)

53. Policies that have been shown to be effective through evaluation are also referred to as? (1 point)

63. Define “policy practice.” (2 points)



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 522: CHILD WELFARE POLICY AND SOCIAL WORK

3/25/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

E-mail:

COURSE DESCRIPTION FROM THE CATALOG

Students examine and analyze the conceptual and pragmatic underpinnings of federal, state, and local policies as well as specific laws and regulations influencing social work practice with children, youth, and their caregivers.

COURSE DESCRIPTION

This is the advanced graduate social welfare policy course and is required for all MSW students in the Child Welfare concentration. The course examines social policies affecting children and families in relation to political, social, economic and cultural factors. A particular emphasis is policy related to family violence, mental illness, substance abuse, and poverty that shape agency-based, public child welfare and social work practice. The course uses a risk and resilience framework to provide a conceptual foundation for thinking about possible alternatives to current child welfare policy. Tenets of ecological theory and life course development are introduced as essential parts of the framework.

LEARNING OBJECTIVES

Upon satisfactory completion of this course, students will be able to:

1. EPAS 2.1.1 & 2.1.8: Demonstrate knowledge of the historical evolution of child welfare policies and services in the assignments 1 and 2, annotated chapter brief and a presentation.
2. EPAS 2.1.5: Demonstrate familiarity with the social, organizational and political theories and principals for service delivery systems to children and families that guide federal, state and local policy making and service provision. Especially as they relate social and economic justice- and implementation of policy oriented service delivery - Part A and part B of assignment 2.

3. EPAS 2.1.3: Demonstrate ability to critically and clearly communicate

REQUIRED TEXTS

- Downs, S. W., Moore, E., & McFadden, E. J. (2009). *Child Welfare and Family Services* (8th ed). Boston, MA: Pearson Education, Inc.
- Jenson, J.M. & Fraser, M.W. (2011). *Social Policy for Children and Families: A Risk and Resiliency Perspective* (2nd. Ed.). Thousand Oaks: Sage.

RECOMMENDED READING

- Lindsey, Duncan. (2004). *The Welfare of Children* (2nd ed.). Oxford University Press, USA.

EXPECTATIONS OF STUDENTS

Attendance and Preparation: Regular attendance and active participation are required and very important in this course. You are expected to have prepared thoroughly for each class. You are expected to contribute to class discussion. Informed disagreement is both anticipated and welcomed. You are expected to be respectful of the opinions of others and to show courtesy in interactions with fellow students and the instructor. Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language.

Assignments: Late assignments may be accepted at the discretion of the instructor, but will be given a reduced grade. The grade will be reduced by a full letter grade below the grade earned on the paper. Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- ✓ All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- ✓ All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association*. This reference text also provides excellent information on the organization and writing of papers.
- ✓ All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- ✓ Papers should use standard fonts. The department standard is Times New Roman, 12 point.

The following assignments are designed to measure students' progress on the learning objectives for this course.

Assignment #1: A Annotated chapter brief and leading class discussion (40% of final grade)

Students will be responsible as a group for an assigned chapters on a topic for class. They are expected to prepare an annotated brief and present information to the class. The paper will be assigned throughout the duration of the class

The assignment 1 addresses and contributes to the achievement of Course Objectives 3 & 4.

Assignment #2 Policy Presentation & Resilience Plan on the ACA (50% of final grade, two parts at 25% each)

Students will be assigned a population that will be served possibly by SSA and be eligible for the Affordable care Act. The populations to select from are foster youth, transitional youth, grandparents raising grandchildren, homeless children and disabled children. Students are to prepare a two part policy implementation plan for this population as though it were being delivered as an inservice for staff at SSA. The brief will be a written policy white paper of approximately 6 pages with 6 to 8 references and a PowerPoint. The paper will focus on the aspect of client resilience. The paper is detailed below.

1. Overview of affordable care act and it regulations summarized
2. Overview of population you have selected, current issues in orange county/California
3. Overview of population health issues
4. Delineate risk factors for this group and articulate protective factors
5. Suggest a policy, agency based to cover the outreach and service to this population. Pay careful attention to providing access to services for this population and outreach. The policy should delineate risk factors and propose protective factors to mitigate the risk factors.

The assignment 2 addresses and contributes to the achievement of Course Objectives 1 & 2.

Ten percent of grade will be attributable to general participation in class.

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B

80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

A passing grade is a “C.” Your course grade will be assigned using the following formula:

ACADEMIC DISHONESTY

It is essential that you avoid *plagiarism*: the theft of another’s words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer’s exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
2. It is unacceptable to edit or paraphrase another’s words and present the revised version as your own work.
3. It is unacceptable to present another’s ideas as your own – even if you use totally different words to express those ideas.

When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Disabled Students Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website <http://www.fullerton.edu/disabledservices/>.

MSW 522: 15-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Introduction to family and children services Historical Backgrounds of the child welfare systems	Policy Practice Model Affordable Care Act and Child Welfare
2	Historical Backgrounds of the child welfare systems—Cont. A Risk and Resilience Framework for Child, Youth, and Family Policy and Policy Practice Framework Video : Calling All Angels	Policy practice model continued Prep time
3	Prep for presentations and catchup	Jenson & Fraser, Chapter 1
4	Child Welfare Practice Issues Week Practice, Poverty and Programs	Chapter 2 Downs Chapter 2 Jenson
5	Video: Failure to Protect (The taking of Logan Marr)	Chapter 4 Downs Chapter 3 Jenson
6	Video: Failure to Protect (The Caseworker Files)	Chapter 12 Downs:

WEEK	TOPIC(S)	READING ASSIGNMENTS
7	Legal Issues and youth Week Video Place to Place	Jenson Chapter 9
8		Downs : Chapter 5:
9		Downs Chapter 8 & 9 :
10	Family Preservation/Support Week	Downs 7 & 10
11		
12	Library day	<i>Prep for final reports</i>
13	<i>Final presentations</i>	
14	Thanksgiving	
15	<i>Final presentations</i>	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 523: SOCIAL WELFARE POLICY IN COMMUNITY MENTAL HEALTH

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:

COURSE DESCRIPTION FROM THE CATALOG

Overview of social welfare policy issues in the understanding and treatment of mental disorders at the national, state and local levels. Focus on major factors influencing the provision of mental health services such as managed care.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisites: MSW 520 and MSW 521. This is a required course for second-year MSW students concentrating in Community Mental Health. The historical and conceptual evolution of mental health policy in the United States is presented. Individual rights, especially as they relate to involuntary commitment, conservatorship, forced medication, and professional conduct are examined. The epidemiology and mental health services available to specific client populations (e.g., children, adults, the elderly, and substance abusers) are discussed. Special attention is given to persons with severe and persistent mental conditions, as well as persons from diverse ethnic and cultural backgrounds.

Upon completion of this course, the student will be able to:

Demonstrate knowledge of the historical evolution of mental health policies and services in the United States.

Describe and interpret key mental health policies and programs that comprise the current American mental health system.

Conduct competent mental health policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and consistent with the values and ethics of the social work profession.

Demonstrate knowledge and skills necessary to advocate for more effective policies and services in community mental health systems.

CSWE EPAS COMPETENCIES AND INDICATORS

EPAS 2.1.5 Advance human rights and social and economic justice. Social workers recognize inter-connection of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.

Students demonstrate the ability to engage in policy practice to improve social and economic justice in mental health (Assignment: Successful completion of mental health policy term paper).

EPAS 2.1.1 & 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Students demonstrate knowledge of relevant mental health policies (including those specific to cultural groups), social work values, and assessment of mental health service effectiveness (Assignments: Successful completion of mental health term paper; successful oral presentation on mental health policy and services).

REQUIRED TEXTS AND READINGS

Grob, G. N. & Goldman, H. H. (2006). *The dilemma of federal mental health policy: Radical reform or incremental change?* New Brunswick, NJ: Rutgers University Press.

Levin, B. L., Hennessy, K. D., & Petrila, J. (Eds.). (2010). *Mental health services: A public health perspective* (3rd ed.). New York: Oxford University Press.

Additional readings are available on TITANium.

PLANNED ASSIGNMENTS

Midterm Exam

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Term Paper

The purpose of this assignment is for students to explore a mental health problem, policy, or program of their interest. The paper will contain a description of the mental health problem, policy, or program; additional areas that may be included in your paper are historical information relevant to your topic; an analysis of the mental health problem, policy, or program, with particular attention to diverse populations; and a policy alternative section advocating for specific mental health policy changes. This assignment must be typed and in

APA format. This includes one-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 12-15 pages. This does not include the title page, reference pages, or appendices. A minimum of 10 references is required. More details on this assignment will be discussed in class.

Oral Presentation

This oral presentation is on the student's term paper. This presentation must be 20-30 minutes. More details on this assignment will be discussed in class.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

Class Participation

Regular class attendance and participation are part of each student's final grade. Students are granted one unexcused absence without penalty; each subsequent absence with result in a one-point deduction from the student's final grade. Excessive tardiness will also affect a student's class participation score. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of six learning experiences:

- A multiple-choice/short-answer midterm examination given during the 7th week of class (Date). (25% of final grade)
- A 12-15-page term paper analyzing a selected mental health problem, policy, or program. This assignment is due the 9th week of class (Date). (30% of final grade)
- An oral presentation on the student's term paper. Presentations will occur during the 14th (Date) and 15th (Date) weeks of class. Presentation times will be assigned by the instructor. (10% of final grade)
- A comprehensive multiple-choice/short-answer final examination given during finals week (Date, Time and Location). (25% of final grade)
- Class participation. (10% of final grade)

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

A hard copy of all papers must be turned in to the instructor at the beginning of class on the assigned due date. An electronic version of the term paper must be submitted to Turnitin.com through the BlackBoard website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

ACADEMIC INTEGRITY

It is essential that you avoid plagiarism: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>. When a student cheats or commits plagiarism, University policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at <http://www.fullerton.edu/emergencypreparedness/Default.asp>.

MSW 523: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	<p>The early history of mental health policy</p> <p>The “moral treatment”</p> <p>The creation of insane asylums</p> <p>DVD: “The Lobotomist”</p>	<p>Grob, G. N., & Goldman, H. H. (2006). Winds of change, The dilemma of federal mental health policy: Radical reform or incremental change? (pp. 14-42). New Brunswick, NJ: Rutgers University Press.</p> <p>Grob, G. N., & Goldman, H. H. (2006). Policy fragmentation, The dilemma of federal mental health policy: Radical reform or incremental change? (pp. 43-67). New Brunswick, NJ: Rutgers University Press.</p>
2	<p>The National Mental Health Act</p> <p>Deinstitutionalization</p> <p>Short-Doyle Act (California)</p> <p>Community Mental Health Centers Act</p>	<p>Grob, G. N., & Goldman, H. H. (2006). A presidential initiative, The dilemma of federal mental health policy: Radical reform or incremental change? (pp. 68-90). New Brunswick, NJ: Rutgers University Press.</p> <p>Grob, G. N., & Goldman, H. H. (2006). From advocacy to legislation, The dilemma of federal mental health policy: Radical reform or incremental change? (pp. 91-118). New Brunswick, NJ: Rutgers University Press.</p>
3	<p>Deinstitutionalization (cont.)</p> <p>DVD: “The Titicut Follies”</p>	<p>Grob, G. N., & Goldman, H. H. (2006). From legislative repeal to sequential reform, The dilemma of federal mental health policy: Radical reform or incremental change? (pp. 119-147). New Brunswick, NJ: Rutgers University Press.</p> <p>Grob, G. N., & Goldman, H. H. (2006). Integration, parity, and transformation, The dilemma of federal mental health policy:</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Radical reform or incremental change? (pp. 148-180). New Brunswick, NJ: Rutgers University Press.
4	Financing mental health care Managed behavioral health care	Zuvekas, S. H. (2010). The financing of mental health and substance abuse services: Insurance, managed care, and reimbursement. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 13-41). New York: Oxford University Press.
5	Lanterman-Petris-Short Act (California) Involuntary commitment Conservatorship Confidentiality Tarasoff Act	Saltzman, A., & Furman, D. M. (1999). Commitment and treatment of persons with mental disabilities, <i>Law in social work practice</i> (pp. 373-399). Belmont, CA: Wadsworth. Saltzman, A., & Furman, D. M. (1999). Competency and guardianship of persons with physical and mental disabilities, <i>Law in social work practice</i> (pp. 401-414). Belmont, CA: Wadsworth. Saltzman, A., & Furman, D. M. (1999). Disclosure of professional communications and records, <i>Law in social work practice</i> (pp. 449-467). Belmont, CA: Wadsworth
6	Americans with Disabilities Act Supplemental Security Income The Rehabilitation Act of 1973 Video: "My Flesh and Blood"	DiNitto, D. M. (2011). Disability policy: From public assistance to civil rights, <i>Social welfare: Politics and public policy</i> (7th ed., pp. 211-232). Boston: Allyn & Bacon. Petrila, J., & Levin, B. L. (2010). Law, services delivery, and policy. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 43-66). New York: Oxford University Press.
7	Midterm exam	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
8	<p>Mental health system overview</p> <p>Service provision sectors</p> <p>Mental health services</p>	<p>Lutterman, T. C., Hogan, M., Phelan, B. E., & Mazade, N. A. (2010). State mental health agencies. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 321-348). New York: Oxford University Press.</p> <p>Doub, T. W., Morrison, D. P., & Goodson, J. (2010). Community mental health centers. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 349-373). New York: Oxford University Press.</p> <p>Dickerson, F. B., & Sharfstein, S. S. (2010). Specialty hospitals and psychiatric units. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 375-388). New York: Oxford University Press.</p>
9	<p>Ethnicity, culture, and mental health service disparities</p> <p>Mental health recovery movement</p> <p>DVD: “The Mental Health Dilemma”</p> <p>Term paper due</p>	<p>Gonzales, J. J., & Papadopoulos, A. S. (2010). Mental health disparities. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 443-464). New York: Oxford University Press.</p> <p>Anthony, W. A., & Ashcroft, L. (2010). The recovery movement. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 465-479). New York: Oxford University Press.</p>
10	<p>Mental health and the criminal justice system</p> <p>Pre- and post-booking diversions</p>	<p>Redlich, A. D., & Cusack, K. J. (2010). Mental health treatment in criminal justice settings. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 421-440). New York: Oxford University Press.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Mental health courts DVD: "The Released"	Barr, H. (2002). Social workers as advocates for mentally ill criminal defendants/ inmates. In G. Landsberg, M. Rock, L. K. W. Berg & A. Smiley (Eds.), <i>Serving mentally ill offenders: Challenges and opportunities for mental health professionals</i> (pp. 229-245). New York: Springer.
11	Substance abuse policy history The Harrison Narcotic Act The Marijuana Tax Act Video: "Hooked: Illegal Drugs and How They Got That Way: Marijuana"	Hogan, S. R. (2009). The social construction of drug policy and its impact on substance abuse treatment philosophies in the United States. In A. Browne-Miller (Ed.), <i>The Praeger international collection on addictions: Characteristics and treatment perspectives</i> (pp. 3-22). Westport, CT: Praeger-Greenwood. Hogan, S. R. (2009). Race, ethnicity, and early US drug policy. In A. Browne-Miller (Ed.), <i>The Praeger international collection on addictions: Faces of addiction, then and now</i> (pp. 37-52). Westport, CT: Praeger-Greenwood.
12	Supply versus demand side policies Abstinence versus harm reduction Video: "Losing the War on Drugs"	Poppo, P. R., & Leighninger, L. (2010). <i>Substance abuse policies, The policy-based profession: An introduction to social welfare policy analysis for social workers</i> (5th ed., pp. 215-235). Boston: Allyn & Bacon. Osher, F. C., & Hensley, J. G. (2010). The public health implications of co-occurring addictive and mental disorders. In B. L. Levin, K. D. Hennessy & J. Petrila (Eds.), <i>Mental health services: A public health perspective</i> (3rd ed., pp. 299-318). New York: Oxford University Press.
13	Substance abuse policy	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
	The War on Drugs and social injustice DVD: "The House I Live In"	
	Thanksgiving holiday	No required reading
14	Student presentations	No required reading
15	Student presentations	No required reading
16	Final exam	

MSW 523: Assignment Instructions

The following are assignment instructions for one assignment in MSW 523. These instructions do not appear in the MSW 523 syllabus above so they are provided below. The assignment is used for evaluation of behaviors linked to the competencies that are covered in MSW 523. See the Advanced Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

MSW 523 – Term Paper Assignment

The purpose of this assignment is for students to explore a mental health problem, policy, or program of their interest. The structure and content of the term paper are fairly liberal; however, students are encouraged to submit a paper outline to the instructor for feedback prior to beginning their paper. All papers should contain a description of the mental health problem, policy, or program of interest. When appropriate, be sure to include information on how the problem is defined, the scope of the problem, and which groups are differentially affected by the problem; if applicable, utilize an allocation-provision-delivery-finance framework when describing a program. Additionally, most papers should include some historical information relevant to the topic. Lastly, students should conclude their papers with a policy alternative section proposing or advocating for specific mental health policy or program changes.

This assignment must be typed and in APA format. This includes one-inch margins all around, 12-point font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 12-15 pages. This does not include the title page, reference pages, or appendices. A minimum of ten references is required.

The final paper is due the 9th week of class (10.22.13). A hard copy of all papers must be turned in to the instructor at the beginning of class on the assigned due date. An electronic version of the term paper must be submitted to *Turnitin.com* through the TITANium website on or before the assigned due date. Late papers will be penalized two points of the assignment's total value for each day past the assigned due date.

The final paper represents 30% of your final grade. For a breakdown of paper scoring, please see the attached grade sheet.

Oral Presentation

A 20-30-minute PowerPoint presentation on the student's term paper topic. Students will be graded on presentation style and management, and the quality and educational value of the information presented. Each presentation should include some discussion points. Students will be

assigned a presentation date by the instructor.

The oral presentation represents 10% of your final grade. For a breakdown of presentation scoring, please see the attached grade sheet.

MSW 523 Term Paper and Presentation Topics*

The DSM – Pros and cons

Housing, homelessness and mental health

College students and mental health

Veterans, the military and mental health

Gender-specific issues in mental health

Gay and lesbian issues and mental health

The mental health court movement

The drug court movement

Recovery schools

Developmental disability

Physical illness and mental health

The social construction of mental illness and its relationship to mental health policy

Medicaid, Medicare, and mental health

The Affordable Care Act and mental health

Supplemental Security Income and mental health

Program evaluation in mental health care

Comparative analysis of the US and another country's mental health care system

Comparative analysis of California and another state's mental health care system

Comparative analysis of Orange County and another county's mental health care system

The future of mental health services in the US: What will we see 10 years from now?

* This is not an exhaustive list.



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 524: AGING: A MULTI-GENERATIONAL PERSPECTIVE: Policy and Social Work

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Students examine and analyze the conceptual and pragmatic underpinnings of federal, state, and local policies as well as specific laws and regulations influencing social work practice with older adults through a multi-generational lens.

COURSE DESCRIPTION

This is the advanced graduate social welfare policy course and is required for all MSW students in the aging concentration who are currently accepted as full time in the MSW program. The course examines social policies affecting older adults and their families in relation to political, social, economic and cultural factors. The course uses a policy practice framework to provide a conceptual foundation for thinking about possible alternatives to current aging and family policy choices. Tenets of ecological theory and life course development are introduced as essential parts of the framework.

LEARNING OBJECTIVES

Upon satisfactory completion of this course, students will be able to: These are all advanced competencies regarding policy practice and evaluated as a single aggregate score for EPAS 2.1.8-Engaging in Policy Practice.:

1. Demonstrate knowledge of the historical evolution of aging policies and services in the U.S. (EPAS 2.8.1,HISTORY)
2. Demonstrate familiarity with the social, organizational and political theories and principals for service delivery systems to older adults that guide federal, state and

- local policy making and service provision. (EPAS 2.1.9 contexts of social work practice, 2.1.8))
3. Conduct competent aging policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and consistent with the values and ethics of the social work profession. (EPAS 2.1.8)
 4. Demonstrate knowledge and skills necessary to advocate for more effective policies and services in adult welfare systems through the specific use of a policy practice framework. (EPAS 2.1.1 & 2.1.8)

REQUIRED TEXTS

Brabason, Kevin & Disch, Robert (Eds.) (1997). *Intergenerational Approaches in Aging*. New York: Routledge

Torres-Gil, Fernando. (1992). *The New Aging*. Connecticut: Auburn House.

Williamson, John, Watts-Roy, D. & Kingson, E. (Eds.) (1999). *The Generational Equity Debate*. New York: Columbia University Press.

EXPECTATIONS OF STUDENTS

Attendance and Preparation: Regular attendance and active participation are required and very important in this course. You are expected to have prepared thoroughly for each class. You are expected to contribute to class discussion. Informed disagreement is both anticipated and welcomed. You are expected to be respectful of the opinions of others and to show courtesy in interactions with fellow students and the instructor. Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language.

Assignments: Late assignments may be accepted at the discretion of the instructor, but will be given a reduced grade. The grade will be reduced by a full letter grade below the grade earned on the paper. Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- ✓ All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- ✓ All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association*. This reference text also provides excellent information on the organization and writing of papers.

- ✓ All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- ✓ Papers should use standard fonts. The department standard is Times New Roman, 12 point.

The following assignments are designed to measure students' progress on the learning objectives for this course.

Assignment #1: Policy Practice Brief(EPAS 2.1.8): *Identify a policy issues that influences the quality of life for a subset/group of the aging population. Write a 5 page issue brief using the policy practice agenda building concept which includes the following: **Description** that defines the issue clearly in 1-3 sentences. How , why and to whom is this issue problematic. The problem statement should clearly identify the conflict. **Extent** of the problem. Provide convincing anecdotal and quantitative data to outline the problem and the magnitude of the problem. For example how many lives are currently affected, how will this increase in magnitude in the future and how does this impact multi generations. **Public Policy.** Why should this problem rise to the level of a public policy issue. Why should it be on the agenda of the county or state or country.*

Please include 5 to 7 references. Due the 5th week of class.

Assignment #2: A Life History Interview with an older adult(EPAS 2.1.8). *Using an interview guide (questions) of your own choosing, interview an older adult living in the community, in a skilled nursing facility, in an assisted living center or any other venue (select only one venue). This person can not be a relative. Focus the interview on current issues and try to focus on multi-generation perspectives. The interview needs to be typed with questions and answers and should be 4 to 6 pages in length. Along with the interview provide a 2 page separate analysis that identifies a potential policy issue raised by this person and your discussion. State the policy issue clearly at the end of the analysis is 2 to 3 sentences.*

This assignment is due the 10th week of class.

Assignment #3: A policy proposal(EPAS 2.1.8 & 2.1.5). Use the policy issue identified in assignment 2 to construct a policy, a multi-generational policy, that you would offer to a governmental body as a suggested piece of legislation. This policy proposal should be 5 to 7 pages in length and use 5 to 7 references. The policy proposal should clearly identify the problem, outline data from you r interview and other reputable sources and then propose a program. Describe the program, how it would be administered and how it might be funded.

You will be required to present your proposal informally during the final 2 class sessions

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

A passing grade is a “C.” Your course grade will be assigned using the following formula:

Attendance, preparation, and participation (10 points)	10% of total
Assignment 1 (305 points)	30% of total
Assignment 2 (30 points)	30% of total
Assignment 3 (30 Points)	30% of total
Total 100 points	100%

ACADEMIC DISHONESTY

It is essential that you avoid *plagiarism*: the theft of another’s words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer’s exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
2. It is unacceptable to edit or paraphrase another’s words and present the revised version as your own work.
3. It is unacceptable to present another’s ideas as your own – even if you use totally different words to express those ideas.

When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Disabled Students Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website <http://www.fullerton.edu/disabledservices/>.

MSW 524: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
Week 1	<p>Introduction to aging policy services</p> <p>Discussion of Policy Practice framework-The Fullerton Triangle</p> <p>Review of syllabus</p> <p>The multi-generational Context</p>	No Readings
Week 2	The context of Aging Policy and Multi-generation Aging Policy	<i>Torres-Gil Introduction Chapter 1 and Chapter 2</i>
Week 3	Context Discussion continued: The economics of Aging and Aging Policy	<i>Torres-Gil Chapter 4</i>
Week 4	Baby Boomers and Generational Choices	Torres-Gil Chapter 5 Williamson, et. al. pg. 3-38
Week 5	<p>Assignment #1 Due</p> <p>Debates among the generations: Health Care</p>	<i>Williamson: Chapter 2, 5 and 6</i>
Week 6	Health Issues: The AFFORDABLE Care Act	Williamson: Chapter 9 Generations United Handout

WEEK	TOPIC(S)	READING ASSIGNMENTS
Week 7	Social Security	<i>Williamson: Chapters 10 and 11</i>
Week 8	Voices of the Generations	Williamson: Chapter 12 and 13 Generations United Handout
Week 9	Review/Reflection	No readings assigned Student discoveries and Issues
Week 10	Assignment #2 Due Intergeneration approaches and Possibilities	Brabazon, et.al Pgs3-32.
Week11	Grandparents raising grandchildren	Brabazon, et. al Pgs33-46 and 63-76
Weeks 12-13	Intergenerational program models and policy implications	Brabazon, et. al. Pgs: 113-124;141-150;211-228
Week 14	Intergeneration Education Policy for practice	<i>Brabazon, et. al Pgs79-92;93-102.</i>

WEEK	TOPIC(S)	READING ASSIGNMENTS
Week 15	Reflection Assignment #3 due Presentations	.No Reading
Week 16-	Finals Week	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 530: APPLIED SOCIAL WORK RESEARCH METHODS

3/25/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

COURSE DESCRIPTION FROM THE CATALOG

Evaluation, appraisal, and application of the concepts, design, and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics, and professional practice.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

This course is designed to develop competent research skills among social work practitioners. It examines the role of research in the social work profession through a focus on program evaluation, both in terms of informing individual practice and successfully achieving agency goals. Students will analyze and understand all stages of the research process, beginning with formulating research questions within theoretical frameworks and existing research literature, conceptualizing and operationalizing experimental constructs, utilizing appropriate quantitative and qualitative research methods, and evaluating results in the context of social work practice.

Ethical issues and considerations involving research design, working with disadvantaged and marginalized populations, and social work practice will also be addressed. Students will have an opportunity to apply the knowledge they gain in the course by critically reviewing and analyzing existing social work research, as well as developing and proposing a research project.

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of the basic principles and concepts of research design, utilizing both quantitative and qualitative research methods applicable to social service program evaluation.
2. Appraise and critically evaluate social work research literature and understand the role of theory and research in the evaluation of social work practice and agency services.
3. Propose appropriate research designs and methods for evaluating the effectiveness and efficiency of social work programs, including formulating research questions, developing

hypotheses, operationalizing research variables, conducting needs assessments, and developing data collection and human subjects protocols.

4. Adopt culturally-competent and ethical research standards and methodologies when working with disadvantaged and marginalized populations, including low-income individuals, the mentally ill, children, and the elderly.

CSWE EPAS COMPETENCIES AND INDICATORS

EPAS 2.1.6 Engage in research informed practice and practice-informed research.

Students demonstrate the ability to use research evidence to inform practice (Assignment: Introduction and literature review for proposed program evaluation).

REQUIRED TEXTS AND READINGS

Rubin, A., & Babbie, E. (2013). *Essential research methods for social work* (3rd ed.). Belmont, CA: Thomson.

All additional readings are available on TITANium.

RECOMMENDED READINGS

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Wadsworth/Thompson Learning Publishers.

PLANNED ASSIGNMENTS

Survey Instrument

The student creates an original research instrument designed to gather information relevant to his or her proposed research question. The student constructs a survey containing quantitative and qualitative questions. The questions are designed to obtain demographic information on the characteristics of study participants, as well as information related to independent and dependent variables. A detailed description of this assignment will be presented in class. The survey instrument represents 10% of the final grade.

Introduction and Literature Review

The student writes an introduction and literature review for his or her research proposal. The introduction has two important objectives: It provides a context for the study and it presents the research questions and/or hypotheses. The introduction also contains information supporting the rationale for the study (e.g., Why is the study important? How significant is the problem? What

is the purpose of the study? How will the study benefit an agency?). The introduction should be approximately 1-2 double-spaced pages, not including references or the title page.

The literature review provides an integrated and synthetic summary of the research literature that pertains to the student's topic area, with a particular focus on the variables that will be examined in the study. Themes, findings, or chronology may be used to organize this section. Please note that the literature review is not an annotation (i.e., direct summary of each article, book, book chapter or report); rather, it presents an overview of how these sources of information converge or diverge to illustrate and support the study's research goals.

The literature review should also contain a conceptual framework or theory related to the study's research topic, and existing gaps in the literature. In the "theory" section, identify and describe a social theory that informs the study's research rationale (e.g., social learning theory, ecological theory). In the "gaps" section, state the limitations of previous research related to the specific topic as well as how the study will contribute to the existing body of knowledge.

In the literature review, include no fewer than 10 references to support the work. Reference material should come primarily from peer-reviewed journal articles. Some Internet-based information is acceptable (e.g., statistics from government websites); however, Internet-based information should be utilized with discretion. Information and articles from electronic databases are also acceptable.

The literature review should be approximately 5-8 double-spaced pages, not including the reference pages or any appendices. Students are required to submit an electronic copy of this assignment to *Turnitin.com*. The introduction and literature review represent 20% of the final grade.

Research Methodology

Research Design

This section provides a brief synopsis of the entire research methodology for your proposed program evaluation. Describe the type of design you will use (e.g., experimental, quasi-experimental, pre-experimental or survey; quantitative or mixed methods). Is your project a cross-sectional or longitudinal study? Include a hypothetical timeline for your project. This may be included in an appendix, if appropriate. Projects using qualitative approaches (in the context of mixed methods) need to clarify the data collection format (e.g., face-to-face interviews, observations, etc.).

Sampling Method

Describe your sampling frame and indicate the sampling design used (e.g., random sampling, systematic sampling, convenience sampling, purposive sampling, snowball sampling). Describe how and from where study participants will be selected. If you plan to sample hard-to-reach individuals, describe how you will access them. What will be your sample size? If you do a phone survey or a mailed questionnaire, report the expected response rate based on the number

of phone numbers you plan to call or surveys you will mail. What is your anticipated experimental mortality rate? Provide a description of the anticipated demographic profile of the study sample.

Operationalization of Variables

Describe the major variables in your study. Be sure to operationally define your independent and dependent variables. How will you quantify each variable? How will you measure each variable? Describe the indicators you will use to quantify each variable. What are the demographic variables you will include in your study?

Instrumentation

Describe the instrument(s) you will use in your study. Provide examples of questions you will use to measure your variables. If you are using an established quantitative instrument, provide a description of the instrument, as well as the appropriate citation. Also, if using an established instrument, provide information on the reliability and validity of the instrument, if available. If you are employing qualitative methods describe the interview or observation protocol. If appropriate, use an appendix to present instrumentation material.

Data Collection Procedures

Describe the procedure for collecting your data. It's important to give a step-by-step procedure so that the reader knows exactly how you plan to gather data. Where and how do you plan to administer measurement protocols? Where will the data be kept? How will it be secured?

Human Subjects

Describe how you will ensure the protection of your study participants. Be sure to include information on voluntary participation, informed consent, confidentiality and/or anonymity, risks and benefits to study participants, and possible incentives provided to study participants. Are there any unique ethical considerations in your study? Do you require assent from your study participants?

Construct an Informed Consent Form (ICF) for your study. Include this in an appendix at the end of your research proposal. A model of an adult ICF can be acquired from the University's Institutional Review Board (IRB) at <http://www.ogc.fullerton.edu/IRB/forms/consentsample.doc>. Other useful samples of human research forms are available from the University's IRB at <http://www.ogc.fullerton.edu/IRB/sampleforms.htm>.

All students are required to take the Human Research tutorial offered by the University's IRB. Upon successful completion of the tutorial, the student can print out a Certificate of Completion. Include this certificate in an appendix at the end of your research proposal. The tutorial can be accessed at <http://www.ogc.fullerton.edu/tutorial/humanIntro.asp>.

Study Limitations

Describe the potential limitations that affect the internal and external validity of your research design. Are there any potential sampling issues (e.g., selection bias)? Are there any potential measurement reliability and/or validity issues? Can your results be generalized?

Abstract

On a separate page immediately following your title page include an abstract for your study. The abstract provides a brief, comprehensive summary of the paper that follows. It should be no longer than 250 words.

The methodology section represents 20% of the final grade. Students are encouraged to submit a methodology section draft to the instructor for feedback no later than two weeks before the final methodology section is due.

Midterm Examination

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

Class Participation

Regular class attendance and participation are part of each student's final grade. Students are granted one unexcused absence without penalty; each subsequent absence will result in a one-point deduction from the student's final grade. Excessive tardiness will also affect a student's class participation score. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of six learning experiences:

1. An original survey or questionnaire related to a student's research question. This assignment is due the 7th week of class (Date). Details forthcoming. (10% of final grade)
2. A multiple-choice/short-answer midterm examination given during the 8th week of class (Date). (20% of final grade)
3. A 6-10-page introduction and literature review to a research proposal. This assignment is due the 9th week of class (Date). (20% of final grade)

4. A 6-10-page methodology to a research proposal. This assignment is due the 14th week of class (Date). A draft of this section may be submitted to the instructor for feedback no later than the 12th week of class (Date). This assignment will be submitted with the revised introduction and lit review as a complete research proposal. (20% of final grade)
5. A comprehensive multiple-choice/short-answer final examination given during finals week (Date, Time, and Location). (20% of final grade)
6. Class participation. (10% of final grade)

An electronic copy of the introduction and literature review must be submitted to *Turnitin.com* through the TITANium website on or before the assigned due date. An electronic copy of the research methodology must be submitted to the instructor on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
4. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.
5. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>. When a student cheats or commits plagiarism, University policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at <http://www.fullerton.edu/emergencypreparedness/Default.asp>.

MSW 530: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
1	Martin Luther King Jr. Holiday		No required reading
2	Course introduction Review of syllabus Introduction to research methods/ scientific inquiry		Rubin, A., & Babbie, E. (2013). Why study research? <i>Essential research methods for social work</i> (3rd ed., pp. 3-20). Belmont, CA: Thomson. Rubin, A., & Babbie, E. (2013). Evidence-based practice, <i>Essential research methods for social work</i> (3rd ed., pp. 21-36). Belmont, CA: Thomson.
3	The research process Developing research questions Conceptualization and operationalization	In-class abstract exercise	Rubin, A., & Babbie, E. (2009). Factors influencing the research process, <i>Essential research methods for social work</i> (3rd ed., pp. 49-64). Belmont, CA: Thomson. Rubin, A., & Babbie, E. (2013). Reviewing literature and developing research questions, <i>Essential research methods for social work</i> (3rd ed., pp. 65- 82). Belmont, CA: Thomson. Rubin, A., & Babbie, E. (2013). Conceptualization in quantitative and qualitative inquiry, <i>Essential research methods for social work</i> (3rd ed., pp. 83- 98). Belmont, CA: Thomson.

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
4	Measurement Reliability and validity Measurement error Survey construction Survey research Writing literature reviews	Research question must be approved by instructor In-class survey construction exercise	Rubin, A., & Babbie, E. (2013). Measurement in quantitative and qualitative inquiry, <i>Essential research methods for social work</i> (3rd ed., pp. 99-112). Belmont, CA: Thomson. Rubin, A., & Babbie, E. (2013). Quantitative and qualitative measurement instruments, <i>Essential research methods for social work</i> (3rd ed., pp. 113-130). Belmont, CA: Thomson. Rubin, A., & Babbie, E. (2013). Surveys, <i>Essential research methods for social work</i> (3rd ed., pp. 133-154). Belmont, CA: Thomson.
5	Presidents' Day Holiday		York, R. O. (1997). Developing the literature review for a research study, <i>Building basic competencies in social work research: An experiential approach</i> , (pp.349-358). Boston: Allyn and Bacon.
6	The logic of sampling Quantitative sampling methods Sample size	In-class methods (independent and dependent variables, and sampling) exercise	Rubin, A., & Babbie, E. (2013). Sampling: Quantitative and qualitative approaches, <i>Essential research methods for social work</i> (3rd ed., pp. 155-178). Belmont, CA: Thomson.

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
7	Single system research designs Causal inference	Survey assignment due	Rubin, A., & Babbie, E. (2013). Single-case evaluation designs, <i>Essential research methods for social work</i> (3rd ed., pp. 205-228). Belmont, CA: Thomson.
8	Midterm exam		No required reading
9	Group research designs Internal and external validity Pre-experimental designs Quasi-experimental designs Experimental designs	Introduction and literature review due	Rubin, A., & Babbie, E. (2013). Experiments and quasi-experiments, <i>Essential research methods for social work</i> (3rd ed., pp. 181-204). Belmont, CA: Thomson.
10	Methods workshop Writing the methods section Writing a research proposal	In-class methods (design, sampling, measures, data collection) exercise	Rubin, A., & Babbie, E. (2013). Writing research proposals, <i>Essential research methods for social work</i> (3rd ed., pp. 347-352). Belmont, CA: Thomson.
	Spring Break		No required reading

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
11	Legislative Lobby Days NO CLASS SESSION		No required reading
12	Ethics in research Human subjects protocols Culturally competent research	Methodology draft deadline	Rubin, A., & Babbie, E. (2013). Ethical issues in social work research, <i>Essential research methods for social work</i> (3rd ed., pp. 285-304). Belmont, CA: Thomson. Rubin, A., & Babbie, E. (2013). Culturally competent research, <i>Essential research methods for social work</i> (3rd ed., pp. 305-318). Belmont, CA: Thomson.
13	Qualitative research methods Theoretical foundations	In-class qualitative exercise	Rubin, A., & Babbie, E. (2013). Additional methods in qualitative inquiry, <i>Essential research methods for social work</i> (2nd ed., pp. 247-266). Belmont, CA: Thomson.
14	Program evaluation Formative and process evaluation Politics of program evaluation	Methods section due; turn in complete research proposal	Rubin, A., & Babbie, E. (2013). Program evaluation, <i>Essential research methods for social work</i> (3rd ed., pp. 229-243). Belmont, CA: Thomson.

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
15	Course review		No required reading
16	Final exam Date, Time, and Location		

MSW 530: Assignment Instructions

MSW 530: Midterm Examination

The following are sample questions from the midterm examination used in MSW 530. The exam does not appear in the MSW 530 syllabus above some examples of the questions included on the exam are provided below. The exam is used for evaluation of behaviors linked to the competencies that are covered in MSW 530. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Applied Social Work Research Methods I: Midterm Exam

True/False

Indicate whether the statement is true or false.

- ___ 1. Survey research is a good method for studying large populations?
- ___ 2. Pilot studies are a type of exploratory research?
- ___ 3. Client satisfaction surveys are a good indicator of program effectiveness?
- ___ 4. A single-case evaluation design can be used to study a family or a community?

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ___ 16. According to the scientific method, observations and studies should be?
 - a. Comprehensive
 - b. Objective
 - c. Replicable
 - d. Systematic
 - e. All of the above

- ___ 17. A theory-based statement that predicts relationships between variables is also known as a(n)?
 - a. Attribute
 - b. Concept
 - c. Hypothesis
 - d. Indicator
 - e. Paradigm

- _____ 18. Convergent and discriminant validity are subtypes of which type of measurement validity?
- a. Construct
 - b. Content
 - c. Criterion-based
 - d. Face
 - e. All of the above
- _____ 19. In a single-case evaluation design, what is the minimum number of data points necessary to establish a trend?
- a. 1
 - b. 2
 - c. 3
 - d. 5
 - e. 10

Short Answer

46. Using the best scientific knowledge and information available in deciding how to most effectively provide services to human service and social work clients is known as? (1 point)
- _____
47. In a study examining the relationship between client characteristics and substance abuse treatment outcomes in adolescents, what is the independent variable? (1 point)
- _____
48. That quality of a measurement instrument that tends to result in a misrepresentation of what is being measured in either a positive or negative direction (1 point)
- _____
49. You decide to study the mental health care needs of homeless individuals living in Santa Ana. You know a handful of mentally ill homeless individuals from your work as a psychiatric social worker. After interviewing these individuals you ask each of them if they know any other homeless individuals who might be willing to speak to you about their mental health needs. What type of sampling technique have you employed in your study? (1 point)

55. What three criteria must be met to infer causality? (1 point each)

1 _____

2. _____

3. _____

MSW 530: Final Examination

The following are sample questions from the final, comprehensive examination used in MSW 530. The exam does not appear in the MSW 530 syllabus above some examples of the questions included on the exam are provided below. The exam is used for evaluation of behaviors linked to the competencies that are covered in MSW 530. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Applied Social Work Research Methods I: Final Exam

True/False

Indicate whether the statement is true or false.

_____ 1. Pre-experimental research designs do not allow for causal inference?

_____ 2. The politics of research can compromise the integrity of social science?

_____ 3. Reliability is related to the amount of random error in a measurement?

_____ 4. Findings from qualitative research are easily generalized to larger populations?

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_____ 21. A qualitative research tradition that involves studying people in real world settings?

- a. Emergent flexibility design
- b. Holistic perspective
- c. Inductive analysis

- d. Interpretivism
- e. Naturalistic inquiry

_____ 22. A theory-based statement that predicts relationships between variables is also known as a(n)?

- a. Attribute
- b. Evaluation
- c. Hypothesis
- d. Instrument
- e. Variable

_____ 23. You are conducting a longitudinal study that measures rates cognitive awareness among the elderly. After two years, you notice that study participants over the age of 80 are declining at a faster rate than the rest of the study population. Which threat to internal validity is described by this situation?

- a. Attrition
- b. Diffusion
- c. History
- d. Maturation
- e. Selection bias

_____ 24. A qualitative research approach that focuses on providing a detailed and accurate description of a _____ culture from the viewpoint of an insider rather than the way the researcher understands things?

- a. Autoethnography
- b. Ethnography
- c. Heuristic inquiry
- d. Orientational research
- e. Phenomenology

Short Answer

62. What is the quality of a sample having the same distribution of characteristics as the population from which it was selected? (1 point)

63. A process that involves conveying accurate and relevant information about a study and its purposes to potential study participants? (1 point)

64. What is the procedure by which pairs of subjects are assigned to different experimental and control groups based on having similar characteristics? (1 point)

65. Which quasi-experimental research design is indicated by the following research design notation? (1 point)

01 02 03 04 05 X 06 07 08 09 010

01 02 03 04 05 06 07 08 09 010

70. What are the three ethical principles for the protection of research participants codified by the Belmont Report? (1 point each)

1. _____

2. _____

3. _____



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 540: SOCIAL WORK FIELD INSTRUCTION I

3/25/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

E-mail:

COURSE DESCRIPTION FROM THE CATALOG

Fieldwork experience in a social services agency under the supervision of professional social workers. Course introduces students to the range of professional roles, social services infrastructure and policies, professional ethical standards, case management principles, and social work intervention modalities.

COURSE OVERVIEW

Designed as the first of a two-semester field work course experience that focuses on the application and integration of micro- (i.e., individual), mezzo- (i.e., group), and macro-practice (i.e., agency or organizational) social work perspectives learned in the generalist/foundation courses in order to prepare students to learn and practice experientially in the field. Students will be introduced to the range of social work professional roles, social services infrastructure and policies, professional ethical standards, case management principles, and social work intervention modalities.

This learning will take place in two supportive, educationally-focused contexts: (1) weekly classroom sessions on campus with the Faculty Field Liaison/Instructor of this course (2-3 hours per session); and (2) in a supervised agency fieldwork setting (16 hrs/wk=250 hrs minimum) with their Community/Agency Field Instructor. Students will be assigned to a specific human service organization or social work agency where they will engage in fieldwork practice under the supervision of that agency's social work Field Instructor. Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place, and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills, develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of both their field site supervisor (at the agency) and the fieldwork faculty instructor at the university for this course.

The classroom seminars on campus are designed to supplement and integrate the generalist/foundation content students receive in their concurrent courses in the first semester of the graduate program. The integrative field seminar provides a framework for social work generalist practice. In specific, the classroom seminar is designed to:

- Introduce students to the experience of social work practice and case management principles;
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice;
- Assist student's learning in understanding their cases in terms of applicable theories;
- Integrate experiences with all foundation courses;
- Create a support network for students;
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self;
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills;
- Address "gaps" between course work and social work practice experiences; and
- Develop the student's role as a competent and ethical social work professional.

OBJECTIVES

Students will identify learning activities and demonstrate skill development through participation in both the assigned field agency and the field seminar that are tied directly to the Foundation Year Comprehensive Skills Evaluation. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice. The competencies measured are:

1. Professionalism: Intern identifies self as a professional social worker and conducts her/himself accordingly (EPAS 2.1.1)
2. Ethics: Intern applies social work ethical principles to guide her/his professional practice (EPAS 2.1.2)
3. Thinking and judgment: Intern applies critical thinking to inform and communicate professional judgment (EPAS 2.1.3)
4. Cultural competency: Intern engages diversity and difference in practice (EPAS 2.1.4)
5. Social justice: Intern advances human rights and social and economic justice (EPAS 2.1.5)
6. Evidence-based practice: Intern engages in research-informed practice and practice-informed research (EPAS 2.1.6)

7. Person in environment: Intern applies knowledge of human behavior and the social environment (EPAS 2.1.7)
8. Policy: Intern engages in policy practice to advance social and economic well-being and deliver effective social work services (EPAS 2.1.8)
9. Current trends: Intern responds to contexts that shape practice (EPAS 2.1.9)
10. Practice skills: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

TEXTS

Required

Lucas, Susan (1993). *Where to Start and What to Ask: An Assessment Handbook* (1st ed.)
New York: W.W. Norton

NASW, California Chapter website: <http://www.naswca.org>.

National Association of Social Workers (NASW) Code of Ethics (1999). Washington, D.C.:
Author: NASW Delegate Assembly. Search www.socialworkers.org.

MSW Program Field Education Handbook, available on university's program website.

Additional handouts will be provided or posted on TITANium throughout the semester as they are pertinent to topics.

Recommended

Nichols, Q. (2012). *Advancing core competencies: emphasizing practice behaviors and outcomes* (1st ed.) Upper Saddle River, N.J.: Pearson (*note: includes purchase of eField and MySocialWorkLab access)

Pedersen, D. (2011). *PsychNotes: clinical pocket guide (spiral bound)* (3rd ed.) :F.A.Davis

Ward, K. & Mama, R.S. (2009). *Breaking out of the box: adventure-based field instruction*. (2nd ed.). Lyceum Books. ISBN: 978-1933478838

COURSE FORMAT

The format of the course is twofold:

1. Classroom seminar will consist of short seminar lectures, in-class seminar discussions of the topic of the day, interactive group exercises/role plays and student case

discussions. Students will also have assignments designed to evaluate their professional development, identity as a social worker, and clinical skill set.

2. Field Placement will consist of 16 hours per week (minimum) in a community agency under the supervision of a qualified field instructor. The student will participate in one-to-one supervisions (one hour per week minimum) with their assigned agency field instructor. For those students in an agency that also provides group supervision, the student is required to attend.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

1. ***Field placement:*** the student will be assigned to a field agency for the academic year. The student will be supervised in the agency by a qualified social work Field Instructor for 16 hours each week for the academic year (a minimum of 250 hours must be accrued for the fall semester). The student will have a minimum of one hour weekly supervision with the Field Instructor. Should the agency also offer group supervision, the student will attend.

The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:

- ***Micro-Practice:***
 - Assignment to three to four individual client cases
 - Completion of comprehensive psychosocial assignments for each client
 - Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency
- ***Mezzo-Practice:***
 - Assignment to at least one family case
 - Participation in one group experience includes one of the following: educationally focused groups (e.g. parenting class); therapeutically focused groups; socialization groups; discussion groups.
- ***Macro-Practice:***
 - Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
 - Plan and implement a staff training on a topic to be determined by the student in consultation with the Field Instructor that will provide new information to enhance service delivery within the program/agency.

2. ***Process recordings:*** the student will be required to complete ten (10) process recordings during the semester. The Field Instructor will give feedback to the student. There are a variety of process recording forms that may be utilized. The student should consult the Field Instructor for the preferred format.
3. ***Self-reflection journal:*** the student will journal weekly about their field experience, focusing primarily on the emotions, judgments and dilemmas that occur. The student will journal on these two questions:

- a. What was the most important thing I learned this week and why was it so important?
- b. What did I do for self-care this week?

The journal is to be submitted to the Faculty Field Liaison. The Faculty Field Liaison will discuss the format for submission of the journal and the dates for submission in class.

4. **Learning Agreement Plan:** the student will identify, in consultation with the Field Instructor, learning activities that will assist the student in developing mastery of the ten competencies. The Faculty Field Liaison will review this plan for completeness and appropriateness. The Learning Plan is found on the program website: <http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>
5. **Learning portfolio:** the student will submit and present to the Faculty Field Liaison a portfolio that demonstrates how the student has internalized and demonstrated each of the ten competencies. The student may incorporate any and all of the above planned assignments and assignments from other Foundation courses to demonstrate integration of theory. The student will address each competency in a short narrative followed by examples of work that demonstrate progress in mastery of the competency.
6. **Student's Fieldwork Evaluation by the Faculty Liaison:** The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement, and making suggestions for special attention or intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation tool is found on the website

(<http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>) and will be completed by the Field Instructor, the student, and the Faculty Field Liaison.

GRADING POLICY FOR THE COURSE

MSW 540 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.00 grade points. No Credit shall mean work that falls below (2.99 or lower) the standard. The grade will be based on the student's performance on the above mentioned planned assignments. Specific determination of this grade rests with the faculty field seminar course instructor in consultation with the agency field instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the field work class seminars;

2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar;
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor; and
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area and there is not much evidence that the expectations will be met in the near future

1 = Intern has not yet met the expectations in this area but there is evidence that the expectations will be met in the near future

2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven

3 = Intern understands the concept and has consistently met the expectations in this area

4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale above will be applied, using the Comprehensive Skills Evaluation, by both the agency Field Instructor and the Faculty Field Liaison. Students are expected to perform at Level 1 or Level 2 for the Fall semester.

The CSUF Department of Social Work Field Faculty serve as gatekeepers to the profession of Social Work, and have high standards for the delivery of quality services to clients, agencies and communities. The Field Seminars and Field Placement are performance-based courses and students will be evaluated according to *demonstrated learning* of the 10 competencies. The rubric for grades, based on internalization and demonstration of the 10 competencies is as follows:

1. A grade of "CR" reflects the student who is performing as expected for the Foundation Year (Level 1 and 2). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Faculty Field Liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.

2. A grade of “NC” reflects the student who is not performing within the level of expectation for the Foundation Year (Level 1 and 2). Examples would include the student whose performance in the field agency does not meet the expectations of the master’s level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Concurrence of the Faculty Field Liaison *and* the Director of Field Education is required to enroll in MSW 541.

ATTENDANCE

Field Agency:

No absences are permitted; if absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the Faculty Field Liaison. In *special circumstances*, a grade of Incomplete may be assigned and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the Faculty Field Liaison and the agreement by the Director of Field Education. If illness or other emergent circumstances necessitate absence, the student is **required** to contact both the Field Instructor and the Faculty Field Liaison on the day that the absence occurs, failure to do so will be reflected in the rating of performance.

Field Seminar:

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is **required** to contact the Faculty Field Liaison via email. The student will be **required** to attend the next week’s field seminar session. The Faculty Field Liaison may also assign make-up tasks. **Should any student be absent a second time, a meeting with the Field Director will be scheduled.**

CLASSROOM DECORUM

Field seminar is a process-oriented learning environment; sensitive and confidential issues are discussed and, therefore, a safe environment is required. Students are asked to silence mobile phones at the beginning of class. **Use of laptops is not permitted during field seminar.**

Likewise, no **texting, Facebooking, Tweeting or other social networking will be permitted.** Violations of this policy will be reflected in the final grade for the course. Repeat offenders may be placed on behavioral contracts in order to remain enrolled in the course. Please refer to the Field Manual for specifics on professional demeanor.

EMAIL POLICY

The Department of Social Work communicates with students via campus email. The student is advised to check their campus email daily for department communications, faculty messages to the student, etc. Failure to do so will not absolve the student from the responsibility of knowledge or action indicated by such communication.

SITE VISITS

The Faculty Field Liaison will schedule at least one in-person or video conferencing (*see required equipment and materials below) visit to the field agency during your field placement to discuss the student's performance. The Field Instructor, student and the Field Liaison will participate in this visit. Additional visits may be scheduled should the Field Instructor, the student or the Faculty Field Liaison feel that it is needed.

During the visit, the Faculty Field Liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ACADEMIC DISHONESTY

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>.

When a student cheats or commits plagiarism, university policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (657) 278-3211. Refer questions regarding this policy to the instructor.

SPECIAL NEEDS ISSUES

Students with a disability or other special needs, should know the University Disability Support Services Office (DSS) is on campus (UH-101, (657) 278-3117) to provide assistance and support <http://www.fullerton.edu/disabledservices/>. The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, learning and other disabilities. In order to access services in a timely way, students must visit the DSS for more information and certification.

REQUIRED MATERIALS AND EQUIPMENT

Students will be expected to have access to a personal computer that will allow them to use the internet. Students are required to access Titanium for additional assignments or reading materials. The instructor may send email announcements through Titanium. The student is advised to access Titanium and their campus email frequently.

Please note that the University uses Microsoft Office 2007/2010 software. Students may be able to obtain software from the Titan Card desk at the Pollak Library.

*** Students are required to have access to video conferencing software such as Skype or Facetime to connect with the Faculty Field Liaison and the Field Instructor to discuss student progress during the semester.**

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. Each student should familiarize themselves with the University's emergency response procedures at http://www.fullerton.edu/emergencypreparedness/ep_students.html

MSW 540: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING & ASSIGNMENTS DUE
1	Orientation to Foundation Social Work Practice Review course syllabus and clarify expectations Discuss field learning objectives, field curriculum requirements and Learning Agreement Plan Integration of social work ethics:	Welcome to Field	MSW Social Work Graduate Field Practicum Manual NASW Code of Ethics Learning Agreement
2	Sept. 2- Labor Day Holiday- Campus Closed Supervision and agency orientation: 1) Use and preparation of supervision 2) Understanding and engagement with organization(s) 3) Process recordings.	Teamwork: Your Supervisor and You Expectations & Stereotypes Field: 16 hours (adjust for holiday)	Ward & Mama: Ch 3 & 5 Process Journal Due August Field Hours Log Due
3	Interviewing skills practice: body language, cultural considerations, active listening Interviewing skills practice: what do I do? How do I start?	How to Conduct the First Interview Adult Field: 16 Hours	Lucas: Ch. 1 Process Journal Due
4	Interviewing skills practice: effective questioning <ul style="list-style-type: none"> • Mental status exam • Gathering client medical history 	Looking, Listening, and Feeling: The MSE How to Think About Your Client's Health: The Medial History Field: 16 hours	Lucas: Ch. 2 & 3 Process Journal Due

WEEK	TOPIC(S)	ACTIVITIES	READING & ASSIGNMENTS DUE
5	Interviewing skills practice: effective questioning Developmental history	How to Take a Developmental History Field: 16 hours	Lucas: Ch.6 Process Journal Due Agency Orientation Checklist & Profile Due Learning Agreement Due
6	Interviewing skills practice: body language, cultural considerations, active listening Interviewing skills practice: what do I do? How do I start?	How to Conduct the First Interview Family/Child Field: 16 hours	Lucas: Ch. 4 & 5 Process Journal Due
7	Assessing Client Safety	How to Determine Whether a Client Might Hurt Somebody - Including You Field: 16 hours	Lucas: Ch. 8 Sept., Field Hours log Due Process Journal Due
8	Assessing Client Safety	How to Determine Whether a Client Might Hurt Himself Field: 16 hours	Lucas: Ch. 9 Process Journal Due
9	Assessing Client Safety	How to assess Children for Abuse Field: 16 hours	Lucas: Ch. 11 Process Journal Due
10	Assessing Client Safety	How to Determine Whether a client is a Substance Abuser Field: 16 hours	Lucas: Ch. 10 Process Journal Due

WEEK	TOPIC(S)	ACTIVITIES	READING & ASSIGNMENTS DUE
11	Boundaries	The Invisible Lines of Trust Field: 16 hours	Ward & Mama: Ch. 12 Oct., Field Hours log Due Process Journal Due
12	November 11- Campus Closed	Field: 16 hours	Process Journal Due
13	Documentation	Put it in Writing! Field: 16 hours	Ward & Mama: Ch. 8 Process Journal Due
14	Fall Recess – No Classes		
15	Portfolio Presentations	Field 16 hours	Class by Appointment Only
16	Portfolio Presentations	Field 16 hours	Class by Appointment Only
	Finals Week	Field 16 hours <ul style="list-style-type: none"> • Comprehensive Skills Evaluation Due • 250 hours Field Hours submitted 	

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 541: SOCIAL WORK FIELD INSTRUCTION II**

2/10/2014

Instructor:**Days:****Office:****Time:****Hours:****Phone:****E-mail:****COURSE DESCRIPTION FROM THE CATALOG:**

Continued and advanced supervised social work practice experience in a community agency utilizing direct social service practice skills. In-depth focus on collaborative client case management to prepare students for professional employment with emphasis on effective practice with diverse populations.

COURSE OVERVIEW

In this second semester of fieldwork instruction, students will continue to apply theory to practice in order to prepare them to become competent and effective social work practitioners, with a special emphasis on working effectively with diverse client populations. Students will continue to be challenged to apply and integrate concepts learned in the classroom. Through ongoing participation in fieldwork settings, students will be able to gain and build on knowledge, skills, in further developing a sense of professionalism, and strengthening their confidence as effective practitioners. Students will be assigned to a specific human service organization where they will receive an educationally-focused and supervised fieldwork experience. Requires 16 hr/wk agency placement experience (total of 300 hours of field work over 16 week semester plus 3 week winter intercession), in addition to 2 hr/wk in the classroom seminar.

Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place, and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills, develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of both their field site supervisor (at the agency) and the fieldwork faculty instructor at the university for this course.

The classroom seminars on campus are designed to supplement and integrate the generalist/foundation content students receive in their concurrent courses in the second semester of the graduate program. The integrative field seminar provides a framework for social work generalist practice. In specific, the classroom seminar is designed to:

- Provide students experience in social work practice and case management principles;
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice;
- Assist student’s learning in understanding their cases in terms of applicable theories;
- Integrate experiences with all foundation courses;
- Create a support network for students;
- Provide a forum to exchange and share clinical and administrative experiences;
- Allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self;
- Provide feedback to students within a group process framework, specifically focused on student’s verbal and non-verbal communication skills;
- Address “gaps” between course work and social work practice experiences; and
- Develop the student’s role as a competent and ethical social work professional.

OBJECTIVES

Students will identify learning activities and demonstrate skill development through participation in both the assigned field agency and the field seminar that are tied directly to the Foundation Year Comprehensive Skills Evaluation. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice. The competencies measured are:

1. Professionalism: Intern identifies self as a professional social worker and conducts her/himself accordingly (EPAS 2.1.1)
2. Ethics: Intern applies social work ethical principles to guide her/his professional practice (EPAS 2.1.2)
3. Thinking and judgment: Intern applies critical thinking to inform and communicate professional judgment (EPAS 2.1.3)
4. Cultural competency: Intern engages diversity and difference in practice (EPAS 2.1.4)
5. Social justice: Intern advances human rights and social and economic justice (EPAS 2.1.5)

6. Evidence-based practice: Intern engages in research-informed practice and practice-informed research (EPAS 2.1.6)
7. Person in environment: Intern applies knowledge of human behavior and the social environment (EPAS 2.1.7)
8. Policy: Intern engages in policy practice to advance social and economic well-being and deliver effective social work services (EPAS 2.1.8)
9. Current trends: Intern responds to contexts that shape practice (EPAS 2.1.9)
10. Practice skills: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

TEXTS

Required

Lucas, Susan (1993). *Where to Start and What to Ask: An Assessment Handbook* (1st ed.)
New York: W.W. Norton

NASW, California Chapter website: <http://www.naswca.org>.

National Association of Social Workers (NASW) Code of Ethics (1999). Washington, D.C.:
Author: NASW Delegate Assembly. Search www.socialworkers.org.

MSW Program Field Education Handbook, available on university's program website.
Additional handouts will be provided or posted on TITANium throughout the semester as
they are pertinent to topics.

Recommended

Nichols, Q. (2012). *Advancing core competencies: emphasizing practice behaviors and outcomes* (1st ed.) Upper Saddle River, N.J.: Pearson (*note: includes purchase of eField and MySocialWorkLab access)

Pedersen, D. (2011). *PsychNotes: clinical pocket guide (spiral bound)* (3rd ed.) :F.A.Davis

Ward, K. & Mama, R.S. (2009). *Breaking out of the box: adventure-based field instruction*.
(2nd ed.). Lyceum Books. ISBN: 978-1933478838

COURSE FORMAT

The format of the course is twofold:

Classroom seminar will consist of short seminar lectures, in-class seminar discussions of the topic of the day, interactive group exercises/role plays and student case discussions. Students will also have assignments designed to evaluate their professional development, identity as a social worker, and clinical skill set.

Field Placement will consist of 16 hours per week (minimum) in a community agency under the supervision of a qualified field instructor. The student will participate in one-to-one supervisions (one hour per week minimum) with their assigned agency field instructor. For those students in an agency that also provides group supervision, the student is required to attend.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

Field placement: the student will be assigned to a field agency for the academic year. The student will be supervised in the agency by a qualified social work Field Instructor for 16 hours each week for the academic year (a minimum of 300 hours must be accrued for the spring semester). The student will have a minimum of one hour weekly supervision with the Field Instructor. Should the agency also offer group supervision, the student will attend.

The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:

- ***Micro-Practice:***
 - Assignment to three to four individual client cases
 - Completion of comprehensive psychosocial assignments for each client
 - Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency
- ***Mezzo-Practice:***
 - Assignment to at least one family case
 - Participation in one group experience includes one of the following: educationally focused groups (e.g. parenting class); therapeutically focused groups; socialization groups; discussion groups.
- ***Macro-Practice:***
 - Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.

- Plan and implement a staff training on a topic to be determined by the student in consultation with the Field Instructor that will provide new information to enhance service delivery within the program/agency.

Process recordings: the student will be required to complete ten (10) process recordings during the semester. The Field Instructor will give feedback to the student. There are a variety of process recording forms that may be utilized. The student should consult the Field Instructor for the preferred format.

Self-reflection journal: the student will journal weekly about their field experience, focusing primarily on the emotions, judgments and dilemmas that occur. The student will journal on these two questions:

1. What was the most important thing I learned this week and why was it so important?
2. What did I do for self-care this week?
3. The journal is to be submitted to the Faculty Field Liaison. The Faculty Field Liaison will discuss the format for submission of the journal and the dates for submission in class.

Learning Agreement Plan: the student will identify, in consultation with the Field Instructor, learning activities that will assist the student in developing mastery of the ten competencies. In the second Foundation semester, the Learning Agreement should be reviewed and revised as appropriate. The Faculty Field Liaison will review this plan for completeness and appropriateness. The Learning Plan is found on the program website: <http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>

Learning portfolio: the student will submit and present to the Faculty Field Liaison a portfolio that demonstrates how the student has internalized and demonstrated each of the ten competencies. The student may incorporate any and all of the above planned assignments and assignments from other Foundation courses to demonstrate integration of theory. The student will address each competency in a short narrative followed by examples of work that demonstrate progress in mastery of the competency.

Student's Fieldwork Evaluation by the Faculty Liaison: The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement, and making suggestions for special attention or intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation tool is found on the website (<http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>) and will be completed by the Field Instructor, the student, and the Faculty Field Liaison.

GRADING POLICY FOR THE COURSE

MSW 541 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.00 grade points. No Credit shall mean work that falls below (2.99 or lower) the standard.

The grade will be based on the student's performance on the above mentioned planned assignments. Specific determination of this grade rests with the faculty field seminar course instructor in consultation with the agency field instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the field work class seminars;
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar;
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor; and
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area and there is not much evidence that the expectations will be met in the near future

1 = Intern has not yet met the expectations in this area but there is evidence that the expectations will be met in the near future

2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven

3 = Intern understands the concept and has consistently met the expectations in this area

4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale above will be applied, using the Comprehensive Skills Evaluation, by both the agency Field Instructor and the Faculty Field Liaison. Students are expected to perform at Level 2 or Level 3 for the Spring semester.

The CSUF Department of Social Work Field Faculty serve as gatekeepers to the profession of Social Work, and have high standards for the delivery of quality services to clients, agencies and communities. The Field Seminars and Field Placement are performance-based

courses and students will be evaluated according to *demonstrated learning* of the 10 competencies. The rubric for grades, based on internalization and demonstration of the 10 competencies is as follows:

1. A grade of “CR” reflects the student who is performing as expected for the Foundation Year (Level 2 and 3). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Faculty Field Liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.
2. A grade of “NC” reflects the student who is not performing within the level of expectation for the Foundation Year (Level 2 and 3). Examples would include the student whose performance in the field agency does not meet the expectations of the master’s level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Concurrence of the Faculty Field Liaison *and* the Director of Field Education is required to enroll in MSW 542.

ATTENDANCE

Field Agency:

No absences are permitted; if absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the Faculty Field Liaison. In *special circumstances*, a grade of Incomplete may be assigned and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the Faculty Field Liaison and the agreement by the Director of Field Education. If illness or other emergent circumstances necessitate absence, the student is **required** to contact both the Field Instructor and the Faculty Field Liaison on the day that the absence occurs, failure to do so will be reflected in the rating of performance.

Field Seminar:

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is **required** to contact the Faculty Field Liaison via email. The student will be **required** to attend the next week’s field seminar session. The Faculty Field Liaison may also assign make-up tasks. **Should any student be absent a second time, a meeting with the Field Director will be scheduled.**

CLASSROOM DECORUM

Field seminar is a process-oriented learning environment; sensitive and confidential issues are discussed and, therefore, a safe environment is required. Students are asked to silence mobile phones at the beginning of class. **Use of laptops is not permitted during field seminar.** Likewise, no **texting, Facebooking , Tweeting or other social networking will be permitted.** Violations of this policy will be reflected in the final grade for the course. Repeat offenders may be placed on behavioral contracts in order to remain enrolled in the course. Please refer to the Field Manual for specifics on professional demeanor.

EMAIL POLICY

The Department of Social Work communicates with students via campus email. The student is advised to check their campus email daily for department communications, faculty messages to the student, etc. Failure to do so will not absolve the student from the responsibility of knowledge or action indicated by such communication.

SITE VISITS

The Faculty Field Liaison will schedule at least one in-person or video conferencing (*see required equipment and materials below) visit to the field agency during your field placement to discuss the student's performance. The Field Instructor, student and the Field Liaison will participate in this visit. Additional visits may be scheduled should the Field Instructor, the student or the Faculty Field Liaison feel that it is needed.

During the visit, the Faculty Field Liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ACADEMIC DISHONESTY

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>.

When a student cheats or commits plagiarism, university policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (657) 278-3211. Refer questions regarding this policy to the instructor.

SPECIAL NEEDS ISSUES

Students with a disability or other special needs, should know the University Disability Support Services Office (DSS) is on campus (UH-101, (657) 278-3117) to provide assistance and support <http://www.fullerton.edu/disabledservices/>. The DSS provides services and

counselors for students with mobility limitations, visual and hearing impairments, learning and other disabilities. In order to access services in a timely way, students must visit the DSS for more information and certification.

REQUIRED MATERIALS AND EQUIPMENT

Students will be expected to have access to a personal computer that will allow them to use the internet. Students are required to access Titanium for additional assignments or reading materials. The instructor may send email announcements through Titanium. The student is advised to access Titanium and their campus email frequently.

Please note that the University uses Microsoft Office 2007/2010 software. Students may be able to obtain software from the Titan Card desk at the Pollak Library.

*** Students are required to have access to video conferencing software such as Skype or Facetime to connect with the Faculty Field Liaison and the Field Instructor to discuss student progress during the semester.**

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. Each student should familiarize themselves with the University's emergency response procedures at http://www.fullerton.edu/emergencypreparedness/ep_students.html

MSW 541: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING & ASSIGNMENTS DUE
1	1/20 Martin Luther King, Jr. Day-Campus Closed	Field: 16 hours (adjust for holiday)	
2		Field: 16 hours	
3		Field: 16 Hours	
4		Field: 16 hours	
5	2/17 President's Day-Campus Closed	Field: 16 hours (adjust for holiday)	
6		Field: 16 hours	
7		Field: 16 hours	
8		Field: 16 hours	
9		Field: 16 hours	
10		Field: 16 hours	
	3/31 Caesar Chavez Day-Campus Closed 4/1-4 Spring Recess No Classes	Field: 16 hours (adjust for holiday)	
11		Field: 16 hours	
12		Field: 16 hours	
13		Field: 16 hours	
14	Portfolio Presentations	Field: 16 hours	
15	Portfolio Presentations	Field: 16 hours	
16	Finals Week		

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 542: ADVANCED SOCIAL WORK FIELD INSTRUCTION I**

3/25/2014

Instructor:**Days:****Office:****Time:****Hours:****Phone:****E-mail:****COURSE DESCRIPTION FROM THE CATALOG**

Continuation and intensification of supervised social work practice in a community agency with focus on advanced practice skills in community mental health or child welfare settings. Requires a weekly seminar and 16 hours per week agency placement.

COURSE OVERVIEW

Prerequisite: MSW 541 with a grade of B or better. Designed as the first of a two-semester advanced fieldwork course experience that focuses on the application and integration of micro- (i.e., individual), mezzo- (i.e., group), and macro-practice (i.e., agency or organizational) social work perspectives learned in the generalist/foundation courses in order to prepare students to learn and practice experientially in the field. Students will be introduced to the range of social work professional roles, social services infrastructure and policies, professional ethical standards, case management principles, and social work intervention modalities.

This learning will take place in two supportive, educationally-focused contexts: (1) weekly classroom sessions on campus with the Faculty Field Liaison/Instructor of this course (2-3 hours per session); and (2) in a supervised agency fieldwork setting (16 hrs/wk=250 hrs minimum) with their Community/Agency Field Instructor. Students will be assigned to a specific human service organization or social work agency within their chosen concentration where they will engage in fieldwork practice under the supervision of that agency's social work Field Instructor.

Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place, and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills, develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of both their field site supervisor (at the agency) and the fieldwork faculty instructor at the university for this course.

The classroom seminars on campus are designed to supplement and integrate the generalist/concentration content students receive in their concurrent courses in the first concentration semester of the graduate program. The integrative field seminar provides a framework for advanced social work practice. In specific, the classroom seminar is designed to:

- Advance students experience in social work practice and case management principles;
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice;
- Assist student's learning in understanding their cases in terms of applicable theories;
- Integrate experiences with all concentration courses;
- Create a support network for students;
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self;
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills;
- Address "gaps" between course work and social work practice experiences; and
- Develop the student's role as a competent and ethical social work professional.

OBJECTIVES

Students will identify learning activities and demonstrate skill development through participation in both the assigned field agency and the field seminar that are tied directly to the Concentration Year Comprehensive Skills Evaluation. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice. The competencies measured are:

1. Professionalism: Intern identifies self as a professional social worker and conducts her/himself accordingly (EPAS 2.1.1)
2. Ethics: Intern applies social work ethical principles to guide her/his professional practice (EPAS 2.1.2)
3. Thinking and judgment: Intern applies critical thinking to inform and communicate professional judgment (EPAS 2.1.3)
4. Cultural competency: Intern engages diversity and difference in practice (EPAS 2.1.4)

5. Social justice: Intern advances human rights and social and economic justice (EPAS 2.1.5)
6. Evidence-based practice: Intern engages in research-informed practice and practice-informed research (EPAS 2.1.6)
7. Person in environment: Intern applies knowledge of human behavior and the social environment (EPAS 2.1.7)
8. Policy: Intern engages in policy practice to advance social and economic well-being and deliver effective social work services (EPAS 2.1.8)
9. Current trends: Intern responds to contexts that shape practice (EPAS 2.1.9)
10. Practice skills: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

TEXTS

Dillon, C. (2003) Learning From Mistakes in Clinical Practice. Belmont, CA: Brooks/Cole.
 NASW, California Chapter website: <http://www.naswca.org>.

National Association of Social Workers (NASW) Code of Ethics (1999). Washington, D.C.:
 Author: NASW Delegate Assembly. Search www.socialworkers.org.

Nichols, Q. (2012). Advancing Core Competencies: Emphasizing Practice Behaviors and Outcomes (1st ed.) Upper Saddle River, N.J.: Pearson

Wicks, R. (2008). The Resilient Clinician. New York, NY: Oxford University Press.

MSW Program Field Education Handbook, available on CSUF MSW Program Website:
<http://hhd.fullerton.edu/msw/fieldwork/htm>

Additional handouts will be provided or posted throughout the semester as they are pertinent to topics.

COURSE FORMAT

The format of the course is twofold:

1. Classroom seminar will consist of short seminar lectures, in-class seminar discussions of the topic of the day, interactive group exercises/role plays and student case discussions. Students will also have assignments designed to evaluate their professional development, identity as a social worker, and clinical skill set.
2. Field Placement will consist of 16 hours per week in a community agency under the supervision of a qualified field instructor. The student will participate in one-to-one supervisions (one hour per week minimum) with their assigned agency field

instructor. For those students in an agency that also provides group supervision, the student is required to attend.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

7. **Field Placement**: The student will be assigned to a field agency for the academic year. The student will be supervised in the agency by a qualified social work Field Instructor for 16 hours each week for the academic year (a minimum of 300 hours must be accrued for the spring semester). The student will have a minimum of one hour weekly supervision with the Field Instructor. Should the agency also offer group supervision, the student will attend.

The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:

- Micro-Practice:
 - Assignment to three to four individual client cases
 - Completion of comprehensive psychosocial assignments for each client
 - Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency
 - Mezzo-Practice:
 - Assignment to at least one family case
 - Participation in one group experience includes one of the following: educationally focused groups (e.g. parenting class); therapeutically focused groups; socialization groups; discussion groups.
 - Macro-Practice:
 - Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
 - Plan and implement a staff training on a topic to be determined by the student in consultation with the Field Instructor that will provide new information to enhance service delivery within the program/agency.
8. **Process Recordings**: The student will be required to complete ten (10) process recordings during the semester. The Field Instructor will give feedback to the student. There are a variety of process recording forms that may be utilized. The student should consult the Field Instructor for the preferred format.
 9. **Self-Reflection Journal**: The student will journal weekly about their field experience, focusing primarily on the emotions, judgments and dilemmas that occur. The student will journal on these two questions:

- a. What was the most important thing I learned this week and why was it so important?
- b. What did I do for self-care this week?

The Self-Reflections Journal is to be submitted to the Faculty Field Liaison. The Faculty Field Liaison will discuss the format for submission of the journal and the dates for submission in class.

10. **Learning Agreement Plan:** The student will identify, in consultation with the Field Instructor, learning activities that will assist the student in developing mastery of the ten competencies. The Faculty Field Liaison will review this plan for completeness and appropriateness. The Learning Plan is found on the program website: <http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>
11. **Learning Portfolio:** The student will submit and present to the Faculty Field Liaison a cumulative portfolio that demonstrates how the student has internalized and demonstrated each of the ten competencies. The student may incorporate any and all of the above planned assignments and assignments from other Foundation courses to demonstrate integration of theory. The student will address each competency in a short narrative followed by examples of work that demonstrate progress in mastery of the competency.
12. **Student's Fieldwork Evaluation by the Faculty Liaison:** The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement, and making suggestions for special attention or intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation tool is found on the website (<http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>) and will be completed by the Field Instructor, the student, and the Faculty Field Liaison.

GRADING POLICY FOR THE COURSE

MSW 542 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.00 grade points. No Credit shall mean work that falls below (2.99 or lower) the standard. The grade will be based on the student's performance on the above mentioned planned assignments.

Specific determination of this grade rests with the Faculty Field Liaison/Instructor of this course in consultation with the agency field instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the field work class seminars;

2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar;
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor; and
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area and there is not much evidence that the expectations will be met in the near future

1 = Intern has not yet met the expectations in this area but there is evidence that the expectations will be met in the near future

2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven

3 = Intern understands the concept and has consistently met the expectations in this area

4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale above will be applied, using the Comprehensive Skills Evaluation, by both the agency Field Instructor and the Faculty Field Liaison. Students are expected to perform at Level 2 or Level 3 for the Fall semester.

The CSUF Department of Social Work Field Faculty serve as gatekeepers to the profession of Social Work, and have high standards for the delivery of quality services to clients, agencies and communities. The Field Seminars and Field Placement are performance-based courses and students will be evaluated according to demonstrated learning of the 10 competencies. The rubric for grades, based on demonstration of internalization and demonstration of the 10 competencies is as follows:

3. A grade of "CR" reflects the student who is performing as expected for the Concentration Year (Level 2 and 3). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Faculty Field Liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.

4. A grade of “NC” reflects the student who is not performing within the level of expectation for the Concentration Year (Level 2 and 3). Examples would include the student whose performance in the field agency does not meet the expectations of the master’s level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Concurrence of the Faculty Field Liaison and the Director of Field Education is required to enroll in MSW 543.

ATTENDANCE

Field Agency:

No absences are permitted; If absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the Faculty Field Liaison. In *special circumstances*, a grade of Incomplete may be assigned and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the Faculty Field Liaison and the agreement by the Director of Field Education. If illness or other emergent circumstances necessitate absence, the student is **required** to contact both the Field Instructor and the Faculty Field Liaison on the day that the absence occurs, failure to do so will be reflected in the rating of performance.

Field Seminar:

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is **required** to contact the Faculty Field Liaison via email. The student will be **required** to attend the next week’s field seminar session. The Faculty Field Liaison may also assign make-up tasks. **Should any student be absent a second time, a meeting with the Field Director will be scheduled.**

CLASSROOM DECORUM

Field seminar is a process-oriented learning environment; sensitive and confidential issues are discussed and, therefore, a safe environment is required. Students are asked to silence mobile phones at the beginning of class. **Use of laptops is not permitted during field seminar.** Likewise, no **texting, Facebooking, Tweeting or other social networking will be permitted.** Violations of this policy will be reflected in the final grade for the course. Repeat offenders may be placed on behavioral contracts in order to remain enrolled in the course. Please refer to the Field Manual for specifics on professional demeanor.

EMAIL POLICY

The Department of Social Work communicates with students via campus email. The student is advised to check their campus email daily for department communications, faculty messages to the student, etc. Failure to do so will not absolve the student from the responsibility of knowledge or action indicated by such communication.

SITE VISITS

The Faculty Field Liaison will schedule at least one in-person or video conferencing (*see required equipment and materials below) visit to the field agency during your field placement to discuss the student's performance. The Field Instructor, student and the Field Liaison will participate in this visit. Additional visits may be scheduled should the Field Instructor, the student or the Faculty Field Liaison feel that it is needed.

During the visit, the Faculty Field Liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ACADEMIC DISHONESTY

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>.

When a student cheats or commits plagiarism, university policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (657) 278-3211. Refer questions regarding this policy to the instructor.

SPECIAL NEEDS ISSUES

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MSW 542: 16-WEEK SCHEDULE

(15 weeks of instruction plus 1 exam week)

WEEK	TOPIC(S)	ACTIVITIES	READINGS AND ASSIGNMENTS
1	Orientation to Advanced Social Work Practice Review course syllabus Clarification of expectations/due dates Discuss field learning competencies	All students attend	Located on CSUF Website MSW Social Work Graduate Field Manual; Concentration Year Learning Plan and Comprehensive Skills Evaluation Learning Plan and CalSEWC Comprehensive Skills Evaluation
Begin field placement: ALL SECTIONS Labor Day: Campus Closed			
2	Self Awareness and professional self Agency orientation and effective engagement in agency setting	Section 1 All students Field: 16 hours	Dillon, Ch 1 Nichols Professional Demeanor and Professional Roles and Boundaries
3	Self Awareness and professional self Agency orientation and effective engagement in agency setting	Section 2 All students Field: 16 hours	Dillon, Ch 1 Nichols Professional Demeanor and Professional Roles and Boundaries

WEEK	TOPIC(S)	ACTIVITIES	READINGS AND ASSIGNMENTS
4	Tailoring individual learning: Learning Plan Discussion of orientation and agency profiles	Section 1 All students Field: 16 hours	Dillon, Ch 2 Nichols Ch 3 Apply critical thinking to inform and communicate professional judgments.
5	Tailoring individual learning: Learning Plan Discussion of orientation and agency profiles	Section 2 All students Field: 16 hours	Dillon, Ch 2 Nichols Ch 3 Apply critical thinking to inform and communicate professional judgments.
6	Application of bio-psycho-social framework for assessment Demonstrate advanced skills in engagement, developing the relationship and use of motivational interviewing to address ambivalence	Section 1 All students Field: 16 hours REVIEW PRESENTATION REQUIREMENTS; DATES AND TOPICS SELECTED	Dillon, Ch. 3 Wick's Introduction and Chap. 1 Written assignment: Brief discussion paper: (1-2 pages max) Personal observations about your chronic and secondary stressors: strategies for self care ***ALL SECTIONS: DUE Learning Plan
7	Application of bio-psycho-social framework for assessment Demonstrate advanced skills in engagement, developing the relationship and use of motivational interviewing to address ambivalence	Section 2 All students Field: 16 hours REVIEW PRESENTATION REQUIREMENTS; DATES AND TOPICS SELECTED	Dillon, Ch. 4 Wick's Introduction and Chap. 1 Written assignment: Brief discussion paper: (1-2 pages max) Personal observations about your chronic and secondary stressors: strategies for self care

WEEK	TOPIC(S)	ACTIVITIES	READINGS AND ASSIGNMENTS
8	Assessment and diagnosis: case conferences Use of strengths perspective High Risk Assessment Mental Status Exam	Section 1 Field: 16 hours	Wick's brief discussion paper on stressors and self care DUE ALL SECTIONS
9	Assessment and diagnosis: case conferences Use of strengths perspective High Risk Assessment Mental Status Exam	Section 2 Field: 16 hours	Presentation 1: 1 hour to include topic presentation, discussion and questions
10	Cultural assessment, treatment and intervention Specifics of cultural assessment and treatment Fostering economic and social justice	Section 1 Field: 16 hours	Presentation 1: 1 hour to include topic presentation, discussion and questions Nichols, Ch 4 Engage diversity and difference in practice
11	Cultural assessment, treatment and intervention Specifics of cultural assessment and treatment Fostering economic and social justice	Section 2 Field: 16 hours Sign up for portfolio review with Field Liaison	Presentation 2: 1 hour to include topic presentation, discussion and questions Nichols, Ch 4 Engage diversity and difference in practice
12 Veteran's Day: CAMPUS CLOSED	Family development and family therapy	Section 1 Field: 16 hours Sign up for portfolio review with Field Liaison	Presentation 2: 1 hour to include topic presentation, discussion and questions Wick's, Ch 2 Write a brief discussion paper (1-2 pgs max) on enhancing resilience in your practice

WEEK	TOPIC(S)	ACTIVITIES	READINGS AND ASSIGNMENTS
13		Section 2 Field: 16 hours	Wick's, Ch 2 Write a brief discussion paper (1-2 pgs max) on enhancing resilience in your practice
14	Fall Recess Thanksgiving Holiday: CAMPUS CLOSED		
15	Social Work competencies demonstrated in written summaries and portfolio selections	Section 1 Field: 16 hours Sign up for portfolio review with Field Liaison	Presentation 3: 1 hour to include topic presentation, discussion and questions
16	Social Work competencies demonstrated in written Summaries and portfolio selections	Section 2 Field: 16 hours Sign up for portfolio review with Field Liaison	Wick's Ch 2 Resiliency discussion paper DUE ALL SECTIONS Portfolio Review by appointment
	Semester Examinations Week		***ALL SECTIONS DUE: Comprehensive Skills Evaluation Completed 250 field hours signed off by field instructor

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 543: ADVANCED SOCIAL WORK FIELD INSTRUCTION II**

3/25/2014

Instructor:**Days:****Office:****Time:****Hours:****Phone:****E-mail:****COURSE DESCRIPTION FROM THE CATALOG**

Continuation and intensification of supervised social work practice in a community agency with focus on advanced practice skills in community mental health or child welfare settings. Requires a weekly seminar and 16 hours per week agency placement.

COURSE OVERVIEW

Prerequisite: MSW 542. Designed as the second of a two-semester advanced fieldwork course experience that focuses on the application and integration of micro (i.e., individual), mezzo (i.e., group), and macro-practice (i.e., agency or organizational) social work perspectives learned in the generalist/foundation courses in order to prepare students to learn and practice experientially in the field. Students will be introduced to the range of social work professional roles, social services infrastructure and policies, professional ethical standards, case management principles and social work intervention modalities.

This learning will take place in two supportive, educationally-focused contexts: (1) weekly classroom sessions on campus with the Faculty Field Liaison/Instructor of this course (2-3 hours per session); and (2) in a supervised agency fieldwork setting (16 hrs/wk 300 hours minimum) with their community/agency Field Instructor. Students will be assigned to a specific human service organization or social work agency where they will engage in fieldwork practice under the supervision of that agency's social work Field Instructor.

Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place, and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills, develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of both their field site supervisor (at the agency) and the fieldwork faculty instructor at the university for this course.

The classroom seminars on campus are designed to supplement and integrate the generalist/concentration content students receive in their concurrent courses in the first concentration semester of the graduate program. The integrative field seminar provides a framework for advanced social work practice. In specific, the classroom seminar is designed to:

- Advance students experience in social work practice and case management principles;
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice;
- Assist student's learning in understanding their cases in terms of applicable theories;
- Integrate experiences with all concentration courses;
- Create a support network for students;
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self;
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills;
- Address "gaps" between course work and social work practice experiences; and
- Develop the student's role as a competent and ethical social work professional.

OBJECTIVES

Students will identify learning activities and demonstrate skill development through participation in both the assigned field agency and the field seminar that are tied directly to the Concentration Year Comprehensive Skills Evaluation. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice. The competencies measured are:

- 1 Professionalism: Intern identifies self as a professional social worker and conducts her/himself accordingly (EPAS 2.1.1)
- 2 Ethics: Intern applies social work ethical principles to guide her/his professional practice (EPAS 2.1.2)
- 3 Thinking and judgment: Intern applies critical thinking to inform and communicate professional judgment (EPAS 2.1.3)
- 4 Cultural competency: Intern engages diversity and difference in practice (EPAS 2.1.4)

- 5 Social justice: Intern advances human rights and social and economic justice (EPAS 2.1.5)
- 6 Evidence-based practice: Intern engages in research-informed practice and practice-informed research (EPAS 2.1.6)
- 7 Person in environment: Intern applies knowledge of human behavior and the social environment (EPAS 2.1.7)
- 8 Policy: Intern engages in policy practice to advance social and economic well-being and deliver effective social work services (EPAS 2.1.8)
- 9 Current trends: Intern responds to contexts that shape practice (EPAS 2.1.9)
- 10 Practice skills: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

TEXTS

Dillon, C. (2003) Learning From Mistakes in Clinical Practice. Belmont, CA: Brooks/Cole.
NASW, California Chapter website: <http://www.naswca.org>.

National Association of Social Workers (NASW) Code of Ethics (1999). Washington, D.C.:
Author: NASW Delegate Assembly. Search www.socialworkers.org.

Nichols, Q. (2012). Advancing Core Competencies: Emphasizing Practice Behaviors and Outcomes (1st ed.) Upper Saddle River, N.J.: Pearson

Wicks, R. (2008). The Resilient Clinician. New York, NY: Oxford University Press.

MSW Program Field Education Handbook, available on CSUF MSW Program Website:
<http://hhd.fullerton.edu/msw/fieldwork/htm>

Additional handouts will be provided or posted throughout the semester as they are pertinent to topics.

COURSE FORMAT

The format of the course is twofold:

- 1 Classroom seminar will consist of short seminar lectures, in-class seminar discussions of the topic of the day, interactive group exercises/role plays and student case discussions. Students will also have assignments designed to evaluate their professional development, identity as a social worker, and clinical skill set.
- 2 Field Placement will consist of 16 hours per week in a community agency under the supervision of a qualified field instructor. The student will participate in one-to-one

supervisions (one hour per week minimum) with their assigned agency field instructor. For those students in an agency that also provides group supervision, the student is required to attend.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

- 1 **Field Placement**: The student will be assigned to a field agency for the academic year. The student will be supervised in the agency by a qualified social work Field Instructor for 16 hours each week for the academic year (a minimum of 300 hours must be accrued for the spring semester). The student will have a minimum of one hour weekly supervision with the Field Instructor. Should the agency also offer group supervision, the student will attend.
- 2 The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:
 - a. Micro-Practice:
 - i. Assignment to three to four individual client cases
 - ii. Completion of comprehensive psychosocial assignments for each client
 - iii. Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency
 - b. Mezzo-Practice:
 - i. Assignment to at least one family case
 - ii. Participation in one group experience includes one of the following: educationally focused groups (e.g. parenting class); therapeutically focused groups; socialization groups; discussion groups.
 - c. Macro-Practice:
 - i. Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
 - ii. Plan and implement a staff training on a topic to be determined by the student in consultation with the Field Instructor that will provide new information to enhance service delivery within the program/agency.
- 3 **Process Recordings**: The student will be required to complete ten (10) process recordings during the semester. The Field Instructor will give feedback to the student. There are a variety of process recording forms that may be utilized. The student should consult the Field Instructor for the preferred format.

- 4 **Self-Reflection Journal:** The student will journal weekly about their field experience, focusing primarily on the emotions, judgments and dilemmas that occur. The student will journal on these two questions:
 - a. What was the most important thing I learned this week and why was it so important?
 - b. What did I do for self-care this week?
 - c. The journal is to be submitted to the Faculty Field Liaison. The Faculty Field Liaison will discuss the format for submission of the journal and the dates for submission in class.

- 5 **Learning Agreement Plan:** The student will identify, in consultation with the Field Instructor, learning activities that will assist the student in developing mastery of the ten competencies. The Faculty Field Liaison will review this plan for completeness and appropriateness. The Learning Plan is found on the program website: <http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>

- 6 **Learning Portfolio:** The student will submit and present to the Faculty Field Liaison a cumulative portfolio that demonstrates how the student has internalized and demonstrated each of the ten competencies. The student may incorporate any and all of the above planned assignments and assignments from other Foundation courses to demonstrate integration of theory. The student will address each competency in a short narrative followed by examples of work that demonstrate progress in mastery of the competency.

- 7 **Student's Fieldwork Evaluation by the Faculty Liaison:** The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement, and making suggestions for special attention or intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation tool is found on the website (<http://hhd.fullerton.edu/msw/Fieldwork/Forms.htm>) and will be completed by the Field Instructor, the student, and the Faculty Field Liaison.

GRADING POLICY FOR THE COURSE

MSW 543 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.00 grade points. No Credit shall mean work that falls below (2.99 or lower) the standard. The grade will be based on the student's performance on the above mentioned planned assignments.

Specific determination of this grade rests with the Faculty Field Liaison/Instructor of this course in consultation with the agency field instructor, and is based on the following criteria:

1. *Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the field work class seminars;*
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar;
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor; and
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area and there is not much evidence that the expectations will be met in the near future

1 = Intern has not yet met the expectations in this area but there is evidence that the expectations will be met in the near future

2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven

3 = Intern understands the concept and has consistently met the expectations in this area

4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale above will be applied, using the Comprehensive Skills Evaluation, by both the agency Field Instructor and the Faculty Field Liaison. Students are expected to perform at Level 3 or Level 4 for the spring semester.

The CSUF Department of Social Work Field Faculty serve as gatekeepers to the profession of Social Work, and have high standards for the delivery of quality services to clients, agencies and communities. The Field Seminars and Field Placement are performance-based courses and students will be evaluated according to demonstrated learning of the 10 competencies. The rubric for grades, based on demonstration of internalization and demonstration of the 10 competencies is as follows:

1. A grade of "CR" reflects the student who is performing as expected for the Concentration Year (Level 3 and 4). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Faculty Field Liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or

will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.

2. A grade of “NC” reflects the student who is not performing within the level of expectation for the Concentration Year (Level 3 and 4). Examples would include the student whose performance in the field agency does not meet the expectations of the master’s level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Completion of all Field Requirements is mandatory for graduation.

ATTENDANCE

Field Agency:

No absences are permitted; If absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the Faculty Field Liaison. In *special circumstances*, a grade of Incomplete may be assigned and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the Faculty Field Liaison and the agreement by the Director of Field Education. If illness or other emergent circumstances necessitate absence, the student is **required** to contact both the Field Instructor and the Faculty Field Liaison on the day that the absence occurs, failure to do so will be reflected in the rating of performance.

Field Seminar:

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is **required** to contact the Faculty Field Liaison via email. The student will be **required** to attend the next week’s field seminar session. The Faculty Field Liaison may also assign make-up tasks. **Should any student be absent a second time, a meeting with the Field Director will be scheduled.**

CLASSROOM DECORUM

Field seminar is a process-oriented learning environment; sensitive and confidential issues are discussed and, therefore, a safe environment is required. Students are asked to silence mobile phones at the beginning of class. **Use of laptops is not permitted during field seminar.** Likewise, no **texting, Facebooking, Tweeting or other social networking will be permitted.** Violations of this policy will be reflected in the final grade for the course. Repeat offenders may be placed on behavioral contracts in order to remain enrolled in the course. Please refer to the Field Manual for specifics on professional demeanor.

EMAIL POLICY

The Department of Social Work communicates with students via campus email. The student is advised to check their campus email daily for department communications, faculty messages to the student, etc. Failure to do so will not absolve the student from the responsibility of knowledge or action indicated by such communication.

SITE VISITS

The Faculty Field Liaison will schedule at least one in-person or video conferencing (*see required equipment and materials below) visit to the field agency during your field placement to discuss the student's performance. The Field Instructor, student and the Field Liaison will participate in this visit. Additional visits may be scheduled should the Field Instructor, the student or the Faculty Field Liaison feel that it is needed.

During the visit, the Faculty Field Liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ACADEMIC DISHONESTY

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MSW 543: 16-WEEK SCHEDULE

(15 weeks of instruction plus 1 exam week)

WEEK	TOPIC(S)	ACTIVITIES
1	1/20 Martin Luther King, Jr. Day-Campus Closed	Field: 16 hours (adjust for holiday)
2		Field: 16 hours
3		Field: 16 hours
4		Field: 16 hours
5	2/17 President's Day-Campus Closed	Field: 16 hours (adjust for holiday)
6		Field: 16 hours
7		Field: 16 hours
8		Field: 16 hours
9		Field: 16 hours
10		Field: 16 hours
11	3/31 Caesar Chavez Day- Campus Closed	Field: 16 hours (adjust for holiday)
12		Field: 16 hours
13		Field: 16 hours
14		Field: 16 hours
15		Field: 16 hours
16		Field: 16 hours
17	Semester Examinations Week	

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 550: SOCIAL WORK PRACTICE WITH DIVERSE
POPULATIONS**

3/25/2014

Instructor:**Days:****Office:****Time:****Hours:****Phone:****E-mail:****COURSE DESCRIPTION FROM THE CATALOG**

This course prepares social workers in training to examine diversity issues related to disadvantaged client groups based on race, ethnicity, gender, sexual orientation, age, disability, and immigration status. Focus is on ecological perspective, diversity-sensitive practice, advocacy, and empowerment of vulnerable clients.

We will consider diversity issues from the perspective of history, societal/institutional organization and structure, and the way in which power and oppression have shaped the experiences and identities of individuals and groups. Because diversity competence requires introspection and self-awareness, students will be encouraged to consider the way in which diversity issues are shaped and filtered through the lens of personal experiences and culture through assignments and class discussion.

It is recognized that “diversity competence” is an elusive and generally unattainable goal. Rather, this course will provide students with a process and a structure for gaining a measure of diversity competence which can be used in working with any group in any setting and professional context. Especially, this course will focus on the special commitment of our profession to members of oppressed and vulnerable groups in our society. NASW’s Code of Ethics and Standards for Culturally Competent Practice will serve as the framework for our studies.

STUDENT LEARNING GOALS AND COURSE OBJECTIVES

Upon completion of the course, students will:

1. Strengthen their understanding of personal identity and its impacts on their relationships with clients by passing with a grade of B or higher on Cultural Autobiography assignment (EPAS 2.1.1);

2. Demonstrate capacity to perceive diverse viewpoints of clients, community, and others in cases of value conflict by applying professional practice principles. Student completes the quizzes (3) with an 80% grade or higher, on average, indicating their understanding of competence in diversity of values in practice at all levels (EPAS 2.1.2);
3. Demonstrate ability to understand the effects of individual variation in human development process and its importance in shaping life experiences among the diverse client groups. Student receives an average of B or higher on Population Immersion Study (EPAS 2.1.4);
4. Demonstrate a working understanding of the role and function of social, political and economic factors as the underlying mechanisms of oppression and discrimination. Student receives an average of B or higher on Population Immersion Study and passes quizzes (3) with an 80% grade or higher, on average (EPAS 2.1.5);
5. Demonstrate ability to apply conceptual framework to social environments as part of interventions, assessment, and evaluation. Student passes quizzes (3) with an 80% grade or higher, on average (EPAS 2.1.7);
6. Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs. Student develops assessment skills by employing the Culturagram and passes quizzes (3) with an 80% grade or higher, on average (EPAS 2.1.10).

COURSE FORMAT

It is the instructor's belief that self-awareness and the need to focus on issues of diversity is a life-long task, and that the primary educational goals of the course are to assist each participant to develop an awareness of the role of diversity issues in the daily life of every person, and to develop both competence and confidence in her/his ability to fully address these issues in professional practice.

Because diversity issues tend to occur in a relationship context, the teaching methods used in this course will center primarily on classroom discussion of reading and current issues in diversity, lectures to supplement reading and to present theoretical grounding, classroom exercises, and film. The primary emphasis will be on interactive learning.

COURSE POLICY

Students are responsible for all material covered in class and all assignments on the syllabus. Assignments must be completed by the due dates which appear on the syllabus. No late papers will be accepted. All written work must be proofread and typed in the APA style.

Attaining a measure of professional cultural competence is a complex task, involving both sharing personal insights and listening to the experiences of others. Regular class attendance and participation are part of each student's final grade. Students are granted one absence without penalty; each subsequent absence will result in a two-point deduction from the student's participation grade. Excessive tardiness will also affect a student's class participation score. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail to the instructor is appreciated.

Make-up quizzes will only be permitted under extenuating circumstances. Students are responsible for contacting the instructor and scheduling a time for the make-up quiz.

It is not necessary to use a laptop computer in this class. However, some students prefer to take notes in this manner. If you decide to use a laptop in lecture, please be mindful that some students are distracted by the noise of typing or computers. The instructor may also remind students periodically that laptops are not to be used for internet browsing or e-mail during class time. Students must turn off cell phones or keep them in a vibrating position for emergencies only, and refrain from sending text messages during class time.

REQUIRED TEXT AND READINGS

Rothman, J. (2008). *Cultural competence in process and practice: Building bridges*. Boston: Allyn and Bacon.

Other assigned readings will be available on TITANium.

Course Assignments/Requirements

1. Cultural Autobiography	(50 pts; 25%)
2. Population Immersion Study	(60 pts; 30%)
3. Oral Presentation	(10 pts; 5%)
4. 3 Quizzes	(20 pts each, 60 pts total; 30%)
5. Class Participation	(20 pts; 10%)
Total	200 points (100%)

GRADING SCALE:

Grading will be on a straight scale as specified:

Final Course Grade	A+	200-194
	A	193-187
	<u>A-</u>	<u>186-180</u>
	B+	179-174
	B	173-167
	<u>B-</u>	<u>166-160</u>

C+	159-154
C	153-147
C-	146-140
D+	139-134
D	133-127
D-	126-120
F	below 120

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Guidelines for Course Assignments

1. Cultural Autobiography (50 pts; 25%)

A cultural autobiography is a summary of the major influences on your personal cultural lens and the value systems and beliefs that are embedded in your unique lens. These influences may come from your social locations related to race, ethnicity, religion, social class, gender, or sexuality, but may also be related to pivotal experiences, or identity shifts such as becoming a parent, or moving away from home. In this assignment, you

have the opportunity to incorporate your thinking about “self-awareness” into your uniquely written personal narrative. Use the assignment to clarify the foundations of your cultural lens – those learned through your childhood – along with the changes that have occurred in your value systems, beliefs, and worldviews over time.

In this assignment, you will have the opportunity **to apply principles derived from the readings and lectures while describing the development and evolution of your cultural lens over time.** Your narrative will describe the unique cultural environments of your formative years and later development. It will explore how your personal values have been shaped by your culture, noting which of those values you have maintained and which you have discarded.

While pieces of this assignment may feel very personal in nature, be assured that your autobiography will be treated sensitively and confidentially by the instructor. In the final analysis, you are the judge of what you are comfortable discussing about your identity formation in order to assist the reader in understanding your unique cultural lens. Deep thinking about your own cultural identity will, in turn, deepen appreciation for the cultural identity of others, bringing greater understanding, acceptance, respect, and empathy. Although the paper will necessarily be graded, the purpose of the assignment is a close examination of your own cultural experience in order to further the critical self-awareness process and to increase sensitivity to the cultural experiences of others.

The outline below should serve as a *general* guide in the development of your cultural autobiography.

1. Describe your family of origin including information on:
 - a) Composition (who is considered family, who lived in the household, etc.)
 - b) Cultural/ethnic identity and heritage
 - c) Your neighborhood
 - d) Other important factors, e.g., social class, religion, disabilities, etc.
2. What is your first recollection about your cultural background? In other words, how did you come to identify with any group and to learn that there are “others”? Who were (are) defined as “outsiders” and “insiders” by your family or group? Do you recall “journeying out of your own world” and entering the mainstream?
3. What went into the formation of your ideas in regard to your own physical appearance, and what did you consider to be attractive and unattractive?
4. Who were your friends when growing up? Who lived in your neighborhood? Who was a “desirable” friend to bring home? How did you select your dates, roommates, and partners? How did these choices relate?
5. Can you relate any of your tastes in food, music, art, clothes, furnishings, activities and games to culture or class? What about modes of expression (i.e., language accent, proverbs)?

6. What were the main values that you were taught? Make a distinction between the explicit and implicit values you were taught/learned. How were you taught these values?
7. What messages did you receive about how children “should” behave in regard to sex roles and gender identity, and how did this influence your sense of your current gender identity and/or sexual orientation?
8. How do you perceive the relative power position(s) of particular individuals in your family or group as related to their culture, gender, and class? How do these individuals vary in power and decision-making authority?
9. Which values and cultural norms have you retained as part of your current value system and which have you rejected and why?
10. How do the above experiences affect, influence, and even bias your effectiveness as a social worker in your relationships with your clients, colleagues, and organizations? (This is the most important question of this writing assignment.)

The Cultural Autobiography is due in class Week 6 (Sept. 30, 2013). The assignment should be 7-8 double-spaced typed pages.

2. Population Immersion Study Paper (60 pts; 30%)

The purpose of this assignment is 1) to prepare you for diversity sensitive practice through the knowledge acquisition process that can be applied to any group in any context and 2) to assist you in developing professional competence in regard to a specific population.

Guidelines:

- Select a population which is *served by your field placement agency*, and is *different* from your own in terms of race, ethnicity, gender, sexual orientation, religion, worldview, social class, and/or ability.
- Learn about the history of your selected population, especially the history in the United States. You may use articles, books, the internet, or any other sources. If possible, include information about your population from the latest Census.
- Read an autobiography, a biography, or a story based on true experiences by or about a member of this population. You may choose any book that interests you. If you are uncertain about your choice, please ask the instructor for assistance. In order to maximize your learning from this portion of your assignment, your chosen reading should be a full-length book and not an article, or a short story.

- View a film by or about your chosen population.
- Attend an event which is culture-specific to your population. Ethnic fairs and festivals, religious services, gay or straight gatherings, support group meetings, and community meetings are examples of the kinds of events to select. You should choose an event where members of your chosen population are the majority. While you are at the event, observe the reaction of others to you, and yours to them. Look inward to your feelings about this experience, and your sensitivity to others' reactions to your presence. Select an activity at which you will be at least somewhat at ease – and *always safe!*
- Interview a member of your population. You may choose a classmate, a friend, someone you meet at the event, or someone you contact for this specific purpose. Ask them about their experiences being a member of this group. Please **do not** use a client as your interviewee, as the nature of the client/worker power and trust relationship might affect the interview process. Ensure the privacy and confidentiality of your interviewee by disguising their identity in your written work and limiting the information you share with classmates or others about your interviewee.
- In **8-10 double-spaced typed pages**, discuss your experiences with each of the parts of this assignment and your reactions to them, carefully delineating each part, what you did/read/watched/asked, and your sources.
- **Your final section should synthesize all your experiences and insights regarding the population you have explored, tying them with course reading and lecture materials.** (This is the most important part of this assignment.)
- Please be sure to include references.
- The assignment is due **December 16, 2013.**

3. Quizzes (60 pts; 30% total)

A series of three quizzes will allow students to demonstrate critical thinking capacities with regard to analysis of material presented in readings and lectures throughout the semester. Multiple choice and short answer questions will assess mastery of concepts presented in the course materials and allow for demonstration of critical connections between the readings and lectures. The goal of the quizzes is to measure not only understanding of the material but also critical engagement that allows students to draw connections with over-arching themes. Quizzes will take place at the beginning of classes on scheduled dates. Each quiz is comprised of 15-20 multiple choice/short answer questions and is worth 20 point.

4. Student led discussion on the readings (Optional; 15-20 min; 10 pts extra credit)

As social workers, we are often asked to lead peer discussion in matters of personal and social significance that affect our clients (be it individual or community). This exercise asks you to lead discussion on significant readings to demonstrate your analytical abilities, and capacity to engage others in conversation. You will want to do the following:

- Consider presenting on 1 assigned reading for 8-10 minutes.
- Develop 3 probing questions for class discussion that help your peers engage in the heart of the reading.
- Email questions to professor 3 days in advance of the class.
- Demonstrate mastery of the reading material in order to support your peers' deepened appreciation for the points of view expressed in the readings.

MSW 550: 16-WEEK SCHEDULE

(15 weeks of instruction plus 1 exam week)

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Introduction to course Perspectives on social work's relationship to diversity and oppression NASW Standards for Cultural Competence in Social Work Self-awareness Review assignments and Sign Ups	Rothman, J.C. (2008). Part 1, Chapter 1, (pp. 7-16). Goldberg, M. (2000). Conflicting principles in multicultural social work. <i>Families in Society</i> , 81(1), 12-21. Potocky, M. (1997). Multicultural social work in the United States. <i>International Social Work</i> , 40(3), 315-326. NASW (2001). <i>Standards for cultural competence in social work practice</i> . Washington, DC: NASW Press.
2	Labor Day – No Class	
3	Dynamics of power and domination Oppression and privilege Ethnic pluralism, stratification, and ethnic conflict Film: “Color of Fear”	Rothman, J.C. (2008). Part 1, Chapters 2-3 (pp. 17-29). Van Voorhis, R.M. (1998). Culturally relevant practice: A framework for teaching the psychosocial dynamics of oppression. <i>Journal of Social Work Education</i> , 34(1), 121-134. Cole, E.R., & Omari, S.R. (2003). Race, class and the dilemmas of upward mobility for African Americans. <i>Journal of Social Issues</i> , 59(4), 785-802. McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. <i>Independent School</i> , 49(2), 10-12. Lipsitz, G. (1998). The possessive investment in Whiteness. In G.Lipsitz, <i>The possessive investment in Whiteness: How White people profit from identity politics</i> (pp. 1-23). Philadelphia, PA: Temple University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
4	Multicultural perspective Personal identity, stereotypes, and biases Psychosocial responses to oppression Student Led Discussion	Rothman, J.C. (2008). Part 1, Chapters 4-7 (pp. 30-62). O'Donoghue, M. (2004). Racial and ethnic identity development in white mothers of biracial, black-white children. <i>Affilia</i> , 19(1), 68-84. McCubbin, L.D., & McCubbin, H.I. (2005). Culture and ethnic identity in family resilience: Dynamic processes in trauma and transformation of indigenous people. In M. Ungar (Ed.), <i>Handbook for Working with Children and Youth: Pathways to Resilience Across Cultures and Contexts</i> (pp. 27-44). Thousand Oaks, CA: Sage. Champagne, D., & Zuniga, M. (1997). Does the focus on multiculturalism emphasize differences and foster racial/ethnic stereotypes? In Diane deAnda (Ed.). <i>Controversial Issues in Multiculturalism</i> (pp. 27-40). Boston, MA: Allyn and Bacon.
5	Preserving cultural heritage Acculturation and accommodation Ethnocultural perspectives Student Led Discussion QUIZ #1	Fellin, P., & Erera, P. (1997). Should facilitating acculturation be a goal in working with immigrant populations? In Diane deAnda (Ed.). <i>Controversial Issues in Multiculturalism</i> (pp. 212-224). Boston: Allyn and Bacon. Treas, J., & Mazumdar, S. (2004). Kinkeeping and caregiving: Contributions of older people in immigrant families. <i>Journal of Comparative Family Studies</i> , 35(1), 105-122. George, D., & Yancey, G. (2004). Taking stock of America's attitudes on cultural diversity: An analysis of public deliberation on multiculturalism, assimilation and intermarriage. <i>Journal of Comparative Family Studies</i> , 35(1), 1-19. Gibson, P.A., & McRoy, R.G. (2004). Cultural maintenance: Building on the common heritage of Black families. In E.M. Freeman and S.L. Logan (Eds.).

WEEK	TOPIC(S)	READING ASSIGNMENTS
5 (cont'd)		<p><i>Reconceptualizing the Strengths and Common Heritage of Black Families</i> (pp. 237-265). Springfield, IL: Charles C. Thomas.</p> <p>Cardona, J. R. P., Wampler, R.S., & Busby, D.M.(2004). Acculturation versus cultural identity. In M. Rastogi and E. Wieling (Eds.). <i>Voices of Color: First-person Accounts of Ethnic Minority Therapists</i> (pp. 335-358), Thousand Oaks, CA: Sage.</p>
6	<p>Issues in assessment & diagnosis Culture bound syndromes Culturagram Empowerment and strengths perspective Student Led Discussion Cultural Autobiography Due</p>	<p>Rothman, J.C. (2008). Part 2, Chapter 8, Projects 1-4 (pp. 69-118).</p> <p>Ancis, J.R., Chen, Y., & Shultz, D. (2004). Diagnostic challenges and the so-called culture bound syndromes. In J.R. Ancis (Ed.), <i>Culturally responsive interventions</i> (pp. 197-209). New York: Brunner-Routledge.</p> <p>Malgady, R.G., & Zayas, L. H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. <i>Social Work</i>, 46(1), 39-49.</p> <p>de las Fuentes, C. (2003). Latinos and mental health: At least you should know this. In J.S. Mio and G.Y.Iwamasa (Eds.), <i>Culturally Diverse Mental Health</i> (pp. 159-172), New York: Brunner-Routledge.</p> <p>Rose, S.M. (2000). Reflections on empowerment-based practice. <i>Social Work</i>, 45(5), 403-412.</p> <p>Waller, M., & Patterson, S. (2002). Natural helping and resilience in a Dine (Navajo) community. <i>Families in Society</i>, 83(1), 73-84.</p> <p>Vera, E.M., & Shin, R.Q. (2006). Promoting strengths in a socially toxic world: Supporting resiliency with</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
6 (cont'd)		systemic interventions. <i>The Counseling Psychologist</i> , 34(1), 80-89.
7	Approaches informing cross-cultural practice and communication in direct practice settings Narrative therapy Constructivist approaches Student Led Discussion	<p>Saleeby, D. (1994). Culture, theory, and narrative: The intersection of meanings in practice. <i>Social Work</i>, 39(4), 351-359.</p> <p>Domenech-Rodriguez, M., & Wieling, E. (2004). Developing culturally appropriate, evidence-based treatments for interventions with ethnic minority populations. In M. Rastogi and E. Wieling (Eds.) <i>Voices of Color: First-person Accounts of Ethnic Minority Therapists</i> (pp. 313-333), Thousand Oaks, CA: Sage.</p> <p>Seely, K.M. (2004). Short-Term intercultural psychotherapy: Ethnographic inquiry. <i>Social Work</i>, 49(1), 121-130.</p> <p>Greene, G.J., Jensen, C., & Jones, D.H. (1996). A constructivist perspective on clinical social work practice with ethnically diverse clients. <i>Social Work</i>, 41(2), 172-180.</p> <p>Ben-David, A., & Good, I.J. (1998). Ethiopians and the Hmongs: A comparative study in cultural narrative from a family therapy perspective. <i>Journal of Family Psychotherapy</i>, 9(1), 31-45</p> <p>Boyd-Franklin, N. (2004). Therapy with African-American inner city families. In A. Lieberman and C.Lester (Eds.). <i>Social work practice with a difference</i> (pp. 30-47). New York: McGraw-Hill.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
8	<p>Theories informing indirect practice, community organizing, and management in human services agencies</p> <p>Community practice and political advocacy</p> <p>Social justice framework</p> <p>Student Led Discussion</p>	<p>Hyde, C.A. (2004). Multicultural development in human services agencies: Challenges and solutions. <i>Social Work</i>, 49(1), 7-16.</p> <p>Arredondo, P. (2003). Manifestations of resistance to diversity and multiculturalism in organizations. In J.S. Mio and G.Y.Iwamasa (Eds.), <i>Culturally Diverse Mental Health</i> (pp. 83-104), New York: Brunner-Routledge.</p> <p>Beckett, J.O., & Dungee-Anderson, D. (1996). A framework for agency-based multicultural training and supervision. <i>Journal of Multicultural Social Work</i>, 4(4), 27-48.</p> <p>Lum, D., & Guzzetta, C. (1997). Should programs and service delivery systems be culture-specific in their design? In Diane deAnda (Ed.). <i>Controversial Issues in Multiculturalism</i> (pp. 54-70). Boston, MA: Allyn and Bacon.</p> <p>Matsuoka, J.K., Mulroy, E.A., & Umemoto, K. (2002). Conflicting cultures: Linking agency, community, and university in a community-building endeavor. <i>Social Thought: Journal of Religion in the Social Services</i>, 21(2), 3-15.</p>
9	<p>Impact of social class</p> <p>Film: "People like Us"</p> <p>Quiz #2</p>	<p>Hooks, b. (2000). <i>Where we stand: class matters</i> (pp. 89-164). New York: Routledge.</p> <p>NY Times (2005). <i>Class matters</i>. http://www.nytimes.com/national/class/</p>
10	<p>Diversity in religious beliefs and practices, and world views</p> <p>Student Led Discussion</p>	<p>Fadiman, A. (2004). The spirit catches you and you fall down. In A. Lieberman and C. Lester (Eds.). <i>Social work practice with a difference</i> (pp. 431-438). New York: McGraw-Hill.</p> <p>Hawkins, C. (2005). Spiritually Sensitive Practice with Children, Youth, and Families. In G. P. Mallon and P.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
10 (cont'd)		<p>M. Hess (Eds.), <i>Child Welfare for the Twenty-First Century: A Handbook of Practices, Policies, and Programs</i> (pp. 246-261), New York: Columbia University Press.</p> <p>Mattis, J. (2002). Religion and spirituality in the meaning-making and coping experiences of African American women: A qualitative analysis. <i>Psychology of Women Quarterly</i>, 26, 309-321.</p> <p>Linzer, N. (2006). Spirituality and ethics in long-term care. <i>Journal of Religion and Spirituality in Social Work</i>, 25(1), 87-106.</p> <p>Hodge, D.R. (2005). Social work and the House of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. <i>Social Work</i>, 50(2), 162-173.</p> <p>Hodge, D.R. (2003). Differences in worldviews between social workers and people of faith. <i>Families in Society</i>, 84(2), 285-295.</p>
11	<p>Women's issues & women of color Gender roles Film: "Maid in America" Student Presentations</p>	<p>Abramovitz, M. (1995). From tenement class to dangerous to underclass: Blaming women for social problems. In <i>Feminist Practice in the 21st Century</i> (pp. 211-231). Washington, DC: NASW Press.</p> <p>Gutierrez, L.M., & Lewis, E. A. (1998). A feminist perspective on organizing with women of color. In F. Rivera and J. Erlich (Eds.), <i>Community Organizing in a Diverse Society</i> (3rd Edition) (pp. 97-116). Needham Heights, MA: Allyn and Bacon.</p> <p>Taub, D. E., McLorg, P.A., & Fanflik, P.L. (2004). Stigma management strategies among women with physical disabilities: contrasting approaches of downplaying or claiming a disability status, <i>Deviant Behavior</i>, 25, 169-190.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
11 (cont'd)		<p>Matich-Maroney, J. (2004). On being different: Sophie's story. In A. Lieberman and C.Lester (Eds.). <i>Social work practice with a difference</i> (pp. 163-168). New York: McGraw-Hill.</p> <p>Kimmel, M.S. (2004). <i>The gendered society</i> (2nd ed.). New York: Oxford University Press.</p> <p>Chapter 4, "So, that explains it": Psychological perspectives on gender development (pp. 72-92).</p> <p>Chapter 5, Inequality and difference: The social construction of gender relations (pp. 93-113)</p>
12	Veteran's Day – No Class	
13	<p>Gay, lesbian, bisexual and transgender issues and identities "Gender identity disorder" and clinical dilemmas Student Presentations</p>	<p>Rothman, J.C. (2008). Part 2, Chapter 9 (pp. 173-210).</p> <p>The Los Angeles Times (2010). Public triumph, private torment. http://articles.latimes.com/2010/mar/27/local/la-me-sportswriter27-2010mar27</p> <p>Minter, S. (1999). Diagnosis and treatment of gender identity disorder in children. In M. Rottnek (Ed.), <i>Sissies and Tomboys: Gender nonconformity and homosexual childhood</i> (pp. 9-33). New York: NYU Press.</p> <p>Ryan, S.D., Pearlmutter, S., & Groza, V. (2004). Coming out of the closet: Opening agencies to gay and lesbian adoptive parents. <i>Social Work</i>, 49(1), 85-95.</p> <p>Kosberg, J.I. (2002). Heterosexual males: A group forgotten by the profession of social work. <i>Journal of Sociology and Social Welfare</i>, 29(3), 51-70.</p> <p>Abrams, L.S. (2003). Contextual variations in young women's gender identity negotiations. <i>Psychology of Women Quarterly</i>, 27(1), 64-74.</p> <p>McFarland, P.L., & Sanders, S. (2003). A pilot study about the needs of older gays and lesbians: What social workers need to know. <i>Journal of Gerontological</i></p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
		<i>Social Work, 40(3), 67-80.</i>
14	Student Presentations QUIZ #3	
15	Student Presentations	
16	Student Presentations Population Immersion Study Paper Due	

MSW 550: Assignment Instructions

MSW 550: Quizzes

The following is a sample quiz which represents three quizzes used in MSW 550. The quizzes do not appear in the MSW 550 syllabus above so an example is provided below. Quizzes in MSW 550 are used for evaluation of behaviors linked to the competencies that are covered in MSW 550. See the Foundation Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

MSW550 (Fall 2013)

Quiz #1

1. All of the following describe the Pluralistic Model, **EXCEPT**:
 - a) It aims to encourage preservation of native cultures.
 - b) It has been called a “tossed salad” model where different cultures live side by side.
 - c) It focuses more on changing the individual than the environment.
 - d) It was the model used by the Settlement House workers.
2. All of the following general practice frameworks work especially well in cross-cultural practice **EXCEPT**:
 - a) Ecological (person-in-Environment) Perspective
 - b) Problem-deficit analysis
 - c) Empowerment
 - d) Strength Perspective
3. According to the article entitled “Culture and Ethnic Identity in Family Resilience” by McCubbin and McCubbin, how is ethnic identity among minority groups related to their self-esteem?
 - a) No significant relationship between ethnic identity and self-esteem
 - b) The stronger ethnic identity, the higher self-esteem
 - c) The stronger ethnic identity, the lower self-esteem
 - d) A curvilinear relationship between ethnic identity and self-esteem
4. Based on the film we watched in class, *Color of Fear*, which of the following would you say is **most** accurate?
 - a) People have complete control over and awareness of their own biases.
 - b) Biased attitudes often exist without our knowledge of them.
 - c) Talking about white privilege only serves to worsen or intensify people’s prejudiced attitudes.
 - d) White people who interact with or employ members of minority groups have the authority to say that racism does not exist.
5. According to “Culturally Relevant Practice” by Van Voorhis, social workers need to use the framework for culturally relevant social work practice

- a) to understand their clients' experience
 - b) to validate their clients' aspirations and struggles
 - c) to empower clients to fully claim their identity as members of oppressed groups and challenge oppressive institutional structures
 - d) all of the above
6. All of the concepts below have similar meanings EXCEPT:
- a) dominant group
 - b) The Margin
 - c) The Center
 - d) normative group
7. In the film Color of Fear, treating other minority groups unfairly by embracing the dominant group's negative attitudes toward minorities is called
- a) pure racism
 - b) externalized racism
 - c) imitated racism
 - d) internalized racism
8. In the article entitled "Conflicting Principles in Multicultural Social Work", Goldberg discusses the conflict between a social worker's own right to ethnic preference versus the social worker's obligation to eliminate personal cultural bias and prejudice. Which of the following solutions does Goldberg recommend in order to address the potential conflict?
- a) The social worker claims that she/he has no preference for her/his own ethnic identity, but actually does.
 - b) The social worker labels these preferences as "personal preferences" and maintains an accurate knowledge base of other cultures.
 - c) The social worker adopts a double standard for clients and social workers in which the client's cultural preferences are the main focus and his/her own preferences are ignored.
 - d) The social worker honestly acknowledges her/his own preference of individuals from the same ethnic background, and then proceeds to interact only with clients from this group.
9. According to the Stage Model of Cultural Competency by Cross et al. (1989), viewing and treating all people as the same while ignoring cultural strengths, reflects which stage?
- a) Cultural blindness
 - b) Cultural pre-competence
 - c) Cultural proficiency
 - d) Cultural incapacity
10. O'Donoghue's qualitative study entitled "Racial and Ethnic Identity Development in White Mothers of Biracial, Black-White Children" included a small sample of 11 White mothers. The study's findings include all of the following except

- a) White mothers in the study showed a strong sense of an ethnic background while growing up.
 - b) These women experienced negative reaction to their marriage.
 - c) They were often questioned about their legitimacy as parents.
 - d) In raising their children, these mothers focused on a Black identity.
11. Which of the following is **NOT** a principle that constitutes the Strengths Perspective?
- a) The belief that every human being, family, group, and community has strengths that can be drawn upon in helping people resolve problems.
 - b) An understanding that we help clients best when we collaborate with, rather than direct, them.
 - c) The belief that the social worker's strengths are enough to bring about changes in the client.
 - d) An understanding that sources of support and strength exist not only within clients, but also in their environment.
12. In “Culturally Relevant Practice” by Van Voorhis, the author asserts that the outcomes of prolonged oppression include the following **EXCEPT**:
- a) shame and alienation from the self
 - b) internalization of negative identities
 - c) higher self-confidence
 - d) distorted self-images
13. What is an example of an invisible affiliation?
- a) Sexual orientation
 - b) Religious affiliation
 - c) Social class
 - d) All of the above
14. Which of the following provides the most accurate definition of a minority group?
- a) The group must be less in number than the dominant group.
 - b) The members of the group must be immigrants and non-white.
 - c) The members of the group are less powerful than the dominant group.
 - d) The characteristics of the group members are highly valued by the dominant group.
15. To which model of acculturation did the Charity Organization Society workers subscribe?
- a) Pluralist model
 - b) Multicultural model
 - c) Assimilation model
 - d) Adaptation model
16. Social work in the US has its roots in cross-cultural work with
- a) dysfunctional families
 - b) middle class Americans

- c) immigrants from Europe
 - d) privileged class
17. According to the Stage Model of Cultural Competency by Cross et al. (1989), having lower expectations for some cultural, ethnic, or racial groups is a characteristic of which stage?
- a) Cultural destructiveness
 - b) Cultural pre-competence
 - c) Cultural incapacity
 - d) Cultural blindness
18. Which of the following is NOT a characteristic of rendering culturally competent services?
- a) the ability to address communication needs effectively and promptly
 - b) a complete knowledge of the history and experiences of all cultures
 - c) a simultaneous focus upon both the problems of the individual and the institutional context within which they occur
 - d) self-awareness regarding one's own cultural identity
19. All of the following are important concepts of the Ecological Perspective **except**
- a) reciprocal adaptation
 - b) the goodness of the fit between the person and the environment
 - c) focus on the pathology of the client
 - d) micro, mezzo, exo, and macrosystems
20. Sue et al.'s tripartite model of cultural competence includes all of the following **except**:
- a) cultural awareness
 - b) cultural knowledge
 - c) cultural blindness
 - d) cultural skills



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 564: PROFESSIONAL ISSUES IN SOCIAL WORK: Supervision, Ethics, & Finances

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

This course is designed to give students a working knowledge and skill set that will enable them to provide supervision, resource development, and financial leadership in the modern human services organization.

COURSE GOALS

Introduction to the knowledge, skills, and tools required for supervising a working unit or units in the modern human services/social welfare organization. Additionally, students will acquire the working knowledge to assist the modern human services organization with resource development through both an understanding of fiscal issues and their knowledge of grant writing and the public and private 'granting' process.

COURSE OBJECTIVES

1. Students will understand the role of the facilitative, leadership, and learning roles of the modern human services supervisor.
2. Students will acquire the ability and skills to communicate effectively with staff about legal, value, and resource issues through the development of writing and presentation skills.
3. Students will demonstrate the ability to participate in the fiscal strategy development and execution of that strategy in the human service agency.

CSWE EPAS Core Competency 2.1.9. *

CSWE practice behaviors, “Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.”

All assignments in the course measure the CSWE practice behaviors cumulatively.

Related CSUF objective: “Student readily identifies changing factors in agencies and services that affect services and initiates culturally competent action to promote responsive, sustainable services and collaboration.”

Related CSUF advanced behaviors: “Student identifies trends among micro, mezzo, and macro variables that affect practice and provides leadership to respond to those trends in effective and culturally competent ways.”

*CSWE=Counsel on Social Work Education the accrediting body for the CSUF Department of Social Work. This course fills the designated CSWE accrediting requirement.

REQUIRED TEXTS

Kachinske, T. and Kachinske, J. (2010). *90 Days to Success in Grant Writing*. Boston, MA: Course Technology-Cengage Learning.

O-Neal-McElrath (2013). *Winning Grants, Step by Step (4th Ed)*. San Francisco: Jossey-Bass.

RECOMMENDED TEXTS

Austin, M.J., and Hopkins, K.M. (Eds.) (2004) *Supervision as Collaboration in the Human Services*. Thousand Oaks, CA: Sage Publications.

Brody, R. & Nair M. (2014) *Effectively Managing and Leading Human Service Organizations (4th Ed.)*. Thousand Oaks, CA: Sage Publications.

Kirst-Ashman, K.K., & Hull, G.H. (2012). *Generalist Practice with Organizations and Communities (6th Ed.)*. Stamford, CT: Cengage Learning.

Martin, L. (2001). *Financial management for human service administrators*. Boston: Allyn & Bacon.

Pecora, P, Cherin, D., Bruce, E., & Arguello, T. (Eds.) (2010). *Strategic Supervision A Brief Guide for Managing Social Service Organizations*: Thousand Oaks: Sage Publications.

STUDENT RESPONSIBILITIES

1. Attendance at all class meetings. Please consult the instructor if you know you will be absent from a class because of other responsibilities or illness.
2. Completion of all readings on the date assigned.
3. Participation in large and small group discussions and exercises.

ATTENDANCE, PARTICIPATION, and PROFESSIONAL BEHAVIOR:

1. Active class participation is very important for each student and the class as a whole. Participation in class discussions regarding readings, lectures, and other activities composes a major educational component of the course. Therefore, attendance and participation in class will be rewarded with a potential total of **50-points**, worth 12.5% of the course grade. Absences are permissible only when exceptional or emergency circumstances arise, in which case, the instructor must be notified in advance or as soon as possible in a true emergency.
2. Appropriate behavior (expectable for graduate-level students) must be demonstrated at all times; this includes respect for each other's opinions, keeping sensitive personal information revealed in class confidential and attendance at all class meetings. To benefit fully from the course and prevent disruption, students should arrive at class on time. Students must read any assigned materials or complete assigned activities in advance of the class meeting. During class, students are asked to turn cell phones off (or place them on vibrate). Laptops may only be used during class if they are used to take notes or to search for course-specific content.

ASSIGNMENTS

1. Macro-level Change Assignment-Organizational Change (100 points). See Kirst-Ashman & Hull (2012) Chapter 5 (on the course website) for assignment outline, questions to be addressed and an applied example.
2. Logic Model (100-points). Assignment instructions will be provided. Grant Proposal. Students will prepare a 6-10 page grant proposal utilizing the Winning
3. Grants outline and make a presentation in class with regard to their grant. The presentation will be an oral overview of the grant proposal (150 points).

GRADING CRITERIA

Class Participation: Students who fail to attend and participate in class activities, or show evidence of completing the readings on time will lose five points from their final grade.

Assignment 1-----	100
Assignment 2-----	100
Assignment 3-----	150
Attendance & Participation-----	50
 Total Points Possible	 <u>400</u>

A grade of C or better is required for satisfactory completion of the course. The plus/minus system is used in this course.

Grading Policy:

98% and above	A+
93% and above	A
90% to 92%	A-
87% to 89%	B+
83% to 86%	B
80% to 82%	B-
77% to 79%	C+
73% to 76%	C
70% to 72%	C-
60% to 70%	D
< 60%	F

SPECIAL NEEDS

Students with a disability or other special needs should know the University Disabled Student Services Office (DSS) is on campus (UH-101, 714- 278-3117) to provide assistance and support <http://www.fullerton.edu/disabledservices/>. The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, learning and other disabilities. In order to access services in a timely way, students must visit the DSS for more information and certification.

ACADEMIC DISHONESTY

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (i.e., cheating) which

consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, paper or other assignment for credit in two different courses without receiving prior approval. A faculty member who is convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty ranging from an oral reprimand to an F in the course. In addition to notifying the student, the faculty member shall also notify the Program Director and the Vice President for Student Affairs.

GRIEVANCE PROCEDURE

A graduate student who is unsatisfied with the course evaluation and or grade should first discuss the issue with the instructor. If the student still feels unsatisfied and wishes to address the issue further, the student should then consult with, in sequential order, the Program Director or Department Chair, the appropriate College Dean, and finally the Associate Vice President for Academic Programs.

GENERAL POLICIES

It is important to follow the course schedule. Arriving late to class and leaving early is disruptive to other students and to the instructor. Plan your schedule well ahead, so that you can be in the classroom on time. When you do not attend the class, you miss an integral part of the learning experience provided in the course. For the benefit of every student's learning, behavior appropriate of graduate students is expected. Appropriate and courteous behavior includes being awake for every class, paying attention, not talking to classmates during class, and not doing work for other classes. Late reports and papers will be penalized. The instructors and students are expected to collaboratively work together to complete the course successfully.

REQUIRED MATERIALS AND EQUIPMENT

Students are expected to have consistent use of a computer with internet access.

***Class Schedule and Syllabus subject to change by the professor**

MSW 564: 16-WEEK SCHEDULE

(15 weeks of instruction plus 1 exam week)

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Introduction to Course Review of Syllabus/Assignments Integrative Discussion re: Supervision	<ul style="list-style-type: none"> • Class Discussion 	
2	Organizational Theories	<ul style="list-style-type: none"> • Discussion • Group activity- How many organizations have you been a part of? 	<ul style="list-style-type: none"> • McGregor-Theory X & Theory Y (Course Website) • Kirst Ashman & Hull Chap 4, pp., 114-135 (Course Website) •
3	Inclusion/Exclusion in Human Services Organizations Social Identity Theory	<ul style="list-style-type: none"> • Discussion • Inclusion/exclusion exercise 	<ul style="list-style-type: none"> • Mor Barak Chap 7 • Gibleman (2003) • Greene (2007) • Snyder, et al., (2010) • Bell, et al., (2011) • (All Reading Resources on Course Website this week)
4	Learning Organizations Organizational Structure, Culture, Climate & Supervision	<ul style="list-style-type: none"> • Discussion • Macro-Level Change Assignment 	<ul style="list-style-type: none"> • Pecora, Cherin, et al: & Chap. 2 • Chenot, Benton & Kim (2009) • Kreitner & Kinicki Chap 4- Organizational Culture • Kirst Ashman & Hull Chap 5, pp. 172-203

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
5	<p>The Learning Organization- Double Loop Learning</p> <p>Macro-Level Change Changing Organizations</p> <p>Agency-Environment Fit/Interactions</p> <p>Defining Supervision Collaborative Supervision</p>	<ul style="list-style-type: none"> • Discussion <p>Example of agency- environment fit/interactions. Organizational learning: How an organization can learn, from problems, and improve agency- environment fit/interactions.</p>	<ul style="list-style-type: none"> • Pecora, Cherin, et al: Chap.1 • Austin & Hopkins Chaps. 2 & 11 • Chenot (2011) • Chenot (2012)
6	<p>Vision-Mission-Goals In Organizations</p> <p>The Managerial Nature of Teams Supervision: Meetings</p>	<ul style="list-style-type: none"> • Discussion Group Activity • Vision & Mission Statements 	<ul style="list-style-type: none"> • Pecora, Cherin, et al: Chapters 6, & Appendix E • Austin & Hopkins Chap 6 • Brody & Nair Chaps. 2 & 6
7	<p>Logic Models</p>	<ul style="list-style-type: none"> • Discussion • Logic Model • Assignment <ul style="list-style-type: none"> • Macro-Level Change Assignment Due 	<ul style="list-style-type: none"> • Kellogg Foundation (2001) Chap. 3 • Savaya & Waysman (2005)
8	<p>Managing Finances in Organizations Budgets and Grant Writing</p>	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Brody & Nair Chap 13 • Martin Chap 1

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
9	Overview: Grant Writing Introduction To Grant Resources	<ul style="list-style-type: none"> • Discussion • Resource hunt in class • Bring laptops! 	<ul style="list-style-type: none"> • O’Neal-McElrath-Introduction • Kachinske & Kachinske Chap 1 & 3 • Kirst-Ashman & Hull Chap 13 pp. 489-511.
10	Developing Proposal Ideas Relationships with Funders	<ul style="list-style-type: none"> • Discussion • Resource hunt in class • Bring laptops! • Logic Model Assignment Due 	<ul style="list-style-type: none"> • O’Neal-McElrath- Chaps. 1, 2, & 12 • Kachinske & Kachinske Chaps. 4 & 5
	No class: SPRING BREAK		Happy Cesar Chavez Day on 3/31/14!
11	Problems/Needs Statements Organizational Background Statement	<ul style="list-style-type: none"> • Discussion • In-class Practice 	<ul style="list-style-type: none"> • O’Neal-McElrath- Chaps 3 & 9 • Kachinske & Kachinske Chap 7
12	Goals, Outcome-Objectives, and Logic Models	<ul style="list-style-type: none"> • Discussion • In-class Practice 	<ul style="list-style-type: none"> • O’Neal-McElrath- Chap 4 • Kachinske & Kachinske Chap 8-9 •
13	Methods and Evaluation	<ul style="list-style-type: none"> • Discussion • In-class Practice 	<ul style="list-style-type: none"> • O’Neal-McElrath- Chaps 5 & 6
14	Sustainability, Budget, & Proposal Summary	<ul style="list-style-type: none"> • Student Presentations 	<ul style="list-style-type: none"> • O’Neal-McElrath- Chaps 7– 8 & 10-11.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
15	Finished Draft Grant Proposal	<ul style="list-style-type: none"> • Student Presentations 	<ul style="list-style-type: none"> • Kachinske & Kachinske- Chaps 6 & 11
16	Finals Week	Final grant proposal due	

MSW 564: Assignment Instructions

The following are assignment instructions for two major assignments in MSW 564. These instructions do not appear in the MSW 564 syllabus above so they are provided below. The assignment is used for evaluation of behaviors linked to the competencies that are covered in MSW 564. See the Advanced Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Macro Level Change Assignment Instructions

MSW 564

This assignment is based on a chapter that is assigned as required reading during Week 4 of the course. The chapter has been scanned and posted for you and is designated on the course website with the following title, “Kirst-Ashman & Hull (2012) Chap. 5 Macro Level Change Assignment.”

Identify a problem in a social services organization you are familiar with, i.e., your field placement, an agency in which you have worked. The types of problems that may be the focus of this assignment include, problems that lead to compromised service provision to clients, problems that lead to difficulties for the staff in the organization, problems that produce poor agency/environment “fit,” etc. The “client(s)” in this assignment may be individuals served by the organization, staff members in the organization, other organizations in the community that are connected with the agency you are focusing on, or the organization as an entity.

Use the guidelines listed in Kirst-Ashman & Hull, Chapter 5 to analyze the problem and suggest interventions that are likely to produce positive changes. The authors list many questions you will use for this assignment concerning the assessment of the organizational problem, organizational dynamics, and the feasibility of implementing interventions to improve the conditions linked to the problem. They suggest a 7-step process for assessment and organizational change planning (see p. 182). You will use these steps and add an eighth step; a proposed intervention/change strategy. For each step, address not only the topic in the primary step but each “substep” as well, when they are included. The steps and substeps are listed in outline form below for you. In the chapter by Kirst-Ashman and Hull, most of the steps and substeps include lists of questions and related discussions that are likely to be helpful for you to guide you through your analysis and response to that step/substep. The chapter includes examples that may be helpful for you as you complete this assignment. However, be careful to avoid merely ‘parroting’ the content in the examples.

The elements that must appear in your paper are as follows:

Introduction

In the paper you write for this assignment, the initial section must provide an introduction to the organization and/or the department or unit you are focusing on (in a larger organization). This will provide your reader(s) with the context for the paper.

I. Problem

Identify a problem in the organization that needs to be addressed.

1. Seriously evaluate the potential for macro-level intervention.
2. Define and prioritize problems.

3. Translate problems into needs.
4. Determine which needs to address.

II. Reality Check

Review your macro and personal realities.

1. Evaluate organizational and other variables working for or against you in the macro-change process.
2. Review your personal reality – strengths and weaknesses that may act for or against successful change efforts.

III. Goals

Establish primary goals.

IV. Intervention

Propose 2-3 strategies to address the problem you identify. Select the strategy you think will be most helpful. The strategy should meet the need you have ‘translated’ the problem into (in step I, substep 3 above).

V. People/Resources

Identify relevant people of influence. Consider internal advocacy dynamics in your answer.

VI. Assess Costs and Benefits

Assess potential costs and benefits to clients and the agency. (See questions on p. 196).

VII. Risk

Review professional and personal risk.

1. Could I lose my job/field placement?
2. Will my career path be affected?
3. Will I strain interpersonal relationships at work?
4. Strengths?

VIII. Evaluate

Evaluate the potential success of a macro-change process.

1. Review the process and weigh the pros and cons of proceeding with the macro-change process.
2. Estimate the likely effectiveness of the intervention(s) you suggest (in step IV above).

(See additional outline on p. 201 of the chapter).

Grading – Total 100 Points:

10% Writing and editing.

10% Comprehensive coverage of all steps and substeps in the assignment.

10% Appropriate choice of organizational problem.

60% Analysis: i.e., of the problem, the factors in the organization linked to the problem, reality check, costs/benefits, professional and personal risks, potential effectiveness of change efforts, etc.

10% Proposed intervention/change strategy.

Logic Model Assignment

MSW 564

Prior to engaging in this assignment you must complete the required reading on logic models – Week 7 – (adjusted to required reading during Week 6) on the course schedule. Logic models are very useful for social workers, particularly in organizational contexts. They are frequently used as an aspect of program evaluation procedures, grant proposals, and have other organizational applications as well.

Data Sources

You will need to locate and review documents in a social services agency that detail the programs and services provided in the agency and consult with at least one agency employee, preferably an administrator or supervisor who knows the agency processes well for this assignment.

Tasks

Choose a focal agency or, if it is a particularly large agency, a department/program within an agency for this assignment. Collect information through agency documents about the services the agency or program provides and the processes through which they are delivered. **You may not use a logic model that has already been developed for a program, organization, grant proposal, or for any other purpose, for this assignment!**

Paper

Provide a brief introduction that summarizes information about the organization. If you are focusing on a department or program within an organization, you will need to provide information about the department or program and the organization it is embedded in. Do not assume your reader(s) is familiar with the organization or the initials/acronyms used to signify programs or processes within the organization. Spell out titles/names of programs, processes, specific interventions, etc., the first time they are listed in the paper. The introduction should be approximately 1-page or less in length.

On the second page, present your logic model for the organization/department/program in an appropriate table format. See the Kellogg Foundation article in the course reading for examples and many sources will be mentioned in class. (For other examples, engage in an internet search for “program logic models” and you will find many sources.) Your logic model must include, at a minimum, the following elements; Assumptions, Inputs, Activities, Outputs, Outcomes (Short-term and Long-term), Impact. The content listed in the Outcomes and Impacts sections should be framed along SMART guidelines (specific, measurable, action-oriented/achievable, realistic, time-limited).

On the next page, explain the contents of the logic model. This is not likely to take more than 1-page. After the section on the content of the logic model include a section on the assumptions that underlie the program, department, or organization. The first part of the assumptions discussion can be accomplished in 1-2 paragraphs. List the key **assumptions** that those who created the program or those who currently work in the program maintain concerning the impact of the program or service delivery system. Assumptions may be identified with questions such as the following: What conditions exist in the world that affect the program? Why

do those who maintain the program assume the program exists? What do those who maintain the program believe about clients' needs? What do those who maintain the program believe about the program's ability to meet clients' needs? What do those who maintain the program assume will occur as a result of the programs operations? What is the current research evidence that will allow the program to accomplish the planned outcomes?

Following the section on assumptions, include 2-3 paragraphs to evaluate the 'validity' of each of the assumptions. Questions to consider in this section include: How believable/plausible is each of the assumptions? Do they appear to be reasonable? Do the assumptions 'make sense' to professionals and clients? What is the level of support for each of the assumptions in the research literature? Is there a basis for each of the assumptions in professional practice wisdom if there is little/no research evidence to support them? Is there a moral or ethical basis for the assumptions, either professionally (i.e., the NASW Code of Ethics) or otherwise? Consider the 'validity' of the assumptions carefully, since the assumptions are crucial to all aspects of the program yet they are often ignored to the detriment of the program.

Finally, discuss the connections and/or differences between the program 'theory' and the actual operations, outcomes and impact of the program. What conclusions can you draw concerning the differences between the program 'theory' and the actual operations, outcomes and impact of the program identified in your analysis?

The entire paper will end up being approximately 5-pages in length.

Grading – Total 100 Points:

10% Writing and editing.

10% Comprehensive coverage of all steps and substeps in the assignment.

20% Visual display of logic model. The logic model is clear, easy to read, neatly displayed, etc, in a table that includes each of the sections detailed in the instructions above.

20% Content of the logic model. The content included in the logic model makes sense under the heading in each column. It represents the program, department, or organization processes thoroughly.

10% Assumptions. The assumptions underlying the program, department, or organization are listed in a clear, concise/brief format in the logic model and well-articulated and explained in the paper.

30% Analysis. The 'validity' of the assumptions that drive the program, department, or organization is critically analyzed in an incisive and thorough manner. The connections and/or differences between the program 'theory' and the actual operations, outcomes and impact of the program are discussed thoroughly. Conclusions are drawn concerning the differences between the program 'theory' and the actual operations, outcomes and impact of the program identified in your analysis.



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 570: SOCIAL WORK PRACTICE WITH SUBSTANCE ABUSE TREATMENT

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Prerequisite: Admission to MSW program or instructor approval
Theories and methods in the diagnosis and treatment of substance abuse disorders, focusing on the role of social workers in the prevention/intervention of substance abusers and their families. Dual diagnosis, prenatal drug/alcohol exposure, and challenges for special groups.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS:

This course examines assessment, treatment, and intervention options for addictive disorders. Topics include: an overview of addiction, the biology, psychology and social aspects of addiction, strengths- and evidence- based intervention strategies, co-occurring disorders, effects on families, community relapse prevention groups, public policy, and considerations for special populations (women, older adults, adolescents, mentally ill, etc.)

Upon completion of this course, the student will demonstrate:

1. Knowledge of the historical perspectives of substance abuse/dependency and the effects on public policy. (Educational Policy 2.1.5, 2.1.8)
2. Knowledge of a variety of evidence-based interventions for the treatment of those individuals suffering from addiction and their families. (EPAS 2.1.3, 2.1.6)
3. Ability to complete a comprehensive assessment for substance use/abuse and devise a client-centered treatment plan. (EPAS 2.1.10 (a)-(d))
4. Knowledge and understanding of the effects of substance abuse on special populations including adolescents, pregnant women, older adults, individuals with co-occurring mental disorders, and demonstrate the ability to tailor treatment to these populations. (EPAS 2.1.4)

5. Knowledge of resources for inpatient/outpatient treatment, community self-help groups, and alternative models of treatment. (EPAS 2.1.9)

REQUIRED TEXTS AND READING:

Required:

Van Wormer, K. & Davis, D. (2013). *Addiction treatment: a strengths perspective*. 3rd ed. Belmont, CA: Cengage.

Video: *When a Man Loves a Woman* (1994)

Recommended:

Fetting, M. (2012). *Perspectives on addiction: an integrative treatment model with clinical case studies*. Los Angeles, CA: Sage.

Perkinson, R. (2012). *Chemical dependency counseling: a practical guide*. Los Angeles, CA: Sage.

GRADING:

Students will be graded based on the following planned assignments:

1. Substance abuse reflection paper- 100 points
 - a. Students will write a personal reflective paper on their current perceptions of substance abuse and addiction.
 - b. This paper will be due week 3 of the semester.
 - c. More specific information about the paper will be discussed in class.
2. 12 step analysis paper- 200 points
 - a. Students will attend a minimum of six 12 step meetings during the semester.
 - b. Two meetings *must be* Al-Anon meetings.
 - c. Students will write an observational and reflective paper discussing their experience, observations, reactions, etc.
 - d. This paper will be due week 12.
 - e. More specific information about the paper will be discussed in class.
3. Case study paper- 200 points
 - a. Using the movie *When a Man Loves a Woman* as a case study, students will write an assessment paper discussing and assessing all systems, applying interventions discussed in class, designing treatment plans for individuals, couple and family.
 - b. This paper will be due the last week of class.
 - c. More specific information about the paper will be discussed in class.

Points possible = 500

Grading Standards

100-94%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-74%	C
73-70%	C-
69-67%	D+
66-64%	D
63-61%	D-
60% or below	F

Attendance

Students are expected to attend class in order to facilitate learning. Should a student be unavoidably late, it is requested that entry into the classroom be as quiet as possible so as not to disrupt the class. Should a student know in advance that they will be tardy, an email to the instructor is appreciated. Should circumstances force the student to be absent, the student should email the instructor as soon as it has been determined that the class will be missed. Missing class *may* affect the student's final grade for the course as the instructor will not be obligated to provide the student with information from class, including instruction on assignments.

Late Assignments

Assignments are due as scheduled in the syllabus. Any conflict in submitting an assignment at the scheduled time **must** be discussed in advance with the instructor. Failure to notify the instructor in advance will result in a 5% loss of the associated point value for each day or portion of a day it is late.

Extra Credit

This course does not include an extra credit option.

ACADEMIC DISHONESTY

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalogue. The information is available online at <http://www.fullerton.edu/handbook/policy>. When a student cheats or commits plagiarism, University policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs.

SPECIAL NEEDS OR ACCOMMODATIONS

Students with a disability or other special needs should know that the University Disability Support Services Office (DSS) is on campus (UH-101; 657-278-3117) to provide assistance and support. The services can be viewed at <http://www.fullerton.edu/disabledservices>. The DSS provides services and counselors for students with disabilities. Students must register with DSS in order to receive accommodation.

CLASSROOM DECORUM

The student is expected to demonstrate the maturity of an adult learner; this necessitates politeness and respect for both the instructor and fellow students. Students are asked to silence mobile phones. **Use of laptops is permitted for note-taking only. Likewise, no internet surfing, texting, facebooking, or tweeting will be tolerated.** Offenders may be placed on behavioral contracts in order to remain enrolled in the course.

EMERGENCY PROCEDURES

The safety of all students attending CSU Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's Emergency Response Procedures. Each student should familiarize themselves with these procedures by visiting http://www.fullerton.edu/emergencypreparedness/ep_students.html.

REQUIRED EQUIPMENT/MATERIALS

1. Students are expected to have access to a computer and the internet.
2. Students are required to access TITANium for additional class information or reading materials
3. The instructor may send announcements or other communication through the email function of TITANium. The student is advised to check TITANium and their campus email daily.
4. The University uses Microsoft Office 2010 software. The student is expected to have compatible software for assignments.
5. Students will need to rent the movie *When a Man Loves a Woman* in order to complete the Case Study Paper. This movie is available on many online video sites including Netflix.com.

MSW 570: 16-WEEK SCHEDULE (Tentative)

1	<p>Course Overview</p> <p>Introduction to addictive disorders</p> <p>Video: HBO Addiction Series <i>An Interview with Nora Volkow, M.D.</i></p>	<p>Course syllabus</p> <p>Van Wormer: Ch. 1</p>
2	<p>Historical perspectives</p> <p>Public policy</p> <p>Video: HBO Addiction Series <i>South Boston Drug Court</i></p>	<p>Van Wormer: Ch. 2, 13</p>
3	<p>Biology of addiction</p> <p>Substance Abuse Reflection Paper Due</p>	<p>Van Wormer: Ch.3</p> <p>Farmer: Tour of the brain (TITANium)</p>
4	<p>Biology, cont.</p> <p>Video: HBO Addiction Series <i>What is Addiction</i></p>	<p>Fetting: Eleven Classes of Psychoactive Substances (TITANium)</p> <p>Perkinson: The Drugs (TITANium)</p>
5	<p>Biology, cont.</p>	<p>Farmer: Psychotropic Medications and Drugs of Abuse (TITANium)</p>
6	<p>Gender, sexual orientation</p>	<p>Van Wormer: Ch. 4</p>
7	<p>Non-substance addictions</p>	<p>Van Wormer: Ch. 5</p>
8	<p>Psychology of addiction</p>	<p>Van Wormer: Ch. 6</p>
9	<p>Screening, assessment</p> <p>Biopsychosocial Interview</p> <p>Treatment Plan</p>	<p>Van Wormer: Ch. 7</p>
10	<p>Interventions and Strategies</p>	<p>Van Wormer: Ch. 8</p>
Spring Recess- No Class		

11	Co-occurring substance and mental health issues 12 Step Paper Due	Van Wormer: Ch. 9
12	Families	Van Wormer: Ch. 10
13	Families	
14	Self-help and community –based support Video: <i>My Name is Bill W.</i>	Van Wormer: Ch. 11
15	Cultural perspectives Case Study Paper Due	Van Wormer: Ch. 12
16	Final Examinations Week	

DEPARTMENT OF SOCIAL WORK**Syllabus****MSW 571: SOCIAL WORK PERSPECTIVES ON DEVELOPMENTAL
PSYCHOPATHOLOGY AND FAMILY CONTEXT**

3/25/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Advanced social work theory and application in development of child and adolescent psychopathology using a developmental psychopathology and ecological systems perspective that emphasizes biological, psychological, social and family context factors.

GENERAL COURSE DESCRIPTION

MSW 571 is an elective course that will cover cognitive, affective, and social aspects of developmental and behavioral disorders from childhood through adolescence. The course will examine child and adolescent psychological and behavioral disorders using a developmental psychopathology model that incorporates ecological systems theories, emphasizes family context and describes the importance of parent child interactions.

REQUIRED TEXTS

Wicks-Nelson & Israel (2008). *Abnormal Child and Adolescent Psychology* (8th ed.). New Jersey: Prentice Hall.

Cicchetti, D., & Cohen, D. (Eds.). (2006). *Developmental psychopathology: Risk, disorder, and adaptation* (Vol. 3, 2nd ed.). New York: Wiley.

Cummings, Davis and Campbell, (2002). *Developmental psychopathology and family process* (2nd ed.). New York: Guilford.

COURSE OBJECTIVE:

Social work practice requires that the practitioner demonstrate competence in evaluating and assessing social dysfunction, as well as provide a professional response that assists children

and families toward mastery of themselves and their environment. Students will expand their knowledge of human behavior in the social environment to incorporate the developmental psychopathology perspective.

Students will use this perspective to master specific subject content regarding a range of psychological and behavioral disorders occurring in childhood and adolescence, including diagnosis, description of major features, and co-morbid disorders, epidemiology, etiology, developmental course and prognosis, assessment, and evidenced-based treatment. An understanding of how parent and child interactions and family context contribute to developmental disorders in children and adolescents will be developed. Likewise, understanding of adverse environmental influences that have created interruptions in 'normal' development and functioning to the point where individuals are in need of intervention by mental health practitioners will be emphasized. Critical analysis of empirically validated treatments as they relate to the developmental psychology perspective on providing social work services to children and adolescents is a fundamental element of the course.

STUDENT LEARNING GOALS

Upon completion of this course, the student will be able to:

1. Develop a working knowledge of behavioral and developmental disorders affecting children and adolescents and their families. This includes learning to use a developmental psychopathology perspective in the diagnosis and treatment of this population suffering from mental illness and/or dysfunction and their social role and/or interaction with their social environment (EPAS 2.1.3; 2.1.6) as evidenced by earning a grade of B or better on the Final Paper and Reading Review assignments.
2. Define, explain and apply the concepts of developmental psychopathology and theoretical orientations to: etiology, assessment, diagnosis and treatment planning with children, adolescents and families (EPAS 2.1.7, 2.1.10(b)) as evidenced by a grade of B or better on the Group Presentation and Final Paper assignments.
3. Explain and provide examples of the primary social considerations on assessment, diagnosis and treatment planning relating to child and adolescent populations. Develop sensitivity to areas of diversity in work with children and families (EPAS 2.1.4) as evidenced by the Group Presentation and Final Paper assignments.

PLANNED ASSIGNMENTS

Reading Review: Please select a chapter from the Cicchetti & Cohen text that is of particular interest to you. Critically review this chapter making sure to pay careful attention to the content and the research mentioned within it. In addition to discussing the strengths of the material presented in the chapter, please provide critiques of the information paying

careful attention to research methodology, theory and applicability of the research findings. Suggestions for further development of the research in this area as well as ways this research could be applied to direct, evidence-based practice will be important to mention.

Your reading review is due in class on the day the chapter you have selected is assigned on the syllabus. The reading review should range in length between 5-6 double spaced pages and should be formatted using APA style.

Group Project: You will be assigned to a group of peers to work together on evaluating the theoretical soundness, evidence base and efficacy of selected manualized, empirically supported treatments for childhood and adolescent psychiatric disorders. Using the treatment manual itself (provided by the instructor) and 5 peer-reviewed, empirical studies, you will present a critical review of the treatment for your classmates. It is important to specifically discuss the theory of the psychiatric disorder itself and the theory used to develop the treatment manual. Be sure to mention whether or not this treatment manual is consistent with the developmental psychopathology conceptualization of the psychiatric disorder it was designed to treat. If the treatment was not designed using a developmental psychopathology perspective, be sure to discuss how the treatment would need to be amended to incorporate this perspective. Be sure to include the skills, concepts and topics included in the manual as well as the organization of the manual and the order in which information is covered in this discussion of theory/developmental psychopathology perspective. Likewise, it is important to discuss how this treatment targets the needs of children/adolescents and families and helps caregivers and their children to work together in treating the psychiatric disorder. It is essential to discuss the direct linkage between theory, empirical research and practice.

It will be important to provide examples of material in the treatment manuals as well as hands on exercises to help your classmates digest the theory, content and applicability of the treatment. Your presentation must include careful discussion of your research articles, at least one interactive activity and a clear explanation of why this particular treatment was conceptualized to treat the particular disorder and how the treatment addresses the symptoms, signs and course of the disorder it treats. For example, if the manual you are assigned targets Autism, it is important to define the theoretical conceptualization of Autism, the clinical presentation of Autism and how this treatment is specialized to address the symptoms, signs and course of Autism.

In addition to providing a review of the content of the treatment manual, please use research to discuss the evidence base for the treatments, the efficacy of the treatment and the applicability to children and families that may seek assistance from social workers. For example, you should to consider the generalizability of this treatment for clients who come from oppressed populations and multigenerational families. Likewise, it will be important to consider the cultural context of the treatment and whether it can be applied effectively to multicultural populations. Be sure to provide an evidence based argument to support your conclusions.

Your presentation should be presented using a PowerPoint format. Please plan for your presentation to take between 60 and 75 minutes. The presentation should be integrated and collaborative, with all group members equally facilitating the presentation. Likewise, all group members are responsible for a comprehensive knowledge of all of the content included in the presentation.

Final Paper: In your group presentation you had the opportunity to work with peers and critically analyze an evidence-based treatment for children/adolescents and their families from a developmental psychopathology perspective. In your final paper you will take this process one step further.

Please select a psychiatric disorder that affects children and adolescents from the topics included in the syllabus. In your final paper you will propose an original treatment for this disorder that uses a developmental psychopathology perspective to treat children and their caregivers concurrently. Your treatment will be specifically designed to work with a traditionally marginalized population that is often served by social workers. You may select a population from one of the following options: families living in poverty, families who are recent immigrants/refugees, foster families, multigenerational families.

In your paper you will write a comprehensive literature review discussing your chosen disorder and its theoretical conceptualization, the existing treatment available for this disorder, the specific needs of your marginalized population and how these are not fully addressed by existing treatments and the importance of using a treatment based in the developmental psychopathology model to treat families in this population. You must describe the advantages of using this theoretical model over others that have been used previously. You must use at least 5, peer-reviewed, empirical articles as well as course readings/materials in your literature review to support your points. After you complete a thorough, detailed and scholarly review of the literature, you will propose your idea for your specific treatment. You do NOT need to design a treatment manual, rather, propose your ideas for a treatment that would meet the needs of your chosen population. Be sure to mention the important components of the treatment you would include (i.e. skills, homework, concepts, etc) and how these would be relevant specifically to your population. Please be sure to explain what components of your proposed idea are innovative and fill gaps in the existing literature and treatment options.

Your paper should be approximately 15-20 pages, double spaced, typed, using APA style.

Course Format: The format of this course consists of lectures, group discussions, student presentations, cooperative learning, in-class exercises, and use of videos and computer-aided instruction.

GRADING POLICY FOR THE COURSE

Course grades will be based on the number of points the student has earned out of 350 points possible in the course. Points will be available as follows:

<u>Assignments</u>	<u>Points</u>
Group Presentation	100
Final Paper	200
Reading Review	50
Total = 350	

Grading Scale:

<u>Grade</u>	<u>Percentage of Points</u>
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 and below

EXPECTED CLASSROOM BEHAVIOR

Students are expected to attend every class meetings. Each time the student fails to attend class, learning becomes compromised. Participation is very important for each student and the class as a whole. Material presented in class that may be on exams or necessary for class projects may not be available in the course readings. In addition, class discussion and exercises will help students better understand the material and provide them with an opportunity to focus on the aspect of development of psychopathology that interests them the most.

To benefit fully from the course, students should arrive at class on time to prevent disruption of classroom discussion. Students should also have any assigned materials and completed any assigned activities in advance of the class meeting.

Graduate level behavior must be demonstrated at all times; this includes respect for each other's opinions, keeping sensitive class information confidential and, as mentioned attendance at all class meetings. During class, students are asked to turn off (or place on vibrate) cell phones and pagers.

ACADEMIC HONESTY POLICY

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>. When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). Questions regarding this policy are to be presented to the instructor.

SPECIAL NEED ACCOMMODATIONS

The student must inform the instructor during the first week of classes of any disability or special needs he/she has that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Service Office, which is located in UH 101 and the phone number is (714) 278-3117. To learn more about the services go to www.fullerton.edu/diabledservices/.

Important Campus Resources:

- ✓ All students are expected to take advantage of campus resources to improve their learning experiences and gain appropriate access to the curriculum. Assistance with writing is available at the Writing Center (located in MH-45). Appointments are necessary. Please plan accordingly.
- ✓ Computers are available in the library and in campus computing centers. Please go to http://www.fullerton.edu/it/services/Computing_Labs/index.asp to find out hours and locations.
- ✓ If you have trouble with your e-mail account or access to Blackboard technology please contact Information Technology <http://www.fullerton.edu/it/>
- ✓ The campus library provides a number of useful, free services such as workshops on proper citation, library tutorials and classes on building research skills. I encourage you to take advantage of these resources. To find out about these services go to <http://www.library.fullerton.edu/>.

EMERGENCY RESPONSE INFORMATION

Please familiarize yourselves with the campus emergency response protocol for students. In the event of a campus emergency all campus phones and cell phones on campus will connect you to the University Police when you dial 911. Please read the full emergency response protocols here: http://www.fullerton.edu/emergencypreparedness/ep_students.html

REQUIRED MATERIALS AND EQUIPMENT

Students will be expected to have access to a personal computer with Internet access. Blackboard access is required for this course. The university has computing resources available for students. Please familiarize yourself with these.

MSW 571: 16-WEEK SCHEDULE

(15 weeks of instruction plus 1 exam week)

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1.	Introduction and review of syllabus Overview of developmental psychopathology perspective		Cummings <i>et al.</i> , Ch. 1 & 2 Wicks-Nelson, Ch. 1 & 2
2.	Research in developmental psychopathology		Wicks-Nelson, Ch. 4 Cummings <i>et al.</i> , Ch. 3 & 7
3.	Parental influences on developmental psychopathology		Cummings <i>et al.</i> , Ch. 6 Cicchetti & Cohen, Ch. 3
4.	Biological and environmental factors		Wicks-Nelson, Ch. 3 Cicchetti & Cohen, Ch. 4
5.	Social-cognitive theories of developmental psychopathology		Cicchetti & Cohen, Ch. 1, 29, & 20
6.	Classification, assessment, and empirically-supported treatment		Wicks-Nelson, Ch. 5 Cummings <i>et al.</i> , Ch. 10 & 11
7.	Anxiety disorders		Wicks-Nelson, Ch. 6 Cicchetti & Cohen, Ch. 10 & 12
8.	Mood disorders	Group Presentation: Coping Cat	Wicks-Nelson, Ch. 7 Cummings <i>et al.</i> , Ch. 9
9.	Conduct problems	Group Presentation: Parent Management Training (PMT)	Wicks-Nelson, Ch. 8 Cicchetti & Cohen, Ch. 13 & 15

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
10.	Attention-Deficit, Hyperactivity Disorder	Group presentation: PCIT	Wicks-Nelson, Ch. 9 Cicchetti & Cohen, 9
	Spring Recess	<i>No class meeting</i>	
11.	Language and learning disorders	Group Presentation: PEERS	Wicks-Nelson, Ch. 10 Cicchetti & Cohen, Ch. 7
12.	Psychotic and dissociative disorders	Group Presentation: CBT for Anger and Aggression	Cicchetti & Cohen, Ch. 14 & 18
13.	Intellectual Disability		Wicks-Nelson, Ch. 11 Cicchetti & Cohen, Ch. 6
14.	Autism		Wicks-Nelson, Ch. 12 Cicchetti & Cohen, Ch. 8
15.	Autism continued		
16.	Exam Week	FINAL PAPER DUE	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 572: SPIRITUALITY, RELIGION AND SOCIAL WORK

3/28/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Examination of the role of spirituality and religion in social work practice with attention given to national and global traditions and their impact on the formation of social work as a profession.

COURSE DESCRIPTION

This course will examine the role of spirituality and religion in social work practice. Attention will be given to national, as well as global, spiritual and religious traditions and their impact on the formation of the social work profession. Students will gain an understanding of the role of Charity Organization Societies, the Settlement House Movement, and the influence of other religious/spiritually-based groups throughout the history of social work and social services provision. Relevant literature and research will be explored with an emphasis on offering students models to integrate spirituality and religious beliefs into current social work-related philosophy and theories, as well as micro, mezzo, and macro practice frameworks. Research on spirituality and religion in the social work profession will be explored, along with the needs and opportunities for current research in this area.

Participation in class discussions will be encouraged and rewarded with points. Due to the nature of the topics in this course, sensitive information will undoubtedly be discussed. It is critical that all class discussions are handled in a respectful, supportive manner consistent with social work values. For instance, discussions may include disclosures of students' spiritual or religious beliefs and faith traditions. Each student in the class must treat other students with dignity and be respectful to them no matter what information they share concerning their spiritual or religious beliefs and faith traditions. This is the case whether or not a student's beliefs are shared by others or seem contrary to beliefs and faith traditions of others in the class.

Social work students/future professional social workers must become comfortable discussing controversial issues concerning sensitive subjects with each other in a collegial, respectful manner. They must also become comfortable discussing themselves in a genuine manner since we ask our clients to discuss the intimate details of their lives (which often include very sensitive topics) with us in a genuine manner. However, if you become uncomfortable with any discussions in class, some of the subject matter covered in the course, or a course assignment, please speak to the professor. He will see if there is a way to minimize anxiety or discomfort stimulated by the sensitive topics covered in the course, or make arrangements for an alternative assignment.

REQUIRED TEXTS AND READINGS

Canda, E. R., & Furman, L. D. (2010). *Spiritual diversity in social work practice: The heart of helping* (2nd ed.). New York: Oxford University Press.

Van Hook, M., Huguenot, B., & Aguilar, M. (Eds.). (2001). *Spirituality within religious traditions in social work practice*. Pacific Grove, CA: Brooks/Cole.

RECOMMENDED TEXTS

Irwin, R. R. (2002). *Human development and the spiritual life: How consciousness grows toward transformation*. New York: Kluwer Academic/Plenum Pub.

Pargament, K. I. (2011). *Spiritually integrated psychotherapy: Understanding and addressing the sacred*. New York: Guilford Pub.

Scriptural texts from all major religions: e.g., The Bhagavad Gita, The Bible, The Koran, The Torah, etc.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

At completion of the course students will be able to demonstrate:

1. Knowledge and understanding of diverse religious and spiritual practices and experiences, and the roles they play in social work-related philosophies, theories, and frameworks.
2. Recognition of the impact of diverse religious and spiritual practices on the clients social workers serve.
3. Knowledge and understanding of religious and spiritual resources in the local community.

4. Application of spiritually sensitive clinical techniques in social work practice with clients.
5. The ability to analyze client cases for ethical issues that involve religion and spiritual based content.
6. The ability to critically analyze recent research on religion and spirituality in social work practice.

EPAS 2.1.10 a-d – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Student skillfully, respectfully, and in accord with social work values, establishes working relationships with clients and community partners and utilizes those relationships in forging goals and positive outcomes. The student demonstrates the ability to develop relationships and manage power differentials in routine and challenging situations with clients and partners in a manner that reflects core social work values as they address mental health practice. The student consistently gathers qualitative and quantitative data from a variety of sources, forms coherent meaning from the data, and uses the resulting information to make recommendations and to plan interventions that meet standards for social work practice. Students' service plans reflect data collection and assessment methods that demonstrate mutuality and respect for clients from diverse backgrounds.

The student comfortably shifts among the roles of a social worker in community mental health settings and intervenes effectively in those roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations.

The student's mental health interventions demonstrate effective embracing of multiple social worker roles and phases of service that recognize client strengths and self-determination.

The student consistently uses reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve policy and practice.

Student regularly engages in practice evaluation using reliable and valid methods and uses the results to benefit clients.

Course and assignment measures – All assignments/total course grade.

COURSE FORMAT AND BASIC REQUIREMENTS

The course includes reading assignments, lecture, PowerPoint presentations, guest speakers, audio-visual media presentations and experiential exercises. Outside of the class period students will be expected to visit religious/spiritual services and report on selected movies or books.

Attendance Policy

Regular class attendance is vital since this course includes experiential elements. In addition, active class participation is very important for each student and the class as a whole. Participation in class discussions regarding readings, lectures, and other activities composes a major educational component of the course. Therefore, attendance and participation will be rewarded with points that will be part of each student's final grade. Absences will negatively impact students' final grades. Excessive tardiness will also affect a student's class participation score.

ASSIGNMENTS

See Assignment/Evaluation handout sheet for detailed descriptions of all assignments.

Attendance & Participation: 10% - Discussions in class. Class discussions require completion of the readings assigned for each class meeting. See the Weekly Discussion assignment on the assignment sheet.

Journal: 20% - Maintain a self-reflective journal focused on spirituality throughout the course. Journals are due, week 3, week 7, week 11, and week 15. See Assignment #1 on the assignment sheet.

Film or Book Review: 20% - Scheduled throughout the quarter: the review must be completed by week 7. See Assignment #2 on assignment sheet.

On-Site Visit to a Religious/Spiritual Service: 20% - Reflection paper (1-2 pages) and class presentation (5-10 minutes) concerning a visit to a religious/spiritual service that is quite different than any religious/spiritual service you have experienced before. See Assignment #3 on assignment sheet.

Research/Theory-Oriented Paper: 30% - A paper (10-12 pages) on a topic of the student's choosing which relates to spirituality/religion and social work. This assignment must be handed in the last class session. See Assignment #4 on assignment sheet.

Assignment Submission Policy

Students are responsible for all material listed in the syllabus and/or covered in class and all assignments on the syllabus. Assignments are to be completed on the due date listed on the syllabus (5% of the grade will be deducted each day for which the assignment is late). All written work must be written in APA style, proofread, and **edited**. Edit papers repeatedly until the spelling, grammar and syntax, etc., are correct prior to submitting them! The papers in this course will be submitted through "turnitin" on the course website. The journal can be hand written or typed and handed in on the days designated in the syllabus.

GRADING POLICY FOR THE COURSE

Course grades will be based on the number of points the student has earned out of 300-points possible in the course. Points will be available as follows:

<u>Assignment</u>	<u>Points</u>	<u>Weighting</u>
Attendance & Participation	30	10%
Journal	60	20%
Film/Book Review Paper/Presentation	60	20%
On-site Visit Paper/Presentation	60	20%
Research/Theory Paper	90	30%
Total	300	100%

Grading:

Final grades will be determined as follows:

93% and above	A
90% to 92%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
77% to 79%	C+
74% to 76%	C
70% to 73%	C-
60% to 69%	D
< 60%	F

Plus (+) and minus (-) grades are in effect. There are no extra-credit options for this course. Late assignments are deducted one-half grade for each day late.

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ACADEMIC ACCOMMODATIONS

The student must inform the instructor during the first week of classes of any disability or special needs he/she has that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Service Office, which is located in UH 101 and the phone number is (657) 278-3117. To learn more about the services go to www.fullerton.edu/dss .

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at <http://prepare.fullerton.edu/personalpreparedness/Default.asp> .

MSW 572: 16-WEEK SCHEDULE

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 1	<p>Overview of course</p> <ul style="list-style-type: none"> • Spirituality: definitions & discussion • Religion: definitions & discussion • Faith: definitions & discussion • Differentiation between spirituality and religion <ul style="list-style-type: none"> ○ Experiences, values, beliefs ○ Canda/Furman and Fowler's perspectives • Role of spirituality and religion in social work <ul style="list-style-type: none"> ○ Historical perspective ○ The NASW Code of Ethics and spiritually sensitive social work practice 		<p>National Association of Social Workers. (2008). <i>NASW Code of Ethics</i>. Washington, DC: NASW Press.</p>
Week 2	<p>Western & Eastern orientation to spirituality/religion</p> <ul style="list-style-type: none"> ○ Major divisions in US religion <p>Religions in Orange County (Census & other data)</p> <ul style="list-style-type: none"> ○ Resources in Orange County • Developmental theories and spirituality/religion 	<p>Sheryl Curl MA, MFT, RN</p> <p>Integrative Spirituality, Religion and Mental Health in OC</p>	<p>Canda, & Furman, (2010). Chaps. 1 & 8.</p> <p>Van Hook, Hugen, & Aguilar, (Eds.). (2001). Introduction, Chap.1.</p> <p>Hodge, & McGrew, (2005). Clarifying the distinctions and connections between spirituality and religion. <i>Social Work & Christianity</i>, 32(1), 1-21.</p> <p>Pargament, (2011). Chap. I.</p>

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 3	Western orientations to spirituality/religion <ul style="list-style-type: none"> ▪ Catholicism 	Michael Mullard MFT Spiritually-informed Practice from a Catholic Christian Perspective	Canda, & Furman, (2010). Chap. 2. Van Hook, et al., (2001). Chap. 7.
Week 4	Western orientations to spirituality/religion <ul style="list-style-type: none"> ▪ Protestantism • Religious conversion experiences Crises and spiritual transformation 	Michelle Garza-Rodriguez LCSW & Susan Gallardo LCSW Social Work Practice from a Christian Perspective Journals Due	Canda, & Furman, (2010). Chap. 3. Van Hook, et al., (2001). Chaps. 9 & 10.
Week 5	Eastern orientations to spirituality/religion <ul style="list-style-type: none"> ○ Major Eastern religions. <ul style="list-style-type: none"> ▪ Buddhism ▪ Hinduism • Rituals and practices in Eastern religions • Identity development and spirituality/religion 	Natalie Tran PhD Mindfulness Meditation and Buddhism (Wear comfortable clothing, bring a cushion/pillow, and a blanket/yoga mat) Assignment #2 Movie/Book Review Due	Mindfulness article/book chapter. Van Hook, et al., (2001). Chaps. 3, 4.

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 6	Religious/spiritual diversity in the US <ul style="list-style-type: none"> ○ American Indian religion and spirituality ○ African American religion and spirituality ● Cultural diversity and religious/spiritual identities ● Oppressed populations and religious/spiritual identities ● Blending of religious traditions <ul style="list-style-type: none"> ○ Hispanic/Latino religion and spirituality ● Curanderismo ● Santeria 	Michael Folsom MS Spiritually-informed Practice with American Indian Clients	Canda, & Furman, (2010). Chap. 4. Van Hook, et al., (2001). Chap. 2 & 11. Hodge, & Limb. (2010). Conducting spiritual assessments with Native Americans: Enhancing cultural competency in social work practice courses. <i>Journal of Social Work Education, 46</i> (2), 265-284.
Week 7	Middle Eastern orientations to spirituality/religion <ul style="list-style-type: none"> ● Judaism ● Islam 	Rabbi Karen Sherman MSW Spiritually-informed Social Work Practice with Jewish Clients Spiritually-informed Practice with Islamic Clients	Van Hook, et al., (2001). Chaps. 6 & 8. Hodge, D. R. & Nadir, A. (2008). Moving toward culturally competent practice with Muslims: modifying cognitive therapy with Islamic tenets. <i>Social Work, 53</i> (1), 31-51. Abu Raiya, & Pargament, (2010). Religiously integrated psychotherapy with Muslim clients: From research to practice. <i>Professional Psychology: Research and Practice, 41</i> (2), 181-188.

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 7 (Cont'd)			<p>Fischer, Ai, Aydin, Frey, & Haslam, (2010). The relationship between religious identity and coping strategies: An examination of the relative importance of interpersonal & intrapersonal coping in Muslim & Christian faiths. <i>Review of General Psychology, 14</i>(4), 365-381.</p> <p>Steiker, & Scarborough, (2011). Judaism, alcoholism, and recovery: The experience of being Jewish and alcoholic. <i>Journal of Social Work Practice in the Addictions, 11</i>(1), 90-95.</p>
Week 8	<p>Atheism, agnosticism, skepticism</p> <ul style="list-style-type: none"> ○ Neglected minority? ○ Social work as a humanist enterprise ● The darker side of religion/ spirituality: When religion or spirituality can be harmful ○ Negative effects of fundamentalism ○ Religious discrimination & oppression 	<p>David Cherin Ph.D</p> <p>Skepticism and Agnosticism in Social Work Practice</p> <p>Journals Due</p>	<p>Canda, & Furman, (2010). Chap. 6.</p> <p>Hwang, Hammer, & Cragun (2011). Extending religion-health research to secular minorities: issues and concerns. <i>Journal of Religion and Health, 50</i>, 608-622.</p>
Week 9	<p>Assessment and spiritual/religious diversity</p> <ul style="list-style-type: none"> ● Assessing the client's spiritual and 	<p>Sharon Landis MSW</p> <p>Faith in Motion</p>	<p>Canda, & Furman, (2010). pp. 261-285.</p>

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 9 (cont'd)	religious beliefs and values <ul style="list-style-type: none"> ○ Putting the “spiritual” in ○ biopsychosocial-spiritual ○ assessments ○ Spiritual genograms ○ Spiritual ecomaps 	Neha Shahpatel, LCSW Spiritually-informed Practice with Hindu clients (5:30) Spiritual assessment tools	Pargament, (2011). Chaps. 10 & 11. Hodge, (2001). Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality. <i>Social Work, 46</i> (3), 203-214. Hodge, & Limb. (2010). Conducting spiritual assessments with Native Americans: Enhancing cultural competency in social work practice courses. <i>Journal of Social Work Education, 46</i> (2), 265-284.
	Spring Break		
Week 10	The role of spirituality and religion in mental health	Imam, Yassir Fazaga & Rida Hamida Spiritually-informed Practice with Muslim clients	Canda, & Furman, (2010). Chap. 7. Pargament, (2011). Chap. 9. Fisher, Ai, Aydin, Frey, & Haslam, (2010). The relationship between religious identity and coping strategies: An examination of the relative importance of interpersonal & intrapersonal coping in Muslim & Christian faiths. <i>Review of General Psychology, 14</i> (4), 365-381. Gonsiorek, Richards, Pargament, &

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 10 (cont'd)		Assignment #3 On Site Visit Paper Due	<p>McMinn, (2009). Ethical challenges and opportunities at the edge: Incorporating spirituality and religion into psychotherapy. <i>Professional Psychology: Research and Practice</i>, 40(4), 385-395.</p> <p>Koenig, (1997). Religion and mental health. <i>Is religion good for your health?</i> (pp. 49-76). New York, Haworth.</p>
Week 11	<p>The role of religion and spirituality in physical health</p> <ul style="list-style-type: none"> • Spiritual and religious support among health care providers. 	Class presentations: Assignment #3	<p>Van Hook, et al., (2001). Chap. 14.</p> <p>Benson, (1996). Trust your instincts, trust your doctor. <i>Timeless healing</i>, (pp. 241-256). New York: Simon & Schuster.</p> <p>Koenig, (1997). Religion and physical health. <i>Is religion good for your health?</i> (pp. 77-100). New York, Haworth.</p> <p>Maselko, Hughes, & Cheney, (2011). Religious social capital: Its measurement and utility in the study of the determinants of health. <i>Social Science & Medicine</i>, 73(5), 759-767.</p> <p>Thoresen, (2007) Spirituality, religion and health: What's the Deal? In T.G. Plante & C.E. Thoresen (Eds.), <i>Spirit, science, and health: How the spiritual mind fuels</i></p>

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
			<i>physical wellness</i> . Westport, CT, Praeger.
Week 12	<p>Treatment/Interventions</p> <ul style="list-style-type: none"> • Considerations in social work practice with people from diverse spiritual/ religious groups • Spiritually sensitive treatment interventions: Ethical guidelines <ul style="list-style-type: none"> ○ NASW Code of Ethics • Prayer. • Meditation • Fasting • Spiritual mentors <ul style="list-style-type: none"> • Spiritual support systems 	<p>Joshua Hammer MTh, MSW</p> <p>Spiritually-informed Social Work Practice in Substance Abuse and Mental Health</p> <p>Journals Due</p>	<p>Canda, & Furman, (2010). Chaps. 10</p> <p>Pargament Chap. 13.</p> <p>Benson, (1996). The relaxation response. <i>Timeless healing</i>, (pp. 25-46, 123-168). New York: Simon & Schuster.</p> <p>Hodge, (2011). Using spiritual interventions in practice: Developing some guidelines from evidence based practice. <i>Social Work</i>, 56(2), 149-158.</p>
Week 13	<p>Controversial issues: in religion, spirituality and social work</p> <ul style="list-style-type: none"> • Can professional social workers be “religious” or “spiritual?” <p>LGBTQI populations’ experiences with spirituality and religion.</p>	<p>Kerenza Schupmann MSW and Stacey Schupmann MS (doctoral candidate –ABD)</p> <p>Spiritually-informed Social Work Practice with LGBTQI clients</p>	<p>Hodge, (2004). Deconstructing assumptions of prejudice: Understanding the role of power and worldview in assessing Christian attitudes toward lesbians and gay men. <i>Arete</i>, 28(1), 48-64.</p> <p>Dessel, Bolen & Shepardson, (2011). Can religious expression and sexual orientation affirmation coexist in social work? A critique of Hodge’s theoretical, theological, and conceptual frameworks. <i>Journal of Social Work Education</i>, 47(2), 213-234.</p> <p>Hodge, (2011). Toward a learning</p>

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 13 (cont'd)			<p>environment that supports diversity and difference: A response to Dessel, Bolen, and Shepardson. <i>Journal of Social Work Education</i>, 47(2), 235-251.</p> <p>Dessel, et al., (2011) Response to Hodge.</p> <p>Hodge, (2002). <i>Does social work oppress Evangelical Christians? A "new class" analysis of society and social work</i>, 47(4), 401-414. & Letters to the Editor.</p> <p>Ressler, & Hodge, (2006). Religious discrimination in social work. <i>Journal of Religion & Spirituality in Social Work: Social Thought</i>, 24(4), 55-74.</p> <p>Stewart, (2009). The inevitable conflict between religious and social work values. <i>Journal of Religion & Spirituality in Social Work: Social Thought</i>, 28(1-2), 35-47.</p> <p>Subhi & Geelan, (2012). When Christianity and homosexuality collide: Understanding the potential intrapersonal conflict. <i>Journal of Homosexuality</i>, 59(10), 1382-1402.</p>

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 14	<p>Contemporary research on spirituality, religion, and social work</p> <ul style="list-style-type: none"> • Spirituality, religion and social justice: is there a link? • Historical connections • Spirituality, religion and social justice in development • Social justice & spiritually sensitive social sensitive social work practice <ul style="list-style-type: none"> ○ Liberation theology. ○ Empowerment (Theory) in social work thought & practice • Feminist spirituality and the challenges to patriarchal religions 	<p>Your personal journal (read & reflect on your journal prior to class)</p> <p>Discussion of your spiritual development.</p> <p>Discussion of spirituality and social justice in social work practice.</p>	<p>Canda, & Furman, (2010). Chap. 5.</p> <p>Chenot, & Kim, (2013). Spirituality, religion & social justice orientation in the development of young adults. In A. Bryant Rockenbach & M. J. Mayhew (Eds.), <i>Spirituality in college students' lives: Translating research into practice</i>. New York: Taylor & Francis.</p>
Week 15	<p>The importance of personal and professional spiritual development</p> <ul style="list-style-type: none"> • Your own spiritual journey • Changes you have made in your personal spiritual/religious life while in this course • Changes you will make in your personal spiritual/ religious life due to your experience in this course • Understanding how your spiritual development affects social work practice with clients • How might any changes in your spiritual journey affect social work practice with your clients? 	<p>Your personal journal (read & reflect on your journal prior to class)</p> <p>Class presentations: Assignment #4</p>	<p>Canda, & Furman, (2010). Chaps. 9 & 11.</p>

WEEK	TOPIC	ACTIVITIES	READING ASSIGNMENTS
Week 15 (cont'd)	<ul style="list-style-type: none"> Changes you will make in your professional social work practice due to recent changes in your spiritual/ religious development 	Journals Due	
Week 16	Finals Week	Research paper due	

MSW 572: Assignment Instructions

The following are assignment instructions for two major assignments in MSW 572. These instructions do not appear in the MSW 572 syllabus above so they are provided below. The assignment is used for evaluation of behaviors linked to the competencies that are covered in MSW 572. See the Advanced Curriculum/Competencies Matrix included under Accreditation Standard M2.0.6 above.

Assignments

MSW 572: Spirituality, Religion and Social Work

Participation/Weekly Discussion

Each week we will include a discussion on that week's readings. This requires completion of the reading assigned prior to each class meeting (see weekly schedule). You will be graded each week based on your attendance and knowledge of that week's reading during the class discussion. This will account for 10% of your grade. Those missing more than 15% of the class (absences, arriving late or leaving early) will not receive attendance or participation points.

Assignment 1:

One major focus in this course is self reflection. The specific type of self-reflection that is encouraged in this course includes, your own search for meaning, being able to link your own spiritual path to professional values and settings, etc. Personal growth and spiritual development are likely to help you respond sensitively, appreciatively, and competently when dealing with the diverse religious and nonreligious forms of spirituality found in our pluralistic society and reflected in your clientele as professional social workers.

In a previous edition of one of the texts for this course, Canda and Furman (1999) stated, "The capacity for reflection is necessary for the development of insight into self and others and to form empathic and intuitive connection with others" (p. xxi). Since insight concerning one's self and the ability to empathize with others are crucial in social work practice; self reflection is essential to the learning process for developing professional social workers.

*Canda and Furman discuss journaling in your textbook (pp. 26-29). Assignment-1.3 consists of keeping a journal that focuses on your growth during this course. This will require making a journal entry after you read each chapter in the Canda and Furman (2010) book. Alternatively, you can respond in your journal to other reading assigned in any particular week of the semester. There will be plenty of reading to choose from.

Use the format suggested by Canda and Furman (2010) found on pages 26-29 for your journal entries.

The journal will be due on weeks 4, 8, 12, & 15. Journals will be returned the following class period after they are submitted to the professor. This assignment will account for 20% of your grade.

Assignment 2 – Movie/Book Review

Choose a movie that portrays a religious or spiritual awakening or transformation. The topics suggested on page 16 in the Van Hook, et al. (2001) text, may be helpful as you analyze the movie/book in a 4-7 page APA style paper.

The types of topics/questions to address in your paper include: How was religious/spiritual awakening or adherence depicted in this movie/book? Which aspects of spiritual/religious development were indicated in the movie/book? If they were alluded to but not clearly illustrated, how do you connect aspects of spiritual/religious development to relevant parts of the movie/book? Was religious/spiritual awakening, transformation, or adherence viewed as healthy/positive or unhealthy/negative experience for the characters/people in the movie/book?

In addition, as you consider the integration of spirituality and social work, what content in the movie/book can be connected to or applied to this integration? For instance, are there issues related to relationships, social interaction, social justice, the environment, ecological concerns, etc., that influence the characters in the movie/book? How does a spiritually-informed social work perspective help you view this content in the movie/book? As you reflect on the movie/book from a spiritually-informed social work practice perspective, what interventions might you consider applying with characters, neighborhoods, organizations, governmental entities, etc., in the movie/book?

Examples of movies that would be acceptable for this assignment include: *Changing Lanes*, *Eureka* (Shinji Aoyama), *Ghandi*, *Hereafter*, *Koyaanisqatsi*, *Molom: A Legend of Mongolia*, *The Apostle*, *The Mission*, *The Ninth Configuration*, *Seven Years in Tibet*, *Shadowlands*, *Tender Mercies*, *Welcome to Sarajevo*, *What Dreams May Come*. Other examples can be found on:

http://www.rottentomatoes.com/top/bestofrt/top_100_faith_spirituality_movies/?category=19

http://dvd.netflix.com/BrowseGenres/Faith_Spirituality/210

<http://www.spiritualityandpractice.com/films/features.php?id=23514>

<http://www.spiritualityandpractice.com/films/features.php?id=21319>

<http://www.spiritual-experiences.com/spiritual-movies.php>

<http://spiritualityhealth.com/blogs/soulful-films>

<http://www.gaiamtv.com/category/spirituality-videos>

Books that would be acceptable for this assignment include: *A Grief Observed* - C. S. Lewis, *A Testament of Devotion* – Thomas R. Kelly, *Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux* – Black Elk, et. al., *Celebration of Discipline: The Path to Spiritual Growth* – Richard Foster, *Making All Things New* – Henri M. Nouwen (or anything else by Nouwen), *Something Beautiful for God: Mother Teresa of Calcutta* – Malcolm Muggeridge, *Soul Survivor: How My Faith Survived the Church* – Philip Yancey, *The Practice of the Presence of God* – Brother Lawrence, *Breakfast at the Victory* – James Carse, *The Divine*

Conspiracy – Dallas Willard & Richard Foster, *The New American Spirituality, Journey to Ixtlan: The Lessons of Don Juan* – Carlos Casteneda, *The Seven Story Mountain* – Thomas Merton, *The Spirit of the Disciplines: Understanding How God Changes Lives* - Dallas Willard, *Thomas Merton and Thich Nhat Hahn: Engaged Spirituality in an Age of Globalization* – Robert H. King

This assignment will account for 20% of your grade and is due Week 5.

Assignment 3 – Onsite Visit to a Religious/Spiritual Service

For this assignment you are asked to attend a type of religious or spiritual service which you have not experienced previously and that you are very unfamiliar with. This will be a “cross-cultural” experience for you if you choose wisely. Write a reflection paper that includes a brief description of the service, and your experience of the service including; your reactions, thoughts, and feelings during the service. Describe the rituals, symbols, and traditions you observe in the service. Also, reflect on the experience, the effect it had on you, and how it will inform your practice with people from faiths other than your own in the future.

In addition, request permission to interview one or more of the members of the congregation/assembly. Interview them about their beliefs and their experience of their faith. Examples of questions you can ask include; how is your faith helpful for you? Please provide examples how it is helpful for you. Are there ways your faith is not very helpful for you? If so, how (examples)? Use one of the spiritual assessment tools covered in class while you do the interview and complete a spiritual assessment with that person(s). At the end of the paper you write about your “cross-cultural” visit, include a section on the assessment and interview.

The paper for this assignment should be approximately 4-7 pages long.

You will offer a brief presentation (5-10 minutes) on your experience during class in Week 10.

This assignment is due Week 10 and will account for 20% of your grade.

Assignment 4 – Research Paper

The object of this paper is for you to choose a topic, and locate and analyze research in the literature on that topic. Choose a subject related to the course content on spirituality, religion and social work, and your interests. Begin to search the literature for research on the subject. Submit your chosen topic for the instructor’s approval by Week 4 of the class. The suggested topics and questions listed in Van Hook, et al.’s (2001) list of topics/questions on p. 16, may be helpful for you as you consider the subject you wish to address and how you will organize your paper. The paper can be written, from the perspective of working with clients from a specific religious/spiritual tradition on the micro level, working with groups of people from a spiritual/religious tradition on the mezzo level or you may want to take a macro level approach and consider the societal impact of a religious organization or set of spiritual traditions or the impact of the religious organization/spiritual tradition on institutions (i.e., government, education, public health, mental health, child welfare, marriage, etc.) in society (or vice versa).

In the paper, review the relevant conceptual literature and research you have gathered. Critically analyze conceptual frameworks offered in the literature and research reported in the studies you use for the paper. Concerning research, address items such as, the type of research

the authors used to answer their research questions, the sampling plans the authors followed, the size and composition of the samples used in the studies, etc. Was the type of research selected the most appropriate to address the research questions or hypotheses? What impact does the way the authors' recruited their samples have on the findings in the studies you located? How do the size and composition of the samples in the studies affect the results of these studies? Finally, how useful were the findings in the studies to further knowledge about your topic of interest?

Finally, design an intervention with a client(s) who have specific spiritual conflicts, or other difficulties related to spirituality or religion. If you have chosen a mezzo or macro level topic, consider the client a group(s) – (mezzo), or community, organization, governmental entity, etc – (macro). The intervention may be the application of a specific religious or spiritual technique in social work practice. It may be a way to empower a group of people with shared spiritual/religious concerns or organizational change centered on spiritual/religious values. Be creative when planning your intervention.

Your paper will be graded on organization, your ability to discuss and apply the frameworks gathered from the literature, and evidence of critical thinking and creativity. Please use APA format. References should be from mainstream academic journals. You should include at least five sources from academic journals or academically oriented books in the paper. The suggested length of the paper is 10-15 pages.

The paper is due during finals week. Class presentations will be provided during the last class session, Week-15. The presentation should be approximately 10-15 minutes long and include appropriate use of handouts/media, powerpoint, etc. This assignment accounts for 30% of your grade.

DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 573: TRAUMA-FOCUSED SOCIAL WORK PRACTICE

3/25/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

E-mail:

COURSE DESCRIPTION FROM THE CATALOG

This course focuses on traumatic stress and its impact on human behavior across the lifespan. Major theories and current research about trauma and its sequelae, as well as how the brain processes information, will be explored along with current treatment modalities.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS:

This course examines how trauma (both T and t) overwhelms the ability to cope and leaves relationships and brains with the challenge of finding ways to remain integrated and functioning.* Topics include: trauma and its challenge to society, biological basis for trauma (neuroscience), resilience and vulnerability, trauma in cultural perspectives, dissociation and other trauma states, interventions and current research.

* The student is reminded that the topics may evoke strong emotions, particularly if the student has experienced trauma, resolved or unresolved. As in all MSW courses, the student is reminded that the University Health Center- CAPS can be of assistance.

Upon completion of the course, the student will demonstrate:

- Knowledge of how the brain processes information and how trauma may disrupt this process. (EPAS 2.1.6)
- Understanding of the role of public policy and perception in how victims of trauma receive or utilize services. (EPAS 2.1.3, 2.1.8)
- An assessment approach that includes the trauma in its focus.(EPAS 2.1.9, 2.1.10 a-d)

- Knowledge of and basic proficiency in a variety of treatment modalities. (EPAS 2.1.9, 2.1.10 a-d)
- Comprehension of current research and theories on trauma. (EPAS 2.1.6)

REQUIRED TEXTS:

Shapiro, R. (2010) *The trauma treatment handbook: protocols across the spectrum*. Norton. ISBN 13: 978-0393706185

Van der Kolk, B., McFarlane, A., & Weisaeth, L. (editors). (2006) *Traumatic stress: the effects of overwhelming stress on mind, body, and society*. Guilford Press. ISBN 13: 978-1572304574

Movie: *Grace is gone* (2007). The Weinstein Company. Rated PG-13

Other readings as posted on TITANIUM.

GRADING:

Students will be graded based on the following planned assignments:

- Trauma Reflection Paper- 100 points
 - This paper may be written in first person narrative
 - The student will reflect upon the impact of one or more traumas that have occurred in their lives or the life of someone close to them (family, friend, etc.)
 - The student will describe the incident(s), how the trauma was treated (if at all), the short term and long term effects of the trauma(s), cultural, societal, and emotional/psychological barriers and their impact
- Quizzes- 150 points
 - Students will be quizzed about the reading assignments and/or lecture material
 - 5 quizzes worth 30 points each
 - Quizzes will be taken online through TITANIUM
- Case analysis- 250 points
 - Utilizing the movie *Grace is gone*, students will write a case analysis paper
 - This paper will include the student's assessment of the individuals and family with a focus on their shared trauma
 - The student will apply theory and research based on class readings and discussion
 - The student will include a treatment plan utilizing one or more trauma focused interventions

Points possible = 500 points

Grading Standards: (this course utilizes +/- grades)

100-94%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-74%	C
73-70%	C-
69-67%	D+
66-64%	D
63-61%	D-
60% or below	F

Attendance

Students are expected to attend class in order to facilitate learning. Should a student be unavoidably late, it is requested that entry into the classroom be as quiet as possible so as not to disrupt the class. Should a student know in advance that they will be absent or tardy, an email to the instructor is appreciated. Should circumstances force the student to be absent, the student should email the instructor as soon as it has been determined that the class will be missed. Missing class *may* affect the student's final grade for the course as the instructor will not be obligated to provide the student with information from class, including instruction on assignments.

Late Assignments

Assignments are due as scheduled in the syllabus. Any conflict in submitting an assignment at the scheduled time **must** be discussed in advance with the instructor. Failure to notify the instructor in advance will result in a 5% loss of the associated point value for each day or portion of a day it is late.

Extra Credit

This course does not include an extra credit option.

ACADEMIC DISHONESTY

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalogue. The information is available online at <http://www.fullerton.edu/handbook/policy>. When a student cheats or commits plagiarism, University policy **requires** instructors to report the offense to the Associate Dean of Judicial Affairs.

SPECIAL NEEDS OR ACCOMMODATIONS

Students with a disability or other special needs should know that the University Disability Support Services Office (DSS) is on campus (UH-101; 657-278-3117) to provide assistance and support. The services can be viewed at <http://www.fullerton.edu/disabledservices>. The DSS provides services and counselors for students with disabilities. Students must register with DSS in order to receive accommodation.

CLASSROOM DECORUM

The student is expected to demonstrate the maturity of an adult learner; this necessitates politeness and respect for both the instructor and fellow students. Students are asked to silence mobile phones. **Use of laptops is permitted for note-taking only. Likewise, no internet surfing, texting, facebooking, or tweeting will be tolerated.** Repeat offenders may be placed on behavioral contracts in order to remain enrolled in the course.

EMERGENCY PROCEDURES

The safety of all students attending CSU Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's Emergency Response Procedures. Each student should familiarize themselves with these procedures by visiting http://www.fullerton.edu/emergencypreparedness/ep_students.html.

REQUIRED EQUIPMENT/MATERIALS

6. Students are expected to have access to a computer and the internet.
7. Students are required to access TITANium for additional class information or reading materials
8. The instructor may send announcements or other communication through the email function of TITANium. The student is advised to check TITANium and their campus email daily.
9. The University uses Microsoft Office 2010 software. The student is expected to have compatible software for assignments.
10. Students will need to rent the movie *Grace is gone* in order to complete the Case Study Paper. This movie is available on many online video sites including Netflix.com.

MSW 573: 16-WEEK SCHEDULE (Tentative)

1	Overview of course and expectations Defining trauma and its impact on individuals, families, and society	Students are to read the entire van der Kolk and Shapiro texts; the notations below indicate the chapters most appropriate to the topic
2	Defining trauma and its impact on individuals, families, and society, cont. History of trauma	van der Kolk: Ch. 1, 2, 3
3	Biology of trauma Quiz #1	van der Kolk: Ch. 4, 6-10
4	Developmental, cultural and social issues Trauma Reflection Paper Due	Van der Kolk: Ch. 5, 14-17
5	Assessment	van der Kolk: Ch. 11-13
6	Treatment Quiz #2	Van der Kolk: Ch. 18-25
7	Treatment, cont.	Shapiro; Intro, Section I
8	Treatment, cont.	Shapiro: Section II
9	Treatment, cont. Quiz #3	Shapiro: Section III
10	Complex trauma treatments	Shapiro: Section IV
11	Complex trauma, cont.	Shapiro: Section V
12	Special Populations Quiz #4	
13	Practicum	
14	Self-care; secondary trauma Quiz #5	Shapiro: Section VI
15	Wrap-up Case Analysis Paper Due	
16	Final Examinations Week	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 574: DEATH AND DYING: Social Work Practice in Palliative Care at End of Life

2/10/2014

Instructor:

Days:

Office:

Time:

Hours:

Phone:

E-mail:

COURSE DESCRIPTION FROM THE CATALOG

This is an advanced Practice Course on working with dying patients using palliative care and the transprofessional service model as an anchor in providing patients and families with pre-hospice and hospice palliative services..

REQUIRED TEXTS

Berzoff, J & Silverman, P. (2004) *Living With Dying*. New York: Columbia University Press.

Weisman, A. (1972) *On Dying and Dnying*. New York: Behavioral Publications

Glasser, B & Strauss, A. (1965). *Awareness of Dying*. (Amazon reprinting)

Frankl, V. (1988). *The Will to Meaning*. Meridian

Additional reading will be supplied by the instructor

COURSE DESCRIPTION

In this advanced practice course in end of life care, students will be exposed to an evidenced model of practice, the Transprofessional Model of End of Life Care. This model is unique in that it is centered on social workers engaging patients and their families in life affirming inter-group dialogue and reflection as part of ongoing care. Students will specifically learn the modalities of inter-group dialogue, reflection in action and palliative care symptom and pain management. Students will be exposed to both clinically based materials, videos and speakers. The latter will engage them in palliative care dialogue. In addition students will be exposed to end of life journals and poems composed by dying patients.

LEARNING OBJECTIVES

Upon satisfactory completion of this course, students will be able to:

1. Demonstrate knowledge of palliative care as a practice modality (EPAS 2.1.10)
2. Articulate the difference between hospice services and palliative care and work towards reforming agency services in end of life care (EPAS 2.8)
3. Conduct competent end of life treatment sessions with patients and families (EPAS 2.1.10)

EXPECTATIONS OF STUDENTS

Attendance and Preparation: Regular attendance and active participation are required and very important in this course. You are expected to have prepared thoroughly for each class. You are expected to contribute to class discussion. Informed disagreement is both anticipated and welcomed. You are expected to be respectful of the opinions of others and to show courtesy in interactions with fellow students and the instructor. Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language.

Assignments: Late assignments may be accepted at the discretion of the instructor, but will be given a reduced grade. The grade will be reduced by a full letter grade below the grade earned on the paper. Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- ✓ All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- ✓ All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association*. This reference text also provides excellent information on the organization and writing of papers.
- ✓ All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- ✓ Papers should use standard fonts. The department standard is Times New Roman, 12 point.

The following assignments are designed to measure students' progress on the learning objectives for this course.

Assignment #1: Palliative Care Plan: Students will be given a scenario for which they will be required to develop a case plan using the trans-professional model of care and the knowledge rubric from Weisman. (To be discussed in class)

Please include 5 to 7 references. Due the 7th week of class.

Assignment #2: A Life History Interview with an older adult using the logo therapy model. Using an interview guide (questions) of your own choosing, interview an older adult living in the community, in a skilled nursing facility, in an assisted living center or any other venue (select only one venue). This person can not be a relative. Focus the interview on current issues and try to focus on meaning of life issues. The interview needs to be typed with questions and answers and should be 4 to 6 pages in length. Along with the interview provide a 2 page separate analysis that identifies a potential end of life practice issue raised by this person and your discussion. State the policy issue clearly at the end of the analysis is 2 to 3 sentences.

This assignment is due the 12th week of class.

Assignment #3: Presentation to the class on your interview, create a visual diary of the experience. Due the last night of class

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

A passing grade is a “C.” Your course grade will be assigned using the following formula:

Attendance, preparation, and participation (10 points)	10% of total
Assignment 1 (30 points)	30% of total
Assignment 2 (30 points)	30% of total
Assignment 3 (30 Points)	30% of total
Total 100 points	100%

ACADEMIC DISHONESTY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own.

Because this is a common and sometimes unclear problem, please review the following criteria:

6. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
7. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.
8. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog. The information is available online at <http://www.fullerton.edu/handbook/policy>.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Disabled Students Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website <http://www.fullerton.edu/disabledservices/>.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at <http://www.fullerton.edu/emergencypreparedness/Default.asp>.

MSW 574: 16-WEEK SCHEDULE
(15 weeks of instruction, plus one exam week)

WEEK	TOPIC(S)	READING ASSIGNMENTS
Week 1	Introduction to class Discussion of end of life practice Review of syllabus	No Readings
Week 2 & 3	Hospice and palliative care the noun and the adjective of it all The Transprofessional model of Care Bill Moyer Videos each week	Instructor supplied reading on Transprofessional model
Week 4	Practice modalities of the Transprofessional model, working with palliative frames—The Balm of Gilead and knowing	Avery Weisman
Week 5 & 6	The use of logotherapy as inter group dialogue in end of life care	Victor Frankl
Week 7 & 8	First Assignment Due The foundations of social work palliative care practice Diary and poems Dialogues in palliative care- visit with Rich Brumbley	Glasser and Strauss
Week 9-16 Week 9	Clinical Issues in End of life Care Trajectories and social work practice in hospice	Berzoff chapter 14,15 and 16

WEEK	TOPIC(S)	READING ASSIGNMENTS
Week 10	Pains and Symptom Care Social work's role in palliative care Palliative Dialogue with Santa Barbara Hospice	Berzoff Chapter 17 thru 21
Week 11	Spirituality and Multi-Ethnic Practice in end of life care	Berzoff 21 and 22
Week 12	Second assignment due The case of Tony Palliative Care Dialogue with O.C. hospice	No readings
Week 13-14	End of Life diversity and populations	Berzoff 23, 24,25,31 and 32
Week15	Reflections and preparations	No reading
Week 16	Final presentation	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 575: INTERNATIONAL SOCIAL WORK

2/10/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

This course orients students to concepts and practice issues regarding social work and social welfare from a global perspective, and is offered as a practice elective for students with a special interest in application of social work within the international context.

REQUIRED TEXTS

Healy, L. M. (2008). *International social work: Professional action in an interdependent world*. (2nd ed.). New York, NY: Oxford University Press.

All additional readings will be available on TITANium.

COURSE OVERVIEW/OBJECTIVE

This course addresses international aspects of social work in the United States and in a global context. The course examines how human well-being is increasingly affected by global phenomena such as globalization, migration, refugees and displaced persons, natural disaster, war and civil strife, terrorism and insecurity. The course will look at the types of groups or organizations doing humanitarian work and social development around the world, as well as working with international populations in the United States. The course will discuss the challenges of cross-cultural social work, critically analyze social development, and provide examples of how social workers, collaborating with others, may remediate problems, influence policies, and promote social well-being. Interventions and strategies will emphasize community participation, sustainable development, addressing root causes of problems, and promoting human rights and social justice.

STUDENT LEARNING GOALS

Upon completion of this course, students will be able to:

1. Understand the concept of globalization and its economic, political, cultural, and social welfare implications in regards to the lives of individuals, families, and communities by passing with a grade of B or higher on the Addressing a Country-Specific Problem or Issue of Global Significance assignment (EPAS 2.1.10).
2. Articulate both current challenges and specific social development strategies in regards to the global issues of poverty, inequality, human rights, health, conflict, displacement and migration, and service delivery with vulnerable populations by passing with a grade of B or higher on the United Nations Millennium Development Goals assignment (EPAS 2.1.5).
3. Identify best practices in sustainable social development and humanitarian response and the need for cross discipline and creative responses to social needs and problems by passing with a grade of B or higher on the Addressing a Country-Specific Problem or Issue of Global Significance assignment (EPAS 2.1.10).
4. Demonstrate knowledge of organizations and entities involved in international social work including international organizations, governmental, faith-based and other non-governmental organizations as well as social entrepreneurs by passing with a grade of B or higher on the Reaction Papers to Speakers or Videos (EPAS 2.1.9).
5. Demonstrate understanding and sensitivity to multicultural issues in international work by passing with a grade of B or higher on the Addressing a Country-Specific Problem or Issue of Global Significance assignment (EPAS 2.1.4).
6. Identify the relevance and implications of course content for international practice at home and opportunities for international practice abroad by passing with a grade of B or higher on the International Practice Opportunity Portfolio (EPAS 2.1.9).

PLANNED ASSIGNMENTS

Assignment 1: United Nations Millennium Development Goals (MDG) (40 pts; 20%)

Students will be placed in groups of 3-4 students, corresponding to the eight Millennium Development Goals. Students will research and report on: 1) rationale for the goal; 2) progress toward the goal; 3) examples of positive strategies related to the goal; and 4) barriers to achievement. Each group will then create a poster related to the goal. We will do brief group reporting on the goals in class. A primary resource for this assignment is <http://www.un.org/millenniumgoals/>

Assignment 2: Addressing a Country-Specific Problem or Issue of Global Significance (80 pts; 40%)

The paper should be 10-12 pages, and double-spaced (12 pt. Times New Roman font). Cite at least 10 sources of information and include the references.

1. Choose a country and choose a social problem/issue in that country.
2. Complete a country profile which includes economic and social indicators and conditions.
3. Briefly discuss the country's recent history and political situation, relevant current events, and United States and other foreign nation involvement, if applicable.
4. Discuss the roots or causes of this problem, and the human, economic, and/or social impact of the problem.
5. Discuss current attitudes and responses to this issue, and give examples of individuals, projects, or programs that are addressing this issue or problem. Describe how interventions support community, sustainability, and human rights. Discuss cultural or value conflicts international workers may experience in engaging with the local community and implications for social work practice. Give examples of successful strategies or interventions, and any "unintended consequences" of tried or current interventions.

Assignment 3: International Practice Opportunity Portfolio (40 pts; 20%)

Each student will identify six organizations that address an international social issue, problem, or area of practice that is of interest. Develop an electronic portfolio that includes for each organization: 1) programmatic information (e.g., contact information, mission, programs, and geopolitical scope of service); 2) potential employment, internship, fellowship, or volunteer opportunities; 3) examples of position descriptions; and 4) a brief statement about collateral contacts' opinions about the reputation of the organization in terms of service delivery and employee-opportunity. If time permits, each student will give a short in-class summary of the practice opportunity findings represented in the portfolio.

Assignment 4: Reaction Papers to Speakers or Videos (20 pts; 10%).

This course utilizes a wide variety of speakers and videos. Write two reaction papers (two pages, double-spaced). Suggested topics for discussion may include new facts and knowledge, innovative strategies or practices you learned about, challenges in the field of practice, emotional responses you may have experienced during the presentation, and value conflicts or disagreements you may have with the presentation. Also discuss your own ideas about perspectives presented. Reaction papers are due the week following the presentation.

Class Participation (20 pts; 10%)

Regular class attendance and participation are part of each student's final grade. Students are granted one unexcused absence without penalty; each subsequent absence will result in a two-point deduction from the student's participation grade. Excessive tardiness will also affect a student's class participation score. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

GRADING POLICY FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. United Nations Millennium Development Goals	(40 pts; 20%)
2. Country-Specific Problem or Issue Paper	(80 pts; 40%)
3. International Practice Opportunity Portfolio	(40 pts; 20%)
4. Reaction Papers	(20 pts; 10%)
5. Class participation	(20 pts; 10%)
<hr/>	
Total	200 points (100%)

Students are responsible for all material covered in class and all assignments on the syllabus. A hard copy of all papers must be turned in to the instructor at the beginning of class on the assigned due date. Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. Late papers are penalized 10% of the assignment's total value for each day past the assigned due date. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	94-100%
	A-	90-93%
	B+	87-89%
	B	84-86%
	B-	80-83%
	C+	77-79%
	C	74-76%
	C-	70-73%
	D+	67-69%
	D	64-66%
	D-	60-63%
	F	Below 60%

A grade of C or better is required for successful completion of this course.

DISABILITY STATEMENT

If you have a disability or special need for which you are or may be requesting an accommodation, please inform me and contact the Office of Disability Support Services, located in University Hall 101, as early as possible in the term. For more information, the Office of Disability Support Services can be reached by calling (657) 278-3117 or visit their website at www.fullerton.edu/DSS/. Confidentiality will be protected.

ACADEMIC INTEGRITY STATEMENT

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>

EMERGENCY INFORMATION

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at <http://www.fullerton.edu/emergencypreparedness/Default.asp>

MSW 575: 16-WEEK SCHEDULE
(15 weeks of instruction, plus one exam week)

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1.	Course Overview Global Context for International Social Work		Healy: Chaps. 1 & 8. Healy, L. M. (2012). Defining international social work. In L. M. Healy & R. J. Link (Eds.), <i>Handbook of international social work: Human rights, development, and the global profession</i> (pp. 9-15). New York, NY: Oxford University Press.
2.	Globalization Global Issues	In small groups, students design plan of action for reports and posters on MDGs.	Millennium Development Goals (MDG): http://www.un.org/millenniumgoals/ Healey: Chaps. 2 & 4; Appendix B & D. Wilson, M. (2012). Globalization. In L. M. Healy & R. J. Link (Eds.), <i>Handbook of international social work: Human rights, development, and the global profession</i> (pp. 16-23). New York, NY: Oxford University Press. www.cia.gov/cia/publications/factbook State Department: http://www.state.gov/ Micklethwait, J., & Woolridge, A. (2001). The globalization backlash. <i>Foreign Policy</i> , 126, 16–26.
3.	Theories and Models of Social Development		Hermoso, J. C. R., & Luca, C. G. (2006). Civil society's role in promoting local development in countries in transition: A comparative analysis of the Philippines and Romania. <i>International Social Work</i> , 49(3), 319-332. Midgley, J. (1997). International social development. In <i>Social welfare in a global context</i> (pp. 180-202). Thousand Oaks, CA: Sage. Fajth, G., Engilbertsdottir, S., & Kurukulasuriya, S. (2012). From comparative to global social policy: Lessons for development practitioners from UNICEF's Global Study on Child Poverty and Disparities. <i>Children and Youth Services Review</i> , 34, 499-508. T

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
3. (cont'd)	Theories and Models of Social Development (cont'd)		Hugman, R., Thai Lan, N. T., & Hong, M. T. (2007). Developing social work in Vietnam. <i>International Social Work, 50</i> (2), 197-211.
4.	Social Development and Human Rights	Film – <i>About the United Nations: Human Rights</i>	<p>Healy: Chaps. 3 & 9; Appendix C.</p> <p>Staub-Bernasconi, S. (2012). Human rights and their relevance for social work as theory and practice. In L. M. Healy & R. J. Link (Eds.), <i>Handbook of international social work: Human rights, development, and the global profession</i> (pp. 30-36). New York, NY: Oxford University Press.</p> <p>Wronka, J. (2012). Overview of human rights: The UN conventions and machinery. In L. M. Healy & R. J. Link (Eds.), <i>Handbook of international social work: Human rights, development, and the global profession</i> (pp. 439-446). New York, NY: Oxford University Press.</p> <p>Skegg, A. (2005). Human rights and social work: A Western imposition or empowerment to the people? <i>International Social Work, 48</i>(5), 667-672.</p> <p>Ife, J. & Fiske, L. (2006). Human rights and community work: Complementary theories and practices. <i>International Social Work, 49</i>(3), 297-308.</p> <p>Bruck, C. (2006). Millions for millions. <i>The New Yorker</i>, October 30th. pp. 62-73.</p>
5.	United Nations Millennium Development Goals Poster Presentation	United Nations Millennium Development Goals Poster & Report Due	No assigned reading
6	Social Services in a Global Context		<p>Healy, Chaps. 11 & 12.</p> <p>Hall, A., & Midgley, J. (2004). <i>Social policy for development</i> (pp. 1-43). London: Sage.</p>

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
6. (cont'd)	Social Services in a Global Context		Roby, J. L. (2005). Women and children in the global sex trade: Toward a more effective policy. <i>International Social Work</i> , 48(2), 136-147. Saracostti, M. (2010). Constructing Chile's social protection system: From early childhood to old age. <i>International Social Work</i> , 53(4), 568-574.
7.	Humanitarian Response to Disasters and International Emergencies	Guest Speaker from the International Red Cross	Healy: Ch. 10.
8.	Global Organizational Actors	Video: <i>Power of Enterprise, Maria Teresa Leal, Brazil</i>	Healy: Ch. 5 & 7; Appendix A
9.	Poverty, Inequality, and Marginalization	Film – <i>Hungry for Profit, Global Assembly Line</i>	Midgley, J. (2007). Global inequality, power and the unipolar world: Implications for social work. <i>International Social Work</i> , 50(5), 613-626. Nadkarni, V., & Dhaske, G. (2012). Poverty and human needs. In L. M. Healy & R. J. Link (Eds.), <i>Handbook of international social work: Human rights, development, and the global profession</i> (pp. 232-236). New York, NY: Oxford University Press. Sachs, J. D. (2005). A global family portrait. In <i>The end of poverty</i> (pp. 5-25). New York, NY: Penguin Press. Chan, R. K. H. (2006). Community economic development: Application and limitations in Hong Kong. <i>International Social Work</i> , 49(4), 483-493. Ferguson, K. M. (2006). Responding to children's street work with alternative income-generation strategies. <i>International Social Work</i> , 49(6), 705-711. Mubangizi, B. C. (2003). Drawing on social capital for community economic development: Insights from a South African rural community. <i>Community Development Journal</i> , 38(2), 140-150.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Rothwell, D. W. (2011). The case for asset-based interventions with indigenous people: Evidence from Hawai'i. <i>International Social Work</i> , 54(1), 35-50.
10.	Refugees/ Displaced Persons	<p>Film: <i>The Lost Boys</i> – Sudanese orphans who migrate to the U.S.</p> <p>International Practice Opportunity Portfolio Due</p>	<p>Denov, M. (2010). Coping with the trauma of war: Former child soldiers in post-conflict Sierra Leone. <i>International Social Work</i>, 53(6), 791-806.</p> <p>Harding, S. (2007). Man-made disaster and development: The case of Iraq. <i>International Social Work</i>, 50(3), 295-306.</p> <p>Lyons, K., & Huegler, N. (2012). Migration and refugees. In L. M. Healy & R. J. Link (Eds.), <i>Handbook of international social work: Human rights, development, and the global profession</i> (pp. 214-219). New York, NY: Oxford University Press.</p> <p>United Nations High Commissioner for Refugees (UNHCR) (2011). 60 years and still counting: UNHCR global trends 2010. Geneva, CH: Author. Retrieved from http://www.unhcr.org/cgi-bin/texis/vtx/home/opendocPDF%20Viewer.html?docid=4dfa11499&query=2010%20global%20Trends</p> <p>Drumm, R., Pittman, S. & Perry, S. (2003). Social work interventions in refugee camps: An ecosystems approach. <i>Journal of Social Service Research</i>, 30(2), 67-92.</p> <p>Gourevitch, P. (2010). Alms dealers. <i>The New Yorker</i>, October 11th, 102-109.</p> <p>Harr, J. (2009). Lives of the saints: International hardship duty in Chad. <i>The New Yorker</i>, January 5th.</p> <p>State Department—Office of International Migration: http://usinfo.state.gov/regional/ar/</p> <p>United Nations Convention Relating to the Status of Refugees: www.unhcr.ch/html/menu3/b/o/_c_ref.htm</p>
11.	Disease and Health Disparity	Film— <i>Sick World: A Closer Walk</i> (AIDS)	Rose, S. M., & Hatzenbuehler, S. (2009). Embodying social class: The link between poverty, income inequality, and health. <i>International</i>

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
11. (cont'd)	Disease and Health Disparity (continued)	Documentary)	<p><i>Social Work</i>, 52(4), 459-471.</p> <p>UNAIDS (2010). Epidemic update. In UNAIDS report on the global AIDS epidemic 2010. Retrieved from http://www.unaids.org/documents/20101123_GlobalReport_Chap2_em.pdf</p> <p>Wetzel, J. W. (2012). Global mental health. In L. M. Healy & R. J. Link (Eds.), <i>Handbook of international social work: Human rights, development, and the global profession</i> (pp. 214-219). New York, NY: Oxford University Press.</p> <p>McCarthy, M. (2007). The global fund: 5 years on. <i>The Lancet</i>, 370(9584), 307-08.</p> <p>Kavuma, R. (2007). HIV in Uganda: The challenges of getting pills to patients. <i>Multinational Monitor</i>, 28(2), 32-33.</p> <p>Disease and Health Disparity Pardasani, J. (2005). HIV prevention and sex workers: An international lesson in empowerment. <i>International Journal of Social Welfare</i>, 14(2), 116-126.</p> <p>Kubotani, T. & Engstrom, D. (2005). The role of Buddhist temples in the treatment of HIV/AIDS in Thailand. <i>Journal of Sociology and Social Welfare</i>, 32(4), 5-22.</p> <p>Hetzel, M. W., et al. (2007). Understanding and improving access to prompt and effective malaria treatment and care in rural Tanzania: The ACCESS Programme. Retrieved from http://www.malariajournal.com/content/6/1/83</p> <p>Julia, M., & Kondrat, M. E. (2005). Health care in the social development context: Indigenous, participatory and empowering approaches. <i>International Social Work</i>, 48(5), 537-552.</p> <p>Rosenberg, D. (2002). It also takes a village...Developing community mental health. <i>International Social Work</i>, 45(3), 305-314.</p> <p>Voisin, D. R., Baptiste, D. R., Da Costa Martinez, D., & Henderson, G. (2006). Exporting a US HIV/AIDS prevention program to a</p>

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			<p>Caribbean island-nation. <i>International Social Work</i>, 49(1), 75-86.</p> <p>Williams, T. P., Vibbert, M., Mitchell, L., & Serwanga, R. (2009). Health and human rights of children affected by HIV/AIDS in urban Boston and rural Uganda: A cross-cultural partnership. <i>International Social Work</i>, 52(4) 539-545.</p>
12.	Women in the Developing World	Film – <i>A Matter of Honor, Gender Matters</i>	<p>Wanyeki, L. (2004). Globalization, poverty and women’s rights: making the linkages. <i>Development</i>, 47(1), 94-96.</p> <p>Critelli, F. M. (2010). Women’s rights = human rights: Pakistani women against gender violence. <i>Journal of Sociology & Social Welfare</i>, 37(2), 135-160.</p> <p>Freed, W. (2003). From duty to despair: Brothel prostitution in Cambodia. <i>Journal of Trauma Practice</i>, 2(3/4), 133-146.</p> <p>United Nations Convention on the Elimination of Discrimination against Women: www.un.org/womenwatch/daw/cedaw/</p>
13.	Human Trafficking	Guests Speaker from the Orange County Human Trafficking Task Force	<p>Feingold, D. A. (2005, September/October). Human trafficking. <i>Foreign Policy</i>, 150, 26-31.</p> <p>Gozdziak, E. & Collett, E. A. (2005). Research on human trafficking in North America: A review of literature. <i>International Migration</i>, 43(1-2), 99-128.</p> <p>Jones, L., Engstrom, D. W., Hilliard, T., & Diaz, M. (2007). Globalization and human trafficking. <i>Journal of Sociology & Social Welfare</i>, 34(2), 107-122.</p> <p>Engstrom, D., Minas, S., Espinoza, M., & Jones, L. (2004). Halting the trafficking of women and children in Thailand for the sex trade: Progress and challenges. <i>Journal of Social Work Research and Evaluation</i>. 5(2), 193-206.</p> <p>U.S. Department of State, Agency for International Development. (n.d.). <i>Trafficking in persons: USAID’s response</i>. Washington, DC: US</p>

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Department of State.
14.	Protecting and Nurturing Vulnerable Children Protecting and Nurturing Vulnerable Children (continued)	Film – <i>Russian Orphanage</i>	<p>Brown, D. L. (2006). A child’s hell in the Lord’s Resistance Army. <i>Washington Post</i>. (May 10th).</p> <p>Beah, I. (2007). The making, and unmaking, of a child soldier. <i>New York Times</i> (Jan. 14th)</p> <p>Dallaire, R. (2011). They fight like soldiers; they die like children, In <i>How to unmake a child soldier</i> (Chapter 7). New York, NY: Walker & Company.</p> <p>Miles, G. & Thomas, N. (2007). ‘Don’t grind an egg against a stone,’ – Children’s rights and violence in Cambodian history and culture. <i>Child Abuse Review</i>, 16, 383-400.</p> <p>Kimmel, C. E., & Roby, J. L. (2007). Institutionalized child abuse: The use of child soldiers. <i>International Social Work</i>, 50(6), 740-754.</p> <p>Kombarakaran, F. (2004) Street children of Bombay: their stresses and strategies of coping. <i>Children and Youth Services Review</i>, 26, 853-871.</p> <p>Coalition to Stop the Use of Child Soldiers: http://www.child-soldiers.org/</p> <p>United Nations Children’s Fund (UNICEF): www.unicef.org</p> <p>United Nations Convention on the Rights of the Child: www.unicef.org/crc/crc.htm</p>
15.	Immigration; Immigration Reform; Working with Immigrants and Advocating for Immigrants’ Rights	Reaction Papers Due	<p>Healy, L. M. (2004). Strengthening the link: Social work with immigrants and refugees and international social work. <i>Journal of Immigrant & Refugee Services</i>, 2(1/2), 119-138.</p> <p>Nash, M., Wong, J., & Trlin, A. (2006). Civic and social integration: A new field of social work practice with immigrants, refugees, and asylum seekers. <i>International Social Work</i>, 49(3), 345-363.</p>

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Martinez-Brawley, E. E., & Gualda, E. (2009). Portraying immigrants to the public: Mexican workers in the USA and African workers in Spain: Is there a role for social work? <i>International Social Work</i> , 52(3), 299-312.
16.	Exam Week	Final Paper Due	



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 596: MSW MASTER'S PROJECT DEVELOPMENT

2/10/2014

Instructor:	Days:
Office:	Time:
Hours:	Phone:
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

This course is the first course in a two-semester research sequence designed for the student to create a capstone master's project. This project represents the culminating experience in a student's graduate plan of study. In MSW 596, under the direction and supervision of a faculty member, the student conceptualizes, develops, and begins constructing the first chapters of his or her capstone master's project. The final project is completed in MSW 597.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 530: The master's capstone project is intended for the student to develop an understanding of the scientific method for evaluating social work practice and program services. This course applies methodological skills learned in MSW 530 toward the exploration and analysis of an original and individualized research question developed by the student for his or her culminating experience in the MSW program.

In this course, the student is provided with an opportunity to explore an area of research interest. Utilizing secondary data, the student conceptualizes a research question from a pre-determined set of variables; proposes a hypothesis; writes a review of research literature; and constructs a research methodology. The student is provided with background information on the data source and asked to construct a methodology that discusses the use of secondary data in research design; describes the original location of the study sample and data collection; operationalizes variables within his or her research question; and addresses any potential human subjects concerns. The methods section is completed in MSW 597, when the student adds an analytical plan, featuring both descriptive and inferential statistics.

Following completion of the project's developmental foundation, the student is introduced to secondary data analysis and statistical analysis utilizing the Statistical Package for the Social Sciences (SPSS).

If a student has the desire to design and conduct their own research project and collect real data at their agency, and the agency is willing to collaborate with the student on the research project, the instructor will provide individualized hands-on supervision.

The assignments completed in MSW 596 form the foundation for the master's capstone project, which culminates in MSW 597. In MSW 597, students will conduct data analyses and interpret the results of the analyses. Then, students will write a discussion section relevant to the findings and limitations of their study. Finally, students will produce a final written report about their research project and present their project at a formal poster presentation.

Upon completion of MSW 596, the student will be able to:

1. Utilize a multicultural perspective and previous research knowledge in the design of an independent scholarly social work project.
2. Formulate a testable research question and create a literature review.
3. Understand appropriate research methodology for examining a research question, testing hypotheses, collecting and analyzing data, and evaluating social work practice and program effectiveness.
4. Compose a human subject protocol for an independent research project consistent with the ethical values and practices of the social work profession.
5. Select and apply appropriate statistical tests in SPSS to describe survey data.

CSWE EPAS COMPETENCIES AND INDICATORS

2.1.6 Engage in research informed practice and practice informed research.

Student demonstrates skill in conducting case research and interpreting evidence based research, applying findings to practice, in program evaluation, and in dissemination of knowledge (Assignment: Successful completion of the introduction and literature review; successful completion of the research methodology).

REQUIRED TEXTS AND MATERIALS

Cronk, B. C. (2012). *How to use SPSS: A step-by-step guide to analysis and interpretation*. (7th ed.). Glendale, CA: Pyczak Publishing.

Pyczak, F. & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7th ed.). Glendale, CA: Pyczak.

IBM SPSS Base 20 (Student Version; 12-month license).

The student is required to purchase the student version of SPSS. Student versions of SPSS are sold online by approved distributors, such as OnTheHub.com, StudentDiscounts.com, and Studica.com. The Base package is sufficient for this course; obtain a 12-month license. This product costs approximately \$70 from most distributors. More information on SPSS GradPack can be found at <http://www-01.ibm.com/software/analytics/spss/products/statistics/gradpack>

Additional readings are available on TITANium.

RECOMMENDED TEXTS AND READINGS

Royse, D., Thyer, B.A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Wadsworth, Cengage Learning (from MSW 530).

Rubin, A., & Babbie, E. (2013). *Essential research methods for social work* (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning (from MSW 530).

SECONDARY DATA SETS

Students will either be provided with secondary data or work with the instructor to access an appropriate public data set for exploring a specific research question. The following are some recommended data sets available from the Inter-university Consortium on Political and Social Research: <http://www.icpsr.umich.edu/icpsrweb/ICPSR/index.jsp>. You may search this data utilizing the ICPSR index number.

National Crime Victimization Survey: School Crime Supplement, 2011 (ICPSR **33081**)

Research on Early Life and Aging Trends and Effects (RELATE): A Cross-National Study (ICPSR **34241**)

Children of Immigrants Longitudinal Study (CILS), 1991-2006 (ICPSR **20520**)

Criminal Justice Drug Abuse Treatment Studies (CJ-DATS): Targeted Intervention Components (TIC) for Correctional Re-Entry Programs, 2002-2008 [United States] (ICPSR **27961**)

National Nursing Home Survey, 2004 (ICPSR **4651**)

There are also child welfare data available from the National Data Archive of Child Abuse and Neglect housed at Cornell University: <http://www.ndacan.cornell.edu/datasets/datasets-list.cfm>. The process for accessing this data will be explained in class.

Multi-Site Evaluation of Foster Youth Programs (Chafee Independent Living Evaluation Project), 2001-2010

<http://www.ndacan.cornell.edu/datasets/dataset-details.cfm?ID=161>

Predicting and Preventing Neglect in Teen Mothers

<http://www.ndacan.cornell.edu/datasets/dataset-details.cfm?ID=140>

Any student interested in health-related project, public health data can be accessed from the UCLA Center for Health Policy and Research. For more information on the California Health Interview Survey and retrieving data, go to:

<http://healthpolicy.ucla.edu/chis/Pages/default.aspx>.

PLANNED ASSIGNMENTS

All assignments must be typed and follow APA formatting guidelines (e.g., one-inch margins, 12-point font, double-spacing, etc.). All tables, charts, and graphs must also follow APA formatting guidelines. Students will have the option of submitting a draft for each assignment to the instructor for feedback prior to submitting the final graded version of each assignment. Assignment drafts must be submitted by the assigned deadlines to allow for appropriate feedback and turn-around by the instructor.

Introduction

The student writes an introduction for his or her capstone project. The introduction has two important objectives: It provides a context for the study and it presents the research questions and/or hypotheses. The introduction contains information supporting the rationale for the study. The introduction should contain the following elements:

1. Problem statement
 - a. What is the problem you are studying?
2. Overview of the problem
 - a. What makes this problem significant?
 - b. How does this problem impact society?
 - c. What is the scope of this problem? (Use statistics to answer this question)
 - d. Who is differentially affected by this problem?
3. What is the purpose of your study?
4. Explicitly state your research question(s)
5. Explicitly state your hypotheses
6. What is the significance of your study to the field of Social Work?

The introduction represents the first chapter of the capstone project. It should be approximately 3-4 double-spaced pages, not including the title page or abstract (the abstract will be crafted in MSW 597). The introduction represents 15% of the final grade.

Literature Review

The literature review provides an integrated and synthetic summary of the research literature that pertains to the student's topic area, with a particular focus on the variables that will be examined in the study. Themes, findings, or chronology may be used to organize this section. Please note that the literature review is not an annotation (i.e., direct summary of each article, book, book chapter or report); rather, it presents an overview of how these sources of information converge or diverge to illustrate and support the study's research goals.

The literature review should also contain some mention of a conceptual framework related to the study's research topic, and existing gaps in the literature. In the "theory" section, identify and describe a social theory that informs the study's research rationale (e.g., social learning theory, ecological theory). In the "gaps" section, state the limitations of previous research related to the specific topic as well as how the study will contribute to the existing body of knowledge.

In the literature review, include no fewer than 15 references to support the work. Reference material should come primarily from peer-reviewed journal articles. Some Internet-based information is acceptable (e.g., statistics from government websites); however, Internet-based information should be utilized with discretion. Information and articles from electronic databases are also acceptable.

The literature review represents the second chapter of the capstone project. It should be approximately 7-10 double-spaced pages, not including the reference pages or any appendices. The literature review represents 35% of the final grade. More information on this assignment will be presented in class.

Methodology

The methods section meticulously describes the process by which your investigation will be conducted. You should describe the process of your study in an organized manner detailed enough so that it can be replicated by another researcher if desired. When conducting a secondary data analysis, this description will include features from the original study. Remember to use headings and subheadings to organize this section.

Research Design

This section provides a brief synopsis of your entire research methodology. Describe the type of design you will use (secondary data analysis); and the design of the original study (e.g.,

pre-experimental, quasi-experimental, survey, or mixed methods), including the technical name of the original design (e.g., non-equivalent comparison design), when appropriate. Is your project a cross-sectional or longitudinal study (i.e., how many measurement points were there)? What relationships were examined or explored? Where was the original study conducted? How long did the study last? Who was the study population or sample? Etc.

Sampling Method

Describe the sampling frame and indicate the sampling design used (e.g., random sampling, systematic sampling, convenience sampling, purposive sampling, snowball sampling) in the original study. Describe how and from where study participants were selected. What will be your sample size? Will you use the entire original sample or a subsection of it? Also provide any information from the original study related to response rates, attrition, or experimental mortality.

Operationalization of Variables

Describe the major variables in your study. Be sure to operationally define your independent and dependent variables. How will you quantify each variable? How will you measure each variable? Describe the indicators you will use to quantify each variable. What are the demographic variables you will include in your study?

Instrumentation

Describe the instrument(s) and/or questionnaire used in the original study. If an established instrument was used, provide information on the reliability and validity of the instrument (e.g., Cronbach's alpha), if available. If appropriate, use an appendix to present instrumentation material. You need not include the entire instrument and/or questionnaire; an example of questions relevant to your research question and variables will suffice.

Data Collection Procedures

Describe how the original data was collected. Who collected it? How was the questionnaire administered? How long did the interviews take, if applicable?

Human Subjects

Provide any relevant and available human subjects discourse from the original study. Be sure to include information on voluntary participation, informed consent, confidentiality and/or anonymity, risks and benefits to study participants, and possible incentives provided to study participants. Were there any unique ethical considerations in the original study? Did the original researchers require assent from any study participants?

Statistical Analysis

The methodology represents the third chapter of the capstone project. It should be approximately 5-10 double-spaced pages, not including the reference pages or any appendices. The methodology represents 40% of the final grade.

Class Participation

Regular class attendance and participation are part of each student's final grade. The student is granted one unexcused absence without penalty; each subsequent absence will result in a one-point deduction from the student's final grade. Excessive tardiness also affects the student's class participation score. The student who misses class is responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. An introduction, representing the first chapter of the capstone project. This assignment is due the 10th week of class (Date). Drafts of the introduction will be accepted through the 5th week of class (Date). (15% of final grade)
2. A literature review, representing the second chapter of the capstone project. This assignment is due the 10th week of class (Date). Drafts of the literature review will be accepted through the 7th week of class (Date). Additional details for this assignment will be presented in class. (35% of final grade)
3. A methodology, representing the third chapter of the capstone project. This assignment is due the 14th week of class (Date). Drafts of the methodology will be accepted through the 11th week of class (Date). Additional details for this assignment will be presented in class. (40% of final grade)
4. Class participation. (10% of final grade)

A hard copy of all papers must be turned in to the instructor at the beginning of class on the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect. A grade of C or better is required for successful completion of this course.

Grading:

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.
3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>. When a student cheats or commits plagiarism, University policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at <http://www.fullerton.edu/emergencypreparedness/Default.asp>.

MSW 596: 15-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	<p>Overview of course</p> <p>Secondary data analysis</p> <p>Types of variables</p> <p>Developing research questions and hypotheses</p>	<p>Rubin, A., & Babbie, E. (2013). Secondary data analysis, <i>Essential research methods for social work</i> (3rd ed., pp. 268-273). Belmont, CA: Brooks/Cole, Cengage Learning.</p>
2	<p>Secondary data analysis (cont.)</p> <p>Accessing public data</p> <p>Refining research questions and hypotheses</p> <p>Writing the introduction</p>	<p>Pyrzczak, F., & Bruce, R. R. (2011). Writing simple research hypotheses, <i>Writing empirical research reports</i> (7th ed., pp. 7-18). Glendale, CA: Pyrczak.</p> <p>Pyrzczak, F., & Bruce, R. R. (2011). A closer look at hypotheses, <i>Writing empirical research reports</i> (7th ed., pp. 19-26). Glendale, CA: Pyrczak.</p> <p>Pyrzczak, F., & Bruce, R. R. (2011). Writing research objectives and questions, <i>Writing empirical research reports</i> (7th ed., pp. 27-34). Glendale, CA: Pyrczak.</p> <p>Pyrzczak, F., & Bruce, R. R. (2011). Writing titles, <i>Writing empirical research reports</i> (7th ed., pp. 35-44). Glendale, CA: Pyrczak.</p>
3	<p>Individual meetings with instructor</p>	<p>No required reading</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
4	Individual meetings with instructor	No required reading
5	Writing the literature review Submit introduction draft	Pyrzczak, F., & Bruce, R. R. (2011). Writing introductions and literature reviews, <i>Writing empirical research reports</i> (7th ed., pp. 45-62). Glendale, CA: Pyrczak.
6	Individual meetings with instructor	No required reading
7	Writing the methods section Submit literature review draft Return introduction draft	Pyrzczak, F., & Bruce, R. R. (2011). Writing definitions, <i>Writing empirical research reports</i> (7th ed., pp. 63-72). Glendale, CA: Pyrczak. Pyrzczak, F., & Bruce, R. R. (2011). Writing method sections, <i>Writing empirical research reports</i> (7th ed., pp. 79-90). Glendale, CA: Pyrczak.
8	Workshop methods section	No required reading
9	Individual meetings with instructor Return literature review draft	No required reading
10	Individual meetings with instructor Submit introduction and literature review	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
11	Levels of measurement Level of measurement exercise Submit methodology draft	Rubin, A., & Babbie, E. (2013). Conceptualization in quantitative and qualitative inquiry, <i>Essential research methods for social work</i> (3 rd ed., pp. 83-98). Belmont, CA: Brooks/Cole, Cengage Learning.
12	Descriptive statistics Normal and skewed distributions Frequency tables and graphs	Cronk, B. C. (2012). Descriptive statistics, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 19-32). Glendale, CA: Pyrczak. Cronk, B. C. (2012). Graphing data, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 33-44). Glendale, CA: Pyrczak.
13	Descriptive statistics Measures of central tendency Measures of variability Return methodology draft	No required reading
	Happy Thanksgiving	
14	Descriptive statistics Describing the study sample	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Submit methodology	
15	Individual meetings with instructor	No required reading



DEPARTMENT OF SOCIAL WORK

Syllabus

MSW 597: MSW MASTER'S PROJECT

2/10/2014

Instructor:
Office:
Hours:
E-mail:

Days:
Time:
Phone:

COURSE DESCRIPTION FROM THE CATALOG

This course is the second course in a two-semester research sequence designed for students to create a capstone master's project. This project represents the culminating experience in the students' graduate plan of study. In MSW 597, students develop and implement a plan for statistically analyzing project data, construct the final chapters of the capstone project, and present the completed project in a public forum.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 596: The master's capstone project is intended for students to develop an understanding of the scientific method for evaluating social work practice and program services. In MSW 596, students conceptualized, developed, and began constructing the first chapters of the capstone master's project. In MSW 597, students complete the capstone project by adding Results and Discussion chapters to previous work completed in MSW 596.

MSW 597 begins with an introduction to SPSS, data entry, and descriptive analysis. Students learn how to prepare data for statistical analysis, as well as how to describe their sample population utilizing statistical concepts related to central tendency and variability. Students also learn how to present data and project findings in tabular and graphic formats.

Following an introduction to SPSS and descriptive statistical analysis, students are introduced to hypothesis testing and inferential statistical analysis. Students learn various statistical tests and how to select and conduct appropriate analyses for exploring relationships and proposed hypotheses related to their research questions. At this point, students identify a statistical analytical methodology and complete the methods section started in MSW 596.

Upon completion of the statistical module, students write results and discussion chapters for the capstone project. The results chapter contains descriptive statistics, tables, and graphs to present an overview of the data content, as well as inferential statistical findings. The discussion chapter integrates project goals, intentions, hypotheses, and results into a cogent

and cohesive narrative, focusing on the project's outcomes, relationships to existing research, and contributions to the field of social work.

Upon completion of this course, the student will be able to:

- 1 Utilize a multicultural perspective and previous research knowledge in the design of an independent scholarly social work project.
- 2 Understand appropriate research methodology for examining a research question, testing hypotheses, collecting and analyzing data, and evaluating social work practice and program effectiveness.
- 3 Demonstrate knowledge and application of appropriate statistical tests in SPSS to analyze data.
- 4 Critically evaluate results and synthesize findings with current research, and identify implications and applications for social work practice and policy.
- 5 Produce a properly-structured and comprehensive final report of an independent research project.

CSWE EPAS COMPETENCIES AND INDICATORS

2.1.6 Engage in research informed practice and practice informed research.

Student demonstrate the skill in conducting case research and interpreting evidence based research, applying findings to practice, in program evaluation, and in dissemination of knowledge (Assignment: Successful completion of final project).

REQUIRED TEXTS AND MATERIALS

Cronk, B. C. (2012). *How to use SPSS: A step-by-step guide to analysis and interpretation*. (7th ed.). Glendale, CA: Pyrczak Publishing. (from MSW 596)

Pyrczak, F. & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7th ed.). Glendale, CA: Pyrczak. (from MSW 596)

IBM SPSS Base 20 (Student Version; 12-month license). (from MSW 596)

The student is required to purchase the student version of SPSS. Student versions of SPSS are sold online by approved distributors, such as OnTheHub.com, StudentDiscounts.com, and Studica.com. The Base package is sufficient for this course; obtain a 12-month license. This product costs approximately \$70 from most distributors. More information on SPSS

GradPack can be found at <http://www-01.ibm.com/software/analytics/spss/products/statistics/gradpack>.

Additional readings are available on TITANium.

RECOMMENDED TEXTS AND READINGS

Royse, D., Thyer, B.A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Wadsworth, Cengage Learning (from MSW 530).

Rubin, A., & Babbie, E. (2013). *Essential research methods for social work* (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning (from MSW 530).

PLANNED ASSIGNMENTS

All assignments must be typed and follow APA formatting guidelines (e.g., one-inch margins, 12-point Times New Roman font, double-spacing, etc.). All tables, charts, and graphs must also follow APA formatting guidelines.

Results

The results chapter contains two parts: Descriptive analysis and inferential analysis.

Descriptive Analysis

Students construct a descriptive analytical subsection presenting a description and graphic overview of project data. In this subsection, students provide a written description of demographic data, as well as a description of other relevant variables.

Inferential Analysis

Students construct an inferential analytical subsection presenting statistical results related to relationships between variables, as well as specific hypothesis testing. Students must utilize at least two distinct t tests (e.g., independent, ANOVA, one-sample, or dependent) and a chi-square test. The results in this section must be presented both in narrative and tabular forms.

The entire results chapter should be approximately 4-8 double-spaced pages. The chapter must also contain at least two tables and one graph; one of these tables must contain demographic information on the study sample. The results chapter represents 25% of the final grade. More information on this assignment will be presented in class.

Discussion

The discussion chapter represents the fifth and final chapter of the capstone project. This concluding chapter will summarize the capstone effort and should include a discussion of:

1. The major findings: What was learned from the study/project?
2. How the major findings relate to the existing research literature and knowledge base
3. The implications of the major finding for future research
4. The implications of the major findings for social work practice and/or policy
5. The limitations of the study and how future research might address these limitations

The discussion chapter should be approximately 4-8 double-spaced pages. The discussion chapter represents 25% of the final grade. More information on this assignment will be presented in class.

Final Project

Students will synthesize all project materials into a cohesive final product; this final product represents the culminating graduate-study experience for each MSW student. The final project represents 25% of the final grade. More information on this assignment will be presented in class.

Poster Presentation

Upon completion of the capstone project, students are required to present their findings to the University and to the professional community. This includes a formal presentation of the work and an opportunity to answer questions. This year, the presentation is in the form of a poster presentation. The poster presentation represents 15% of the final grade. The poster presentation is scheduled to take place on Thursday, May 8 in the Titan Student Union building (6:30-8:00). More information on this assignment will be presented in class.

Class Participation

Regular class attendance and participation are part of each student's final grade. The student is granted one unexcused absence without penalty; each subsequent absence will result in a one-point deduction from the student's final grade. Excessive tardiness also affects the student's class participation score. The student who misses class is responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated. Class participation represents 10% of the final grade.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. Results chapter. This assignment is due the 10th week of class (Date). Details forthcoming. (25% of final grade)
2. Discussion chapter. This assignment is due the 12th week of class (Date). Details forthcoming. (25% of final grade)
3. Final project. This assignment is due the 14th week of class (Date). Details forthcoming. (25% of final grade)
4. Poster presentation. This assignment is due the 15th week of class (Date, Time, and Location). Details forthcoming. (15% of final grade)
5. Class participation. (10% of final grade)

An electronic copy of all papers must be submitted to the instructor on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

A grade of C or better is required for successful completion of this course.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	<u>A-</u>	<u>90-93%</u>
	B+	87-90%
	B	83-87%
	<u>B-</u>	<u>80-83%</u>
	C+	77-80%
	C	73-77%
	<u>C-</u>	<u>70-73%</u>
	D+	67-70%
	D	63-67%
	<u>D-</u>	<u>60-63%</u>
	F	Below 60%

Grade strata are defined by lower limits.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.
3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>. When a student cheats or commits plagiarism, University policy **requires** instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

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MSW 597: 15-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Descriptive statistics Normal and skewed distributions Frequency tables and graphs Descriptive statistics exercise	Cronk, B. C. (2012). Descriptive statistics, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 19-24). Glendale, CA: Pyrczak. Cronk, B. C. (2012). Graphing data, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 33-44). Glendale, CA: Pyrczak.
2	Measures of central tendency Measures of variability Measures of central tendency and variability exercise	Cronk, B. C. (2012). Descriptive statistics, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 24-32). Glendale, CA: Pyrczak. McCrum-Gardner, E. (2008). Which is the correct statistical test to use? <i>British Journal of Oral and Maxillofacial Surgery</i> , 46, 38-41.
3	Introduction to inferential statistics Parametric and non-parametric tests Correlation Pearson's r and Spearman's rho Correlation exercise	Cronk, B. C. (2012). Parametric inferential statistics: Review of basic hypothesis testing, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 57-59). Glendale, CA: Pyrczak. Cronk, B. C. (2012). Prediction and association, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 45-49). Glendale, CA: Pyrczak.

WEEK	TOPIC(S)	READING ASSIGNMENTS
4	<p>Independent t test and Mann-Whitney U test</p> <p>One-way ANOVA and Kruskal-Wallis H test</p> <p>Bonferroni post hoc test</p> <p>Independent t test and one-way ANOVA exercise</p>	<p>Cronk, B. C. (2012). Parametric inferential statistics: Independent-samples t test, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 62-65). Glendale, CA: Pyrczak.</p> <p>Cronk, B. C. (2012). Parametric inferential statistics: One-way ANOVA, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 69-74). Glendale, CA: Pyrczak.</p> <p>Cronk, B. C. (2012). Nonparametric inferential statistics: Mann-Whitney U test, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 101-105). Glendale, CA: Pyrczak.</p> <p>Cronk, B. C. (2012). Nonparametric inferential statistics: Kruskal-Wallis H test, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 108-113). Glendale, CA: Pyrczak.</p>
5	<p>One-sample t test</p> <p>Dependent t test and Wilcoxon signed ranks test</p> <p>One-sample t test and dependent t test exercise</p>	<p>Cronk, B. C. (2012). Parametric inferential statistics: Single-sample t test, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 59-62). Glendale, CA: Pyrczak.</p> <p>Cronk, B. C. (2012). Parametric inferential statistics: Paired-samples t test, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 65-69). Glendale, CA: Pyrczak.</p> <p>Cronk, B. C. (2012). Nonparametric inferential statistics: Wilcoxon test, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 105-108). Glendale, CA: Pyrczak.</p>

WEEK	TOPIC(S)	READING ASSIGNMENTS
6	Chi-square test Contingency tables Phi and Cramer's V Chi-square test and review exercise	Cronk, B. C. (2012). Nonparametric inferential statistics: Chi-square test of independence, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 98-101). Glendale, CA: Pyrczak.
7	Simple linear regression The regression equation Multiple regression Regression exercise	Cronk, B. C. (2012). Simple linear regression, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 50-52). Glendale, CA: Pyrczak. Cronk, B. C. (2012). Multiple linear regression, <i>How to use SPSS: A step-by-step guide to analysis and interpretation</i> (7th ed., pp. 53-56). Glendale, CA: Pyrczak.
8	No class session Results chapter draft due	Pyrczak, F., & Bruce, R. R. (2011). Writing analysis and results sections, <i>Writing empirical research reports</i> (7th ed., pp. 97-108). Los Angeles: Pyrczak.
9	No class session Return results chapter draft Independent meetings with instructor	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
10	No class session Results chapter due Discussion chapter draft due	Pyrczak, F., & Bruce, R. R. (2011). Writing discussion sections, <i>Writing empirical research reports</i> (7th ed., pp. 109-116). Los Angeles: Pyrczak.
	Spring Break	
11	No class session Return discussion chapter draft Independent meetings with instructor	No required reading
12	Creating a research project poster Discussion chapter due	Pyrczak, F., & Bruce, R. R. (2011). Writing abstracts, <i>Writing empirical research reports</i> (7th ed., pp. 117-124). Los Angeles: Pyrczak.
13	No class session Independent meetings with instructor	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
14	Course wrap-up Student opinion questionnaires Final project due	
15	No class session Poster presentations Date, Time, and Location	

PLANNED ASSIGNMENTS: Foundation Courses (as they appear in Matrix)

EPAS 2.1.1 - Identify as a professional social worker and conduct oneself accordingly
(Professional core values history)

MSW 520 and 521

Midterm and Final (Assignments Attached after Syllabi, MSW: 520: Syllabus, Page 441; MSW 521: Syllabus, Page 456)

MSW 540 and 541

Self-Reflective Journal (MSW 540: Syllabus, Page, 516; MSW 541: Syllabus, Page 528)

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 502

Personal Identity Paper (Assignment Instructions Attached after Syllabus, Page 338)

MSW 550

Cultural Autobiography (Syllabus, Page 561)

MSW 510

Recorded Interview and Self-Rating (Syllabus, Page 371)

MSW 550

Cultural Autobiography (Syllabus, Page 561)

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

EPAS 2.1.2 - Apply Social Work Ethical principles to guide professional practice

MSW 510

Recorded Interview and Self-Rating (Syllabus, Page 371)

MSW 510

Case Assessment Paper (Syllabus, Page 371)

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 510

ALL Quizzes (Attached after Syllabus, Page 371)

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 550

ALL Quizzes (Attached after Syllabus, Page 561)

MSW 511

Genogram Assignment (Syllabus, Page 382)

MSW 510

Recorded Interview and Self-Rating, (Syllabus, Page 371)

MSW 511

ALL Quizzes (Attached after Syllabus, Page 382)

MSW 521

Mid-term and Final Assignments (Attached after Syllabus, Page 456)

EPAS 2.1.3 - Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)

MSW 501

Group Presentation: Client Observation (Syllabus, Page 317)

MSW 511

ALL Quizzes (Attached after Syllabus, Page 382)

MSW 520

Final Paper (Assignment Instructions Attached after Syllabus, Page 441)

MSW 510

Recorded Interview and Self-Rating (Syllabus, Page 371)

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

EPAS 2.1.4 - Engage diversity and difference in practice.

(Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 550

ALL Assignments (Assignment Instructions Attached after Syllabus, Page 561)

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 502

Personal Identity Paper (Assignment Instructions Attached after Syllabus, Page 338)

MSW 550

Population Immersion Study (Syllabus, Page 561)

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

EPAS 2.1.5 - Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 510

ALL Quizzes (Attached after Syllabus, Page 371)

MSW 520

Mid-term and Final (Attached after Syllabus, Page 441)

MSW 521

Lobby Days Assignment (Assignment Instructions Attached after Syllabus, Page 456)

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 510 and 511

ALL Quizzes (Attached after Syllabi, MSW 510: Syllabus, Page 371; MSW 511: Syllabus, Page 382)

EPAS 2.1.6 - Engage in research informed practice and practice informed research**MSW 530**

ALL Assignments (Syllabus, Page 499)

Mid-term and Final (Attached after Syllabus, Page 499)

MSW 540 and 541

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

EPAS 2.1.7 - Apply knowledge of human behavior and the social environment**MSW 540 and 541**

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

EPAS 2.1.8 - Engage in Policy Practice to advance social and economic well-being and deliver effective social work services.**MSW 520 and 521**

Midterm and Final (Attached after Syllabi, MSW 520: Syllabus, Page 441; MSW 521: Syllabus, Page 456)

EPAS 2.1.9 - Respond to contexts that shape practice

COMPREHENSIVE SKILLS EVALUATION, **YEAR 1** (Volume III, Page 111)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 1** (Volume III, Page 128)

MSW 502

Final Paper (Assignment Instructions Attached after Syllabus, Page 338)

MSW 521

Midterm and Final (Attached after Syllabus, Page 456)

EPAS 2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities

MSW 510 and 511

ALL Assignments (Syllabi, MSW 510: Syllabus, Page 371; MSW 511: Syllabus, Page 382)

MSW 540 and 541

ALL Assignments (Syllabi, MSW 540: Syllabus, Page 516; MSW 541: Syllabus, Page 528)

PLANNED ASSIGNMENTS: Advanced / Concentration Courses (as they appear in the Matrix)

EPAS 2.1.1 - Identify as a professional social worker and conduct oneself accordingly
(Professional core values history)

EXIT SURVEY (Volume III, Page 182)

MSW 522

Policy Presentation & Resilience Plan on the Affordable Care Act (Syllabus, Page 472)

MSW 523

Term Paper (Assignment Instructions Attached after Syllabus, Page 478)

MSW 524

A Life History Interview with an older adult (Syllabus, Page 491)

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR 2** (Volume III, Page 147)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 2** (Volume III, Page 163)

EPAS 2.1.2 - Apply Social Work Ethical principles to guide professional practice

MSW 512

Assessment Paper (Syllabus, Page 398)

MSW 514

Mock Oral/Written Licensing Exam (Assignment Instructions Attached after Syllabus, Page 407)

MSW 516

Assessment Paper (Syllabus, Page 424)

EPAS 2.1.3- Apply critical thinking to inform and communicate professional judgments
(logic, scientific, inquiry and reasoning to synthesize for practice)

MSW 503

Levy Paper (Assignment Instructions Attached after Syllabus, Page 352)

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR 2** (Volume III, Page 147)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 2** (Volume III, Page 163)

EPAS 2.1.4 - Engage diversity and difference in practice.

(Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)

EXIT SURVEY (Volume III, Page 182)

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR 2** (Volume III, Page 147)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 2** (Volume III, Page 163)

EPAS 2.1.5 - Advance human rights and social & economic justice. Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights

EXIT SURVEY (Volume III, Page 182)

MSW 522

Policy Presentation & Resilience Plan on the Affordable Care Act (Syllabus, Page 472)

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR 2** (Volume III, Page 147)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 2** (Volume III, Page 163)

EPAS 2.1.6 - Engage in research informed practice and practice informed research

MSW 596 and 597

Planned Assignments (Syllabi, MSW 596: Syllabus, Page 653; MSW 597: Syllabus, Page 666)

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR 2** (Volume III, Page 147)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 2** (Volume III, Page 163)

EPAS 2.1.7 - Apply knowledge of human behavior and the social environment

EXIT SURVEY (See above in Section 2.1.1)

MSW 503

Levy Paper (Assignment Instructions Attached after Syllabus, Page 352)

Final Exam (Assignment Instructions Attached after Syllabus, Page 352)

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR 2** (Volume III, Page 147)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 2** (Volume III, Page 163)

EPAS 2.1.8 - Engage in Policy Practice to advance social and economic well-being and deliver effective social work services.

MSW 522

ALL Assignments (Syllabus, Page 472)

MSW 523

ALL Assignments (Assignment Instructions Attached after Syllabus, Page 478)

MSW 524

ALL Assignments (Syllabus, Page 491)

EPAS 2.1.9 - Respond to contexts that shape practice

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR 2** (Volume III, Page 147)

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR 2** (Volume III, Page 163)

MSW 564

ALL Assignments (Assignment Instructions Attached after Syllabus, Page 581)

2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities

MSW 542 and 543

COMPREHENSIVE SKILLS EVALUATION, **YEAR II**

COMPREHENSIVE SKILLS EVALUATION, CalSWEC, **YEAR II**

MSW 512

ALL Assignments (Syllabus, Page 398)

MSW 514

ALL Assignments (Assignment Instructions Attached after Syllabus, Page 407)

MSW 516

ALL Assignments (Syllabus, Page 424)



CALIFORNIA STATE UNIVERSITY
FULLERTON

**DEPARTMENT OF SOCIAL WORK
Master of Social Work Program**

Reaffirmation Self-Study Volume III: APPENDIX

April 18, 2014

**Dr. David Chenot, Department Chair and
Program Director**

REAFFIRMATION SELF STUDY

Volume III: APPENDIX

TABLE OF CONTENTS

LETTER OF APPOINTMENT, DEPARTMENT CHAIR	3
DEPARTMENT PERSONNEL STANDARDS	5
RULES OF GOVERNANCE.....	21
STUDENT HANDBOOK.....	44
FIELD EDUCATION HANDBOOK	76
FIELD INSTRUCTOR TRAINING	90
CalSWEC NOTICE OF AWARD.....	93
EVALUATION DATA CONVERSION AND PREVIOUS OBJECTIVES	94
INSTRUMENTS	110
DEPARTMENT PLANS OF STUDY.....	191
PROGRAM OUTREACH MATERIALS	197
ADVISORY BOARDS.....	201
MASTER'S REAFFIRMATION ELIGIBILITY APPLICATION.....	203

REAFFIRMATION SELF STUDY
Volume III: APPENDIX
LETTER OF APPOINTMENT, DEPARTMENT CHAIR

REAFFIRMATION SELF STUDY
Volume III: APPENDIX
DEPARTMENT PERSONNEL STANDARDS

CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

Social Work

Personnel Standards

(These standards were adapted for the social work program from the Human Services Department approved standards. These standards are modified only slightly to fit the social work program. Format and content areas remained unchanged and only slight wording changes were made. A number of Human Service faculty were involved in this modification process.)

**Approved as Division Standards March 7, 2003_by
Ephraim Smith, Vice President of Academic Affairs**

**Edited and Approved for Program Personnel Standards
For Social Work
10/26/2007**

TABLE OF CONTENTS

	Page
I. Preamble.....	8
II. Philosophy of the College.....	8
III. Program Structure.....	8
IV. Department Personnel Committee	8
A. Committee functions	
B. Committee structure	
C. Election of committee members	
D. Committee procedures	
V. General Guidelines	10
A. The Developmental Narrative	
B. Portfolio preparation and submission	
C. Portfolio organization and documentation	
D. Categories for personnel action	
E. Faculty responsibilities	
VI. Retention, Promotion, and Tenure of Full-time Faculty: Criteria and Weighting	11
A. Teaching performance	
B. Scholarly and creative accomplishments	
C. Professional, University, and community service	
D. Retention, tenure and promotion	
VII. Early Promotion and Early Tenure.....	19
A. Eligibility	
B. Criteria	

I. Preamble

The Social Work Program (hereafter called the "Program") is committed to providing the highest quality program possible. The Program recognizes that the key to quality programs is their faculty and seeks to promote excellence in the areas of teaching, scholarly and creative activities, professional activities, and service to the College, University, and Community. Adequate communication, especially regarding personnel policies, is of utmost importance to the maintenance and enhancement of a high quality faculty and, thus, a viable university. With this objective, the Program shall institute the following procedures for assessing Portfolios for the purposes of retention, tenure and promotion. The Program faculty take the position that the evaluated faculty members and the evaluating and reviewing bodies may be aided in their respective roles by having available to them as clear and as objective a statement as is reasonably possible of the Program's expectations. Furthermore, the Program faculty specifically affirm their position that the best interests of the University, the College, the Program, and their many students are served when the faculty represent a wide diversity of interests and activities.

II. Philosophy of the College of Health and Human Development

We believe that knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their own experience. Thus, in our educational practice, we aim:

1. To create classroom communities where learning is interactive and dynamic.
2. To engage in reflective teaching and learning that draws attention to the process through which knowledge is produced and content learned.
3. To encourage all students to voice their perspectives and experiences.
4. To model various approaches to knowledge construction and learning for our students.
5. To enable students to understand the implications for their practice of differences and similarities related to culture, ethnicity, race, gender, age, ableness, sexual orientation, and economic status.
6. To expand learning beyond the classroom to the broader societal and institutional contexts where students will engage in their practice.
7. To empower students to shape communities that are more humane.

III. Program Structure

The Program is coordinated by a Chair, selected according to UPS 211.100. The Chair has the responsibility of communicating the standards and criteria for retention, tenure, and promotion to all Program faculty members (see UPS 210.000, V.C.).

IV. Department Personnel Committee

A. Committee functions

The Program Personnel Committee (hereafter called "the Committee") shall make specific recommendations concerning the retention, promotion, and granting of tenure to members of the Program as specified in the UPS 210.000 and the MOU.

B. Committee structure

1. The Committee shall consist of at least three members and one alternate member, all of whom shall be tenured faculty. All shall be tenured professors, and no member shall evaluate for promotion any faculty member holding a higher rank than the member does. At least three-fourths of the Committee shall be members of the Program, when this is possible. The Program can solicit outside members from other departments as long as these members meet the other committee criteria. No person shall serve as a member of the Committee during any period in which he or she is the subject of the personnel review process.

2. The alternate member shall participate on the Committee in all deliberations under any circumstances in which a regular Committee member is unable to complete the term. Such circumstances include, but are not limited to, the following: a) self-disqualification of a committee member; b) resignation, leave of absence, or sabbatical leave by a committee member; c) extended illness of a committee member; d) a committee member assuming an administrative position in another academic unit or the University administration; or e) a committee member becoming a member of the University Faculty Personnel Committee. Should a vacancy occur, a new alternate shall be elected by the Program faculty. When possible, the new alternate shall be from the same department/program as the regular Committee member who was unable to complete the term.
3. Committee members shall serve a one-year term. The term shall begin early in the Fall Semester, following the election of members.

C. Election of committee members

1. The Chair (or a designee) shall conduct the election by the end of the second week of classes in the Fall Semester each year. The election shall be by written secret ballot.
2. All tenured faculty who are members of the Program who meet the requirements in section B.1 above, are automatically on the slate of nominees for the Committee, except the following: a) the Chairs; b) those who decline in writing to the appropriate Chair prior to the first week of classes in the fall; and c) those who are being considered for a personnel action during that year. In cases where a Program has no tenured faculty members to serve on the Committee, any faculty member in the Program may make a nomination to represent that Program. All qualified nominees who agree in writing to serve if elected will be included on the slate. Nominees shall be presented to the faculty for election in the following manner and order: a) listed by Program affiliation; b) listed by rank and seniority within the Programs; and c) alphabetized by last name, thereafter. A person nominated from outside the Program shall have his or her department listed in parentheses next to the name. No person shall appear on the slate for more than one department/program.
3. Each full-time tenure track faculty member in the Program may vote for as many of the official nominees as shall have been determined to be the membership number for the Committee for that year, and not more than that number. The top three (3) persons receiving the largest number of votes in each Program slate shall be elected "regular" members of the Committee. In addition, the person with the next highest number of votes shall be the alternate. In the case of a tie, the last regular member and the alternate shall be decided by the flip of a coin.
4. The Committee shall select its Chair for the one-year term of the Committee. The Chair shall be selected by written, secret ballot among the Committee members. The prior Committee Chair shall conduct the election, if possible; where this is not feasible, the Chair (or a designee) shall conduct the election.

D. Committee procedures

1. The Committee shall review and evaluate in writing (i.e., typed) the Portfolio of each faculty member to be considered for retention, tenure or promotion. In this evaluation, the Committee shall comment upon the candidate's qualifications under each category of the criteria listed in Section VI of this document. The Program considers the Committee report to be documentation of "peer evaluation of teaching performance". (Here and throughout, see UPS 210.000 for further requirements and information.)
2. The Committee's evaluation for each area is to be based on the Portfolio according to the professional judgment of the committee members. The evaluation shall provide a written

rationale for describing the faculty member under review as "excellent," "good," "fair," or "poor" with respect to each area of performance.

3. The Committee shall receive the evaluation of the appropriate Chair. Each member of the Committee shall review it along with the Committee's evaluation.
4. The Committee shall formulate a recommendation that shall state in writing the reason for the recommendation. The recommendation and evaluation report shall be approved by a simple majority vote of the Committee.
5. Committee members shall sign the recommendation form in alphabetical order. The order of the signatures shall not indicate the way individual members voted.
6. The Committee shall return the entire file, including the evaluation and recommendation, to the appropriate Chair.

V. General Guidelines

A. The Developmental Narrative

During the first year of employment in a tenure-track position, each probationary faculty shall write prospective developmental narratives for teaching, scholarly and creative activities and service, not to exceed 500 words each. These narratives shall describe the faculty member's professional goals, areas of interest, resources required and accomplishments (s)he expects to achieve in each of the three areas evaluated in order to meet the Program standards and/or UPS 210.000 for retention, tenure, and promotion. These narratives will have no formal approval process, but will be reviewed by the Chair and the Dean who will each provide written feedback on a timetable to be determined by the Colleges, but prior to May 1st. These narratives shall be included with the self-assessment narratives in the faculty member's Portfolio that is submitted for retention review during the second year in the tenure track position.

During subsequent years, the developmental narratives may be revised to reflect changes and professional growth that will normally occur during the probationary period.

B. Portfolio preparation and submission

It is the responsibility of each faculty member being considered for personnel action to prepare the required information and documentation for her/his Portfolio and to deliver the Portfolio to the appropriate Chair in accordance with the governing timetable. The Program shall follow procedures outlined in UPS 210.000 with regard to the Developmental Narrative, and the mentoring process.

C. Portfolio organization and documentation

The Portfolio shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the Portfolio shall be appropriately documented. A standard curriculum vitae, using APA style wherever appropriate, including date and page numbers, shall be used. Faculty Affairs and Records provides new faculty members with a binder, with tabs that shows them how to organize their Portfolios. This should be used as a guide by faculty in preparing their own Portfolios..

D. Categories for personnel action

The three major categories of faculty performance are as follows: (1) teaching; (2) scholarly and creative accomplishments; and (3) professional, University, and community service. In promotion, retention, and tenure decisions, performance in the categories of teaching and scholarly and creative

accomplishments shall be given primary emphasis. Secondary consideration will be given to professional, University, and community service.

E. Faculty responsibilities

As full-time employees of CSUF, the Program faculty are expected to meet faculty responsibilities as they apply to each of the above evaluation categories. In the area of teaching, these responsibilities include, for example, meeting classes, holding assigned office hours at assigned times and places, serving as student project advisors, and participating in Program academic advising procedures. In the area of service these responsibilities include, for example, attendance at Program meetings and completing committee and other Program duties as assigned by the Chair. Evaluators shall take into consideration, in evaluating a faculty member's performance, the extent to which the faculty member has met her/his faculty responsibilities.

VI. Retention, Promotion, and Tenure of Full-time Faculty: Criteria and Weighting

A. Teaching Performance

Retention during the probationary years will be predicated upon the individual's self-assessment and progress in meeting the criteria for the granting of tenure. Procedures concerning service credit, the Development Plan, the Developmental Narrative, and mentoring shall be implemented in accordance with the provisions of UPS 210.000. The philosophy of the College of Health and Human Development (CHHD) and Program mission statements guide the primary responsibility of Program faculty, which is teaching. Each faculty member shall establish an environment where learning is central, contribute (where appropriate) to degree and certificate programs, and provide opportunities for students to develop the skills necessary to contribute to society. A successful faculty member demonstrates mastery and currency in his or her discipline, teaches effectively, and helps students to learn both within and outside the classroom.

1. Evaluating teaching performance

Evaluation of teaching performance shall include peer evaluation of the following: a) pedagogical approach and methods; b) student response to instruction; and c) ongoing professional development in the discipline and as a teacher. The Program Personnel Committee's review of the Portfolio constitutes "peer evaluation" of teaching performance. In addition, faculty members are encouraged to solicit other reviews of teaching performance to be included in the Portfolio at the time of submission. For example, classroom observations by Program colleagues may provide additional information regarding teaching effectiveness and interaction with students. Written reports of such visits shall address clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessments by external evaluators may also be included.

The following indicators shall be used in evaluating teaching performance:

a. Mandatory Indicators

1) Comprehensive Self-assessment

The comprehensive self-assessment must include a reflective review of the faculty member's teaching philosophy and performance as well as goals and direction of her/his future teaching. It should address the faculty member's teaching with respect to the Program's mission, the CHHD Philosophy, and to goals one and five of the University Mission and Goals (i.e., "Ensure the preeminence of learning" and "Create an environment where all students have the opportunity to succeed"). In addition, the faculty member is encouraged to discuss her/his contributions to student learning in the comprehensive self-assessment.

- 2) List of courses taught
A semester by semester listing of all courses taught throughout the period of review must be provided. The list must include the Program name, the course name and number, and the unit value. If release time was received, the weighted teaching unit value will be listed along with an explanation of the activities for which it was granted.
- 3) Course syllabi and materials
The file must include course syllabi and a representative selection of course supplementary materials such as tests and study aids prepared by the faculty member to promote student learning.
- 4) Statistical summaries of Student Opinion Questionnaires (SOQs)
The University-provided statistical summaries of SOQs for all courses during the period of review must be included. If data are missing, a written explanation must be provided and verified by an appropriate administrator. Statistical summaries of SOQ data for all of the years for which service credit is given should be included, if available. If such data are not available, a letter from the faculty member's previous supervisor attesting to their unavailability should be provided. Student Opinion Questionnaires (SOQs) contribute significantly to the evaluation of a faculty member's teaching effectiveness. However, they shall not be used by any level of evaluation as the sole measure of teaching effectiveness.
- 5) Original Student Opinion Questionnaire forms
The original student-completed SOQ forms for each course taught at CSUF for academic credit during the period of review must be provided. If data are missing, a written explanation must be provided and verified by an appropriate administrator. Student Opinion Questionnaire data for all the years for which service credit is given should be included. If such data are not available, a letter from the faculty member's previous supervisor attesting to their unavailability should be provided.
- 6) Statistical summaries of grade distributions
The University-provided statistical breakdown of the grade distribution for each semester of the period of review must be provided.

b. Additional Indicators

The faculty member may submit other evidence that demonstrates teaching effectiveness and contributions to student learning, such as, but not limited to, the following:

- 1) Peer review of teaching following classroom visitations, lectures, or seminars.
- 2) Documentation and evaluation of teaching activities in colleagues' classes.
- 3) Documentation of fieldwork coordination, academic advisement, or mentoring activities.
- 4) Development of new course proposals which have been approved for inclusion in the curriculum.
- 5) Development of instructional technology strategies to enhance student learning.
- 6) Development of portfolio and case study assignments.
- 7) Development and evaluation of alternative strategies for assessing student learning.
- 8) Publications about teaching that do not qualify for inclusion in section VI.B.1.b.
- 9) Evidence of additional training in teaching.
- 10) Evidence of collaborative teaching activities.
- 11) Video or audiotapes of lessons taught.

- 12) Independent study projects produced by students trained or directed by the faculty member.
- 13) Documentation of service as thesis advisor for master's degree students.

c. Guidelines for Rating Teaching Performance

A composite rating of teaching effectiveness is arrived at based on three factors defined below: Each of these factors is equally weighted (33 1/3%) to arrive at a total evaluation of teaching effectiveness.

1) Pedagogical approach and methods

The Committee shall rate pedagogical approach and methods as "excellent," "good," "fair," or "poor" according to the following criteria:

Excellent -- self-assessment and course syllabi and materials included in the Portfolio demonstrate outstanding teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

Good -- self-assessment and course syllabi and materials included in the Portfolio demonstrate clearly acceptable teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

Fair -- self-assessment and course syllabi and materials included in the Portfolio demonstrate marginally acceptable teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

Poor -- self-assessment and course materials demonstrate unacceptable teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

2) Student opinion questionnaires (SOQs)

Student opinion questionnaires contribute significantly to the evaluation of a faculty member's teaching effectiveness. They shall not, however, be used as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated comments. In general, the following scale shall be applied when rating the statistical summaries of student opinions:

Very high	-- 85% or more A and B ratings with at least 50% A's
High	-- 75 to 84% A and B ratings
Adequate	-- 60 to 74% A and B ratings
Inadequate	-- fewer than 60 % A and B ratings

Peer evaluation of teaching performance shall address those student opinions of instruction contained in responses to objective questions on student evaluation forms and contained in written comments on these forms. Each course shall be rated separately and the evaluation shall take into consideration factors such as the number

of different courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, level, required or elective, experimental or traditional pedagogy, etc.). The evaluation shall also take into account the faculty member's overall level of experience and her/his efforts to improve teaching performance.

The Committee shall rate student response to instruction as "**excellent**," "**good**," "**fair**," or "**poor**" according to the following scale:

Excellent -- a rating of at least "**high**" on the statistical summaries combined with a judgment that performance on the factors listed above has been outstanding.

Good -- a rating of at least "**high**" on the statistical summaries combined with a judgment that performance on the other factors listed above has been clearly acceptable.

Fair -- a rating of at least "**adequate**" on the statistical summaries combined with a judgment that performance on the other factors listed above has been marginally acceptable.

Poor -- a rating no better than "**adequate**" on the statistical summaries combined with a judgment that performance on the other factors listed above has been unacceptable.

3) Ongoing professional development in the discipline and as a teacher

All faculty are expected to maintain currency in their disciplines by conference participation and/or other interaction with their colleagues. It is expected that scholarly and creative accomplishments will be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings. Each faculty member is expected to show evidence of an ongoing program to maintain and improve her/his teaching effectiveness. This program should include self-assessment of teaching objectives and methods and student achievement, participation in pedagogical seminars and workshops, and familiarity with the pedagogical literature in the faculty member's discipline. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses.

The Committee shall rate ongoing professional development in the discipline and as a teacher as "**excellent**," "**good**," "**fair**," or "**poor**" according to the following criteria which is the standard adopted rubric in the CHHD:

Excellent -- self-assessment and teaching-related materials in the Portfolio demonstrate outstanding commitment to professional development in the discipline and as a teacher.

Good -- self-assessment and teaching-related materials in the Portfolio demonstrate clearly acceptable commitment to professional development in the discipline and as a teacher.

Fair -- self-assessment and teaching-related materials in the Portfolio demonstrate marginally acceptable commitment to professional development in the discipline and as a teacher.

Poor -- self-assessment and teaching-related materials in the Portfolio demonstrate unacceptable commitment to professional development in the discipline and as a teacher.

Composite Rating of Teaching Effectiveness

Based on a composite of the ratings of the three factors described above, the reviewers shall render a summative rating of teaching effectiveness as one of the following: "**excellent**," "**good**," "**fair**," or "**poor**". A composite rating of "excellent" may not be given if the rating for any of the three factors is less than "good".

B. Scholarly and Creative Accomplishments

Faculty engagement in scholarly and creative activity generates benefits for the faculty member and students, as well as for the University. Such activity may: a) complement teaching; b) contribute to the advancement of the field and, more broadly, to human achievement; c) promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike; d) increase opportunities for students in academic and professional disciplines; e) enhance the professional growth of the faculty member; f) contribute to the overall quality of the Program, College, and the University; g) advance the reputation of the University; and h) enhance collaborative scholarship.

1. Indicators

The following indicators shall be used in evaluating scholarly and creative activity:

a. Self-assessment (mandatory)

The self-assessment must include both a reflective review of the faculty member's scholarly and creative activity and her/his future goals and direction with reference to the benefits listed above and applicability to the faculty member's Development Plan or Developmental Narrative. The statement shall emphasize the scholarly accomplishments of the faculty member since her/his appointment at CSUF or since the last action and should be documented by supporting evidence whenever possible.

b. Publications

- Articles published or accepted in high quality, professionally recognized, externally peer-reviewed journals. (Published research related to teaching that meets this standard shall be included in this category.) Documentation must include evidence of peer review and one of the following: (1) the letter of acceptance and commitment to publish the article or (2) a reprint of the published article.
- Books, including textbooks, or chapters in edited books, either published or accepted for publication by a process of external (blind) review. Documentation must include one of the following: (1) the letter of acceptance of the completed manuscript from the publisher; (2) the final printed version of the galley page proofs; or (3) a copy of the publication in the final printed version.

c. Applied Scholarship

- External grants funded by government agencies, and/or private agencies. Grants which have been approved or which have been accepted but not funded may be presented.
- Internal grants funded by the University that are seed grants for potential external funding or support teaching activities, or supporting program or scholarly articles.
- Applied scholarship activities that relate directly to the intellectual work of the faculty member and are carried out through consultation, policy analysis, program evaluation,

and so forth. In documenting applied work, faculty should include their own written record of the project and the evaluations of those who received the service or other contributors to the work. Publications related to such activities, including dissemination products, are encouraged in this category.

d. Scholarly Presentations

Scholarly papers given or accepted to be given, with the name, date and location of the presentation. Peer review is one indicator of quality for this category of scholarship.

2. Rating Criteria for Scholarly and Creative Activity

These lists are not in rank order of importance. It is the responsibility of the faculty member under review to show how her/his scholarly and creative accomplishments address some or all of the criteria listed below and the particular objectives identified in the faculty member's Developmental Narrative.

a. The Program employs traditional criteria in evaluating scholarly and creative work, including:

- 1) clarity of conceptualization
- 2) originality of scholarship
- 3) contribution to the faculty members' discipline and/or to interdisciplinary scholarship
- 4) impact on scholarship in the field
- 5) quality of the forum in which the work appears
- 6) external peer reviews

b. In addition, in light of the missions of the Programs and the CHHD philosophy, the Program also evaluates scholarly and creative activities based on the degree to which they:

- 1) complement teaching
- 2) contribute to the advancement of the field and, more broadly, to human achievement
- 3) promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike
- 4) increase opportunities for students in academic and professional disciplines
- 5) contribute to the overall quality of the Program, College, and the University
- 6) enhance the professional growth of the faculty member
- 7) advance the reputation of the University
- 8) enhance collaborative scholarship

c. The program requires that faculty document and describe their involvement in collaborative project.

There are forms available from the Faculty Affairs Office (co-author disclosure forms) to help faculty document their participation in collaborative projects. Faculty can also provide narratives from co-authors regarding their contributions to the final project or publication.

3. Guidelines for Rating Scholarly and Creative Accomplishments

It is expected that the faculty member will demonstrate an on-going program of scholarly work. With regard to the ratings below, which reflect the expected outcome in the final year of probation, it is the expectation that faculty will make reasonable and ongoing progress in interim evaluation years toward these outcomes. In the case of excellent ratings, this would mean a third of the required six articles would be achieved by the end of the second year of a faculty member's probationary period. Scholarly publication that stems from a sustained program of work over the entire period is required to achieve tenure. Based upon the totality of the evidence presented, reviewers shall rate the faculty member's overall scholarly and creative accomplishments as "**excellent**," "**good**," "**fair**," or "**poor**" as follows:

1. A rating of "**excellent**" shall be given for a comprehensive self-assessment and outstanding performance in depth and/or breadth of scholarly activity. A total of six items of high quality scholarship, including at least three refereed publications, over the entire tenure and/or promotion review period, are expected for a rating of "excellent".
2. A rating of "**good**" shall be rendered for a comprehensive self-assessment and clearly acceptable progress toward achievement of the Development Plan/ Developmental Narrative, if required, or sufficient quantity of scholarly activity judged to be of clearly acceptable quality if no Development Plan/ Developmental Narrative is required. A total of four items of high quality scholarship, with at least two scholarly publications ("in press" or published), over the entire tenure and/or promotion review period, are expected for a rating of "good".
3. A rating of "**fair**" shall be rendered for an adequate self-assessment and marginally acceptable progress toward achievement of the Development Narrative or, if no Development Narrative is required, the standards for tenure and/or promotion. A total of two items of high quality scholarship, with at least one scholarly publication ("in press" or published), over the entire tenure and/or promotion review period, are expected for a rating of "fair".
4. A rating of "**poor**" shall be rendered for an inadequate self-assessment and/or unacceptable progress toward achievement of the Development Narrative, if required, or achievement of the standards for tenure and/or promotion.

C. Professional, University, and Community Service

Untenured faculty members shall present, in the Developmental Narrative, service objectives related to two categories of service: professional/community service, and University service.

1. Professional/Community Service

Faculty in applied fields such as those in the Program are encouraged not only to make original scholarly contributions in the form of written material, but also to communicate and implement knowledge by means of presentations and consultations. The benefits of professional/community service are many, including:

- a. complement teaching by allowing the teacher to draw from applied experience
- b. promote the discipline in the context in which it is applied
- c. promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike
- d. enhance the professional growth of the faculty member
- e. contribute to the overall quality of the Program, College, and the University
- f. advance the reputation of the University and opportunities for its students

For the purpose of professional maintenance and growth, each faculty member is encouraged and expected to engage actively in the affairs of the discipline and related professions, such as the following: assuming professional leadership roles; attending and presenting at professional meetings and workshops; acquiring professional licenses, credentials and certificates; editing professional journals; reviewing manuscripts for book proposals, professional journals or conferences; providing private practice or consultations relevant to the field; reviewing grant proposals; receiving professional training or providing additional professional training to others; and engaging in other professional activities deemed equally valuable to the profession/community and in support of the University's Mission and Goals. On-going, active involvement in a minimum of two professional/community service activities over the entire period of review is required for achievement of tenure in the Program.

2. University Service

The success of any University or Program is partially dependent on the active participation of its faculty members in the various organizational and governance tasks. In the case of the Program an unusually heavy demand for involvement in program activities, such as advisement, curriculum development, program review for accreditation purposes, and so forth, fall upon a relatively few full-time faculty. All Program faculty are expected to assume an active role in addressing the needs of their Program, as well as those of the College and University. At a minimum, a faculty member is expected to keep office hours, attend meetings of the Program on a regular basis, participate in College and University faculty events, and serve on at least two committees or perform comparable tasks over the entire period of review for tenure. Contributions that exceed minimal expectations (e.g., participating on numerous committees or in activities of a more demanding nature, or assuming positions of leadership in such tasks) will enhance the faculty member's rating for service.

3. Evaluating Service

The Program believes that the quality, quantity, and impact of a faculty member's service contributions need to be considered in the context of the potential benefits to the profession, community, and/or University, and in light of prevailing professional standards.

- For untenured faculty, a rating of **"excellent"** will be given for a record of service that includes active, quality involvement in **three or more** professional/community service activities **and** active, quality involvement in **three or more** Program, College and/or University service activities.
- For untenured faculty, a rating of **"good"** will be given for a record of service that includes active, quality involvement in **at least two** professional/community service activities **and** active, quality involvement in **at least two** Program, College, and/or University service activities.
- For untenured faculty, a rating of **"fair"** will be given for a record of service that includes active, quality involvement in **at least one** professional/community service activity or active, quality involvement in **at least one** Program, College, or University active.
- For untenured faculty, a rating of **"poor"** will be given for a record of service that **fails to include** active, quality involvement in professional/community service or in service to the Department, College, and/or University.

The untenured faculty member is reminded that the first two criteria, teaching and scholarly and creative accomplishments, are of primary importance and must be developed in the probationary years. The other criterion, professional, University, and community service, needs to be developed, but is less heavily weighted for probationary faculty. Nevertheless, the expectation is that the untenured faculty member will engage in service throughout the entire probationary period.

Tenured faculty are expected to provide leadership at the Program and College levels and to demonstrate on-going, active, high quality participation in **at least three** professional/community and/or University service activities for promotion to Professor.

D. Retention, Tenure, and Promotion

1. Retention of Probationary Faculty

Retention during the probationary years shall be based upon the individual's progress in meeting the criteria for tenure. In order to be retained, the probationary faculty member must be rated at a minimum:

- "good" in two areas, one of which must be teaching
- "fair" or better in the other area, with progress toward "good"
- scholarly and creative accomplishments must be rated "fair" or better, with progress toward "good"

The goal of the RTP process, as contained in UPS 210.000 is to produce members who qualify for tenure after their probationary employment. To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of assessment. Moreover, when weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure are likely to be met.

2. Criteria for Granting of Tenure

Promotion to Associate Professor is automatic with the granting of tenure. In order to be granted tenure, the faculty member must be rated, at a minimum:

- "good" or "excellent" in teaching performance and scholarly and creative accomplishments, one of which must be "excellent". (NOTE: It is not expected that each faculty member will have been rated "good" or "excellent" over the entire period of review for tenure; what is important is attainment of a rating of "good" or "excellent" by the end of the review period.)
- at least "good" in professional, University, and community service

3. Criteria for Promotion to Professor

Because the professoriate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of Professor shall be based on a record that indicates sustained vitality and commitment to the standards described above.

In order to be granted promotion to Full Professor, the faculty member must be rated, at minimum:

- "excellent" in two areas.
- "good" or "excellent" in the other area

VII. Early Promotion and Early Tenure

A. Eligibility

A faculty member may request early promotion before having four years of service and may request early tenure before having completed five probationary years. Such requests should be based on the demonstration of exemplary performance.

B. Criteria

In all cases, the faculty member must satisfy, on an accelerated schedule, the requirements for promotion and /or tenure delineated in earlier sections. Additional special requirements are described below.

1. Early Promotion to Associate Professor

For early promotion to Associate Professor, the faculty member must be in her or his fourth probationary year and rated as "**excellent**" in overall teaching performance utilizing the criteria found in Section VI.A, "**good**" (or higher) in scholarly and creative accomplishments, and "**good**" (or higher) in professional, University, and community service. The faculty member must have a rating of "**excellent**" in two of the three categories.

2. Early Tenure

In line with the UPS 210.0000 requirements the following is the criteria for receipt of early tenure: that all expectations for the entire probationary period have been met and that performance in teaching and one other area exceeded the expectations stated in UPS 210.0000 and the Program Personnel Standards.

REAFFIRMATION SELF STUDY

Volume III: APPENDIX

RULES OF GOVERNANCE

CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Social Work

RULES OF GOVERNANCE

TABLE OF CONTENTS

PREAMBLE24

ARTICLE I: MISSIONS, GOALS, AND OBJECTIVES24

 Section 1: Mission..... 24

 Section 2: Goals 24

 Program Goals: 24

 Core Values: 25

 Section 3: MSW Program Objectives 25

ARTICLE 2: SOCIAL WORK PROGRAM FACULTY.....27

 Section 1: Goals 27

 1.1: *Promotion of Excellence in Teaching* 27

 1.2: *Support for Scholarship and Research* 27

 1.3: *Provision of Service to communities in the region, state, nation, world* 27

 1.4: *Increase Social Work education opportunities for under-represented groups.* 28

 1.5: *Facilitate dynamic interactions among social workers and other human service professions of the region*..... 28

 Section 2: Functions 28

 Section 3: Membership 28

 Section 4: Meetings 28

 Section 5: Voting..... 29

ARTICLE 3: COMMITTEES.....30

 Section 1: Standing Committees..... 30

 Section 2: Ad Hoc Committees 30

 Section 3: Project Committees 30

ARTICLE 4: ADMISSIONS AND SCHOLARSHIPS COMMITTEE....31

 Section 1: Membership 31

 Section 2: Functions 31

ARTICLE 5: CURRICULUM AND EDUCATIONAL POLICIES COMMITTEE.....	32
Section 1: Membership	32
Section 2: Functions	32
ARTICLE 6: FIELD ADVISORY COMMITTEE	33
Section 1: Membership	33
Section 2: Functions	33
Section 3: Meetings	33
ARTICLE 7: COMMUNITY ADVISORY BOARD.....	34
Section 1: Membership	34
Section 2: Functions	34
ARTICLE 8: STUDENT STATUS REVIEW.....	35
Preamble.....	35
Section 1: Guideline	35
Section 2: Dismissal from the Program.....	38
Section 3: Academic Probation	38
Section 4: Procedures	39
ARTICLE: 9: DEPARTMENT PERSONNEL COMMITTEE.....	42
Please see Department Personnel Standards Document for Details	
ARTICLE 10: AMENDMENT OF RULES OF GOVERNANCE.....	43
Section 1: How to Amend Rules	43

CALIFORNIA STATE UNIVERSITY, FULLERTON
Social Work Program

RULES OF GOVERNANCE

PREAMBLE

We, the Faculty of the of Social Work Program at CSUF, herein after referred to as the "Program", adopt the following bylaws in order to provide for the orderly governance of Program affairs.

ARTICLE 1: MISSION, GOALS AND OBJECTIVES

Section 1: Mission

The mission of the newly developing Master of Social Work (MSW) program at CSUF is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups in a socially, culturally and economically diverse urban environment, with special sensitivity to the multicultural populations of Orange County and Southern California regions. The Program's mission also includes a commitment to develop competent and accountable social workers who will contribute to the generation of practice knowledge and to provide leadership in addressing social problems and inequitable social policies affecting individuals, families and communities. This mission is consistent with the purposes of the social work profession as defined by the Council on Social Work Education (CSWE).

Section 2: Goals

The Program of Social Work is committed to the following goals, which are derived from our mission statement.

Program Goals:

- To prepare social work students to take leadership roles in public social service organizations charged with responding to societal problems such as poverty, family instability, mental illness, and child abuse;
- To prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by teaching strategies to involve targeted populations in accomplishing goals, developing resources, and preventing and alleviating distress;

- To prepare social work students to be agents of social change and to work effectively in increasingly complex, culturally and racially diverse communities;
- To prepare social work students to understand the impact of racism, sexism, homophobia and other forms of oppression in creating and maintaining barriers to effective participation in American society;
- To prepare social work students to understand the relationship of the economic, political and social system to the maintenance of poverty and oppression in American society;
- To prepare students to develop and use research, knowledge, and skills that advance social work practice.

Core Values:

Client self-determination; Respect for clients' strengths and capacity to change; Commitment to advocacy and social justice; High quality; and Accessibility

Section 3: MSW Program Objectives

The California State University, Fullerton, Social Work Program defines its overall objective as the preparation of students for professional social work practice. This is the foundation which sets the context for the achievement of specific objectives as defined in the CSWE Educational Policy Statement.

Upon completion of the MSW program, graduates will demonstrate the following 12 program objectives:

1. Understand and commit to the essence of social work as a profession, its values and ethics.
2. Critically analyze and apply knowledge of human behavior in the context of social environments from a bio-psycho-social-spiritual strengths-based perspective using ecological and other applicable theories and research.
3. Develop and practice communication skills for effective social work practice with systems of all sizes.
4. Understand, value, and respect the multicultural perspectives as well as recognize and apply skills of change to conditions of racism, sexism, homophobia, and other forms of oppression, discrimination, and social and economic injustice at the individual, family, organization, and governmental levels.
5. Develop and practice strategies of intervention that are empowering and advance social and economic justice.

6. Analyze social welfare policy and formulate advocacy and practice techniques for influencing change and/or strategies that are consistent with social work values and the pursuit of empowerment.
7. Learn theoretical frameworks that explain individual and family development across the life span, as well as developmental theories that apply to groups, organizations, and communities.
8. Learn the methods for evaluating research, its relevance to practice and the evaluation of one's own practice.
9. Use supervision and consultation appropriately.
10. Apply knowledge and skills of a generalist social work that is contextually and culturally competent.
11. Apply knowledge and skills of advanced social work practice in the specialized areas of Child Welfare and Community Mental Health.
12. Function effectively within the structure of organizations and service delivery systems, and when appropriate, facilitate organizational change necessary to promote social work values and ethics.

In addition, the program will conduct a systematic review and evaluation of its programs to assure that program activities effectively fulfill these goals and objectives, and that the goals and objectives reflect the needs of the communities served.

ARTICLE 2: SOCIAL WORK PROGRAM FACULTY

The name of the faculty association shall be the "Social Work Program Faculty." The purpose of the Social Work Program Faculty is to assist the Social Work Program and students to achieve the goals and objectives of the program.

Section 1: Goals

Goals of the Social Work Program Faculty are congruent with those of the University and the Program in terms of the specific expectations for teaching, scholarship, and service. The intent of these goals include the following:

1. Promote excellence in Social Work education
2. Support scholarship and research
3. Provide service to the community
4. The Program will increase opportunities for professional social work education among underrepresented groups
5. The Program will facilitate dynamic interactions among social workers and other human service professionals of the region

1.1: Promotion of Excellence in Teaching

To promote excellence in teaching, the faculty will:

- a. Maintain currency in methodology and course content.
- b. Promote and participate in professional practice.
- c. Participate in recruitment and retention of excellent faculty with an effort to maintain a diverse faculty.

1.2: Support for Scholarship and Research

To support scholarship and research, the faculty will:

- a. Conduct research studies that add to the body of Social Work knowledge.
- b. Disseminate research findings.
- c. Perform scholarly activities that include: 1) publications, 2) grant writing, and 3) presentations at conferences.

1.3: Provision of Service to communities in the region, state, nation and world

To serve communities, the faculty will:

- a. Act as consultants in the community, state, and nation.
- b. Collaborate with community agencies for the promotion of social welfare.

- c. Facilitate continuing education for Social Workers in the community.
- d. Actively collaborate with academic faculty to promote the mission/goals of the University.

1.4: Increase Social Work education opportunities for under-represented groups. To do this, the faculty will:

- a. Focus recruitment efforts to under-represented groups
- b. Increase retention and graduation of under-represented groups

1.5: Facilitate dynamic interactions among social workers and other human service professionals of the region

To facilitate professional interactions, the faculty will:

- a. Provide opportunities for continued education for human service professionals
- b. Provide in-service training for professionals
- c. Support and promote professional organizations like CSWE and NASW
- d. Support licensing of social workers

Section 2: Functions

The Social Work Faculty of the Program will actively participate in matters of curricular, educational, and faculty policy affecting the Program within the regulations of the College, University, and the CSU system.

Section 3: Membership

Voting membership in this organization shall be governed by University Policy and be open to:

- 1. All full-time tenured and tenure-track faculty in the Social Work Program.
- 2. All full-time lecturers (temporary) faculty in the Social Work Program.

Associate membership shall be open to:

- 1. Social Work Practitioners of Contract Agencies within the metropolitan service area of CSUF.
- 2. Adjunct faculty of the Social Work Program.

Section 4: Meetings

- 1. Meetings of the Program Faculty shall be held at least once a month.

2. Special meetings of the faculty may be called at any time by the Director of the Social Work Program or the Director's assigned designee.
3. The Director of the Program shall preside over all meetings of the Program Faculty.
4. A quorum for the conduct of business at any faculty meeting shall consist of one-half plus one of the full-time tenured, tenure-track, and full-time temporary faculty.
5. Meetings shall be conducted according to the most recently revised edition of *Roberts Rules of Order*.

Section 5: Voting

Voting on all motions made and seconded shall be by open ballot unless a majority of voting members present at the meeting requests a secret ballot.

ARTICLE 3: COMMITTEES

Section 1: Standing Committees

The standing committees of the Social Work Faculty include the following:

1. Admissions and Scholarships
2. Curriculum and Educational policies
3. Field Advisory
4. Community Advisory Board--our outside committee
5. Student Status Review
6. Program Personnel
7. Library

Section 2: Ad hoc Committees

The Director may create ad hoc committees or task forces to handle matters on a temporary basis. Ad hoc committee assignments shall expire with the tenure or discretion of the director or at the completion of its charge. This includes search committees governed by UPS 210.500.

Section 3: Project Committees

Graduate student project committees are discussed in the Student handbook.

ARTICLE 4: ADMISSIONS AND SCHOLARSHIPS COMMITTEE

Section 1: Membership

Admissions and Scholarships Committee shall consist of the following:

1. Four faculty elected by the Social Work Program Faculty
2. A representative from the Community Advisory Board, or designee, representing professional services providers
3. A student representative or alternate elected by the MSW students. The student representative will participate in deliberation of admissions and scholarship policies only and will not participate in admission or scholarship decisions.

Section 2: Functions

The functions of this committee include:

1. Develop strategies for use in the recruitment of Social Work students.
2. Coordinate with the Director, or his designee, the recruitment efforts of the Social Work Program.
3. With the Director, or designee, develop and update admission criteria, processes and procedures
4. Make admission recommendations to the Director
5. Inform Social Work students of scholarship availability and criteria.
6. Recommend students for specific awards and scholarships in the Program as well as outside.
7. Prepare an annual report for the Director by May of each academic year.

ARTICLE 5: CURRICULUM AND EDUCATIONAL POLICIES COMMITTEE

Section 1: Membership

Membership of the Curriculum and Educational Policies Committee shall consist of:

1. Three faculty, elected by the Social Work Faculty
2. A representative from the Community Advisory Board
3. The Program Director.

Section 2: Functions

The functions of the committee include:

1. Maintain a process for the systematic development, evaluation and modification of the Social Work curriculum based on the accepted mission, goals, and policies of the Program, the University and the CSWE.
2. Foster, evaluate and maintain accreditation standards in curriculum.
3. Develop and modify curricular policies.
4. Review the catalog copy annually.
5. Make recommendations on curriculum to the Director and Social Work Program Faculty
6. Submit an annual report to the Director in May of each academic year.

ARTICLE 6: FIELD ADVISORY COMMITTEE

Section 1: Membership

Membership of the Field Advisory Committee shall consist of :

1. The Director of Field Education
2. The CalSWEC Coordinator
3. A representative from the Department of Human Services.
4. Two Field Instructor's chosen by the Director of Field Education
5. A student representative elected by the student body.

Section 2: Functions

The functions of the committee include:

1. Maintain a process for the development of the Field Education Manual.
2. Assist in the process of recruiting and maintaining appropriate field placements.
3. Review and modify the Field Education Manual on an annual basis.
4. Make recommendations to the Director of Field Education for enhancements in field practicum placements.
5. Assist in the recruitment and training of Field Instructors.
6. Consult in the development and modification of the field education curriculum.

Section 3: Meetings

The Field Advisory committee meets one time per quarter, with the option to call "special" meetings as necessary. Special meetings may be called to discuss and act on issues related to field education including changed in the field manual, changes in the field curriculum etc.

ARTICLE 7: COMMUNITY ADVISORY BOARD

Section 1: Membership

This committee is composed of a diverse group of individuals representing the social work community, public and private agencies, and consumers. The Director recruits these members. It is recommended that the membership include:

1. Representatives of CSUF
2. Director, County of Orange Health Care Agency, Behavioral Health Services
3. Director, County of Orange Social Services Agency
4. Representatives of public agencies
5. Representatives of private agencies
6. Representatives from social work practitioners
7. Judicial system representatives
8. Consumers of social work services.

Section 1: Functions

The functions of the committee include:

1. Monitor and help to implement the goals and objectives of the program.
2. Serve as a liaison between the Social Work Program and the community at large
3. Advise, support and promote professional social work education at California State University, Fullerton.
4. Assist with assessment and evaluation of the program and its outcomes,
5. Provide link to the employment sector where graduates will practice,
6. Advise on the range of needs for social work professionals in various agencies and the community.
7. Assist with the development of resources needed to support the achievement of the goals of the Program.
8. Serve as an advocate for the profession of social work to ensure the continuation of quality in education and practice.
9. Provide and arena for community input and discussion on social work educational issues

ARTICLE 8: STUDENT STATUS REVIEW

Preamble

The Student Status Review Committee is charged by the Director and Faculty of the Social Work Program with the responsibility for the academic review of any student's academic performance and progress in the classroom and in the practicum setting which violate expectations of performance appropriate for a social work student.

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff and students; with individual clients, groups, the community and others). This entails, among other things, adhering to standards of academic honesty; respecting self and others; and being able to communicate in ways that are non-exploitative of others. Moreover, social work students are expected to subscribe to and abide by the values and standards of the social work profession as exemplified in the National Association of Social Workers (NASW) Code of Ethics.

The Committee shall be a standing committee of the Social Work Program. To properly discharge the responsibilities and authority delegated to the Student Status Review Committee, the Committee will be representative of the faculty and shall be constituted of three (3) full-time faculty members (and alternates) appointed by the Director. Members of the Committee shall elect the Chair of the Committee. These faculty representatives will be responsible for conducting hearings. Decisions made will require a simple majority vote of the Committee. Minutes of hearings and Committee decisions will be forwarded to the Director of the Program.

The student may appeal the Committee's decision to the Director of the Program. Upon receipt of the Committee's decision and the minutes of the hearing, and/or an appeal from the student, the Director will act upon the matter and implement her/his decision. The Director will communicate this decision to the student and to the Committee.

Section 1: Guidelines

The Student Status Review process may be initiated by a) the student's faculty advisor, and/or b) any faculty member concerned about the student's status

A faculty member who initiates the review and who serves on the Committee shall be temporarily replaced by his/her alternate to the Committee and shall not vote on the matter before the Committee.

Anyone initiating the Student Status Review process must make the request to the Chair of the Committee. Student performance and behavior will be reviewed by the Committee in the following circumstances:

- a. Student fails to correct deficits in his/her academic performance as stipulated in prior Special Advising agreements.
- b. Faculty concern over attitudinal, behavioral, or ethical considerations that questions the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.

Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode which clearly violates the University's Student Conduct or Social Work Code of Ethics, State regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:

1. Consistently is unable or unwilling to carry out Program or practicum responsibilities.
2. Presents frequent personal crisis such that tasks, assignments, tests, appointments and field activities are not completed in a timely manner and/or require rescheduling.
3. Exhibits provocative behavior such that the behavior alienates the student from others, disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the field instructor, students, faculty, or others in the academic or practicum environment or related agencies.
4. Frequently misinterprets or misrepresents others' communication or behaviors.
5. Displays frequent attention-seeking behavior, which disrupts the academic or practicum environment.
6. Displays erratic, disorganized, incoherent, or unpredictable behavior.
7. Lacks insight or is unable to perceive the negative consequences of own behavior.
8. Frequently blames others or external factors for failures and difficulties in the academic or practicum environment.
9. Takes the position that the student is justified in having hurt or mistreated another person.
10. Repeatedly fails to plan ahead or is impulsive, causing distress, disruption, or harm to others.
11. Is verbally or physically aggressive toward others.
12. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
13. Is unable to sustain harmonious school and practicum relationships as exhibited by recurring interpersonal conflicts.
14. Displays intoxication or impairment at the University or practicum agency, due to abuse of psychoactive substances.

15. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.

Social work is based on humanitarian ideals, which are designed to carry out a commitment of improving the Social Work welfare, promoting respect for individual differences, and demonstrating a belief in the dignity of human beings. In keeping with these expectations of the profession, it is expected that students will integrate and demonstrate these fundamental values. Inability to demonstrate the values of the social work profession includes standards concerning social functioning and humanitarian ideals. Unacceptable performance in the area of humanistic attitudes, beliefs, and values are grounds for Student Status Review, especially when another's right to self-determination and dignity are infringed upon, and includes the following:

1. Unable to tolerate different points of view such that it affects classroom or practicum performance of the student or others.
2. Lacks flexibility in attitudes toward race, culture, ethnicity, age, physical or mental abilities, gender (including the roles of males and females), sexual orientation, religion, or other human diversities such that it affects classroom or practicum performance or impinges on the right of others.
3. Does not allow clients the opportunity to make their own choices and experience the consequences of such choices (appropriate exceptions include minors or when severity of consequences are unacceptable such as in the case of suicidal behavior).

Nothing in these standards shall abridge the standards concerning child abuse and neglect, or threats to self or others according to specified local, state, and federal statutes. These standards for students apply to field practicum as well as the academic environment.

The Committee will include in its deliberations all available information relating to student performance, including academic performance, attitudinal or ethical considerations, and personal circumstances, which affect academic performance.

The Committee may recommend one of three actions on the basis of factual evidence:

- a. Dismissal from the graduate program of Social Work,
- b. Academic or administrative probation, or
- c. Proceeding without probation

Section 2: Dismissal From The Program

The Committee may recommend dismissal from the Program for students whose academic classroom or practicum performance is judged to be unacceptable.

A student who fails to satisfy conditions of probation will be dismissed, in accordance with University policies on probation and disqualification.

A student will be dismissed when his/her academic performance in the classroom or in the practicum setting is inconsistent with the spirit and the letter of the NASW Code of Ethics in situations in which ethical judgment is to be exercised and professional intervention or professional conduct is planned.

Section 3: Academic Probation

Stipulations herein delineated reflect minimum standards of academic performance in professional social work courses, which may exceed University rules and regulations on semester and cumulative GPA.

1. Criteria for academic probation.

These criteria are not intended to exhaust all ways a student might be placed on probation.

- a. Any student may be placed on probation whose academic performance and/or professional development is judged to be inadequate, e.g. not satisfactorily progressing toward completion of the degree.
- b. Any student failing a professional social work course shall be placed on probation.
- c. Any graduate student whose GPA falls below 3.0 shall be placed on probation.

2. Duration.

The duration of academic probation will be at the discretion of the Committee where there are no set University rules and regulations. A student cannot graduate from the program while on probationary status.

3. Required student performance.

The Committee will delineate specific expectations for student performance while on probation. At the conclusion of the probationary period the Committee will review the student's performance and make one of the following decisions:

- a. Remove from probation
- b. Continue probation

- c. Dismiss from school. A recommendation to dismiss will require a simple majority of voting members of the Committee.

4. Intervention.

Academic probation sets in motion interventions, which are designed to maximize the opportunity for the student to learn. The Committee may recommend interventions, which would facilitate student performance. Examples might include referral to the Learning Laboratory; an additional field placement and/or extended field placement; regular meetings with academic advisor; or medical or psychiatric evaluation, delay of Field Placement, etc.

Section 4: Procedures

- A. A written request for Student Status Review with supporting material must be made to the Chair of the Student Status Review Committee. Such request must specify student performance and/or conduct that necessitate review of the student's status.
- B. The Chair of the Committee will forward the request and supporting material to members of the Committee. Within two (2) weeks following receipt of the request, the Committee will review the request and determine if the issues meet requisite conditions for Student Status Review. If the matter falls within the purview of the Committee, the Committee will set a date for the student status review. The notification to the student shall be in writing and shall specify the alleged deficiencies in performance and/or conduct; and the date, time and location of the review. The notification shall be delivered to the student by registered mail, specifying receipt requested. The notification shall also be sent to the student's faculty advisor and the Director of the Program. The Student Status Review meeting will be set to convene at least two (2) weeks following written notification to the student. The two-weeks notification provision may be waived at the request of the student or, with the student's written approval, at the Committee's request.
- C. The person initiating the request for a Student Status Review may request that such review be canceled or discontinued by submitting a written request to the Chair of the Committee giving reasons for the request. Upon receipt of the request for cancellation, the Chair of the Committee shall poll members to determine whether cancellation is appropriate. Such request shall be made as early as practical.
- D. The person initiating the review must be present during the Student Status Review process.
- E. A student shall have the right to present data, which challenges the allegations necessitating this review.
- F. A student may ask others to address the Committee on his/her behalf.
- G. A student shall be able to question anyone participating in the proceedings.

- H. The procedure for Student Status Review Committee meeting include the following:
1. Call to order
 2. Roll call of participants
 - a. Verification of presence of Committee members
 - b. Verification of presence of student
 - c. Verification of presence of person requesting the review of the student
 - d. Verification of presence of student's academic advisor
 - e. Verification of presence of student's invitees (if student has invited others to address Committee on his/her behalf)
 3. Verification of due notice to student of his/her academic difficulties
 4. Disposition of procedural questions, if any
 5. Hearing
 - a. Statement of the circumstances necessitating this review
 - b. Statement by the student (if desired)
 - c. Presentation of the Program's evidence
 - d. Additional statement by the student (if desired)
 - e. Presentation of student evidence
 - f. Statements of invitees speaking on student's behalf
 - g. Chair's written notification to student of the date and location a copy of the minutes may be obtained
 6. Executive session to review facts and determine decision
- I. The Chair shall make the procedures for the meeting available to all participants.
- J. Minutes of the Student Status Review proceedings shall be taken by the appointed secretary. The student will be advised in writing, during the Student Status Review process, of the date and location where a copy of minutes may be obtained. It is the student's responsibility to obtain a copy of the minutes. Corrections to the minutes shall be made within six working days from the date of the hearing. The student will be given a copy of the minutes to sign or delineate disagreement.
- K. The Chair will notify the student in writing of the Committee's decision within two (2) weeks following the hearing. Notification shall be delivered to the student by registered mail, specifying receipt requested.

- L. The Chair will submit signed minutes and the Committee's decision to the Director within two (2) weeks following the hearing.
- M. Students may appeal the Committee's decision to the Director within two (2) weeks after receiving notification of the decision. The appeal shall be in writing.
- N. The Director will act upon the Committee's decision and/or the student's appeal and implement his/her disposition of the matter within two (2) weeks of receipt of the decision and/or the student's appeal.
- O. The student may appeal an adverse decision in the manner prescribed by the University.

ARTICLE 9: DEPARTMENT PERSONNEL COMMITTEE

Please see Department Personnel Standard Document for details.

ARTICLE 10: AMENDMENT OF RULES OF GOVERNANCE

Section 1: How to Amend Rules

The rules of governance of the faculty in the Social Work Program at California State University, Fullerton, may be amended by a vote of two-thirds of the faculty members present and eligible to vote at any meeting of the faculty organization provided written notice of such proposed action is sent to faculty members at least two weeks prior to the meeting.

REAFFIRMATION SELF STUDY
Volume III: APPENDIX
STUDENT HANDBOOK

2013-2014



Social Work Program
California State University
Fullerton, CA

Handbook

for

Students

2013-2014
Fourth Edition

IMPORTANT NOTE

This handbook is not a substitute for the current University Catalog of California State University, Fullerton. Students are to be familiar with the official University policies delineated in the University Catalog. It is the primary source of policies and procedures governing all academic programs.

TABLE OF CONTENTS

TELEPHONE DIRECTORY	48
ACADEMIC CALENDAR	50
MISSION, GOALS, AND OBJECTIVES	52
CSUF Mission Statement.....	52
Social Work Program Goal.....	52
Core Values.....	53
ADMISSION	53
Program Overview	53
Master of Social Work (MSW) Curriculum	53
Admission Requirements	57
Bachelor's Degree.....	57
Essential Requirements.....	57
Advancement to Program Second Year.....	57
Degree Requirements (Advancement to Candidacy).....	58
Prerequisites	58
Waving of Credits	58
Life or Work Experience.....	59
Special Curricula.....	59
Field Instruction	59
DEGREE REQUIREMENTS	60
Credit Requirement.....	60
Completion of Field Practicum.....	60
Specified Study Plan.....	60
Academic Performance Requirement	61
Time Limit for Completing the Program.....	61
Leave of Absence.....	61
Advancement to Second Year of Program.....	61
Continuous Enrollment for Graduate Candidacy Standing	61
Application for Graduation	62
ADVISEMENT	62
Advisement as a Tool to Students.....	62
Declaration of Concentration.....	62
Purposes of Advisement	63
Duties and Responsibilities of the Advisor.....	63
Change of Advisors.....	64
STUDENT STATUS REVIEW	64
Preamble.....	64
General Guidelines.....	65
Dismissal from the Program	67
Academic or Disciplinary Probation.....	67
Student Status Review Procedures.....	68

STUDENT CODE OF CONDUCT	70
Academic Dishonesty	70
Classroom Conduct.....	71
CSU Fullerton Sexual Harassment Policy	71
Appeals and Grievances.....	72
Attendance and Participation	72
FORMS	73
MSW1: Application to Test Out/Transfer Courses to be Applied Toward the MSW Degree	74
MSW2: Change of Address	75
MSW3: Declaration of Concentration.....	76

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ACADEMIC CALENDAR

FALL SEMESTER 2013

DATE / DAY		EVENT
June	TBA	Fieldwork Orientation and Placement
July 8 – Aug 23		TITAN Registration – Registration and Change of Program by class level.
August 22	Fri	SOCIAL WORK NEW STUDENT ORIENTATION, Mackey Auditorium, Ruby Gerontology Center, 8:00 a.m.
August 23	Sat	Last day to register without paying \$25 late fee.
August 24	Sun	Instruction begins. Late registration (with \$25 late fee) begins through TITAN Online.
August 26	Mon	FIRST DAY OF INSTRUCTION for first year Social Work students at Main Campus.
August 27	Tues	FIRST DAY OF INSTRUCTION for second year Social Work students at Main Campus.
August 27	Tues	FIRST DAY OF INSTRUCTION for all Social Work students at Irvine Campus.
Aug 24 – Sep 1		Add/Drop classes without signature needed, through TITAN Online
September 2	Mon	Campus Closed – Labor Day
September 2 – 10		Main Campus adds allowed for Department-issued registration permits, using TITAN Online. Permits expire at midnight September 10.
September 10	Tues	Last day of registration with \$25 late fee. Last day to add most classes with registration permit. Last day to declare audit and grade option changes. Last day to drop classes without a grade of 'W.' Last day for full refund if status is reduced from full-time to part-time (6 or fewer units). All permits issued during the first and second week of classes EXPIRE at midnight.
September 23	Mon	Census date.
October 30	Wed	Last day to receive pro-rated refund of mandatory fees for complete withdrawal from classes.
November 11	Mon	Campus Closed – Veterans' Day
November 15	Fri	Final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons.
Nov 25 – Dec 1	Mon – Sun	No Classes - Campus closed Nov 28-29 – Fall Recess
December 13	Fri	Last day of class instruction.
December 14 - 20	Sat - Fri	Semester examinations.
December 21-24	Sat – Tues	No Classes – Campus Open – Beginning of Winter Recess
Dec 25 – Jan 1	Wed - Wed	Campus Closed – Winter Recess
January 2	Mon	Semester ends. Grades due in records office by 12 noon. Effective date of graduation for those completing requirements.
January 2	Mon	Fall 2013 grades available, as processed, on TITANOnline.

SPRING SEMESTER 2014

DATE		EVENT
Oct 25 – Jan 17		TITAN Registration – Registration and Change of Program by class level.
January 17	Fri	Last day to register without paying \$25 late fee.
January 18	Sat	Instruction begins
January 18 – 26	Sat – Sun	Add/Drop classes without signature needed, through TITAN Online
January 20	Mon	FIRST DAY OF INSTRUCTION for first year Social Work students at Main Campus.
January 21	Tues	FIRST DAY OF INSTRUCTION for second year Social Work students at Main Campus.
January 21	Tue	FIRST DAY OF INSTRUCTION for all Social Work students at Irvine Campus.
January 27	Mon	DEADLINE to file online GRAD CHECK application for May 2014 Master's and Doctorate degree candidates, including \$115 graduation fee.
February 3	Mon	Last day of registration with \$25 late fee. Last day to add most classes with registration permit. Last day to declare audit and grade option changes. Last day to drop classes without a grade of 'W.' Last day for full refund if status is reduced from full-time to part-time (6 or fewer units). All permits issued during the first and second week of classes EXPIRE at midnight.
February 12	Wed	Lincoln's Birthday – CAMPUS OPEN
February 17	Mon	Presidents' Day – CAMPUS CLOSED
February 24	Mon	DEADLINE to file online GRAD CHECK application for August 2014 Master's and Doctorate degree candidates, including \$115 graduation fee.
March 26	Wed	Last day to receive pro-rated refund of mandatory fees for complete withdrawal from classes.
March 31	Mon	Cesar Chavez Day – CAMPUS CLOSED
April 1-6	Mon-Sun	No Classes – Campus Open - Spring recess
April 7	Mon	Classes resume
April 18	Fri	Final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons.
May 9	Fri	Last day of classes
May 10 - 16	Sat-Fri	Semester examinations
May 17	Sun	DEPARTMENT OF SOCIAL WORK COMMENCEMENT
May 23	Mon	Semester ends; Grade reports due; Effective Day of Graduation
May 26	Fri	Memorial Day – CAMPUS CLOSED
* These calendars are subject to change and are not intended to be construed as an employee work calendar.		

MISSION, GOALS, AND OBJECTIVES

CSUF Mission Statement

The mission of the Master of Social Work (MSW) program at CSUF is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups in a socially, culturally and economically diverse urban environment, with special sensitivity to the multicultural populations of Orange County and Southern California regions. The Program's mission also includes a commitment to develop competent and accountable social workers who will contribute to the generation of practice knowledge and to provide leadership in addressing social problems and inequitable social policies affecting individuals, families and communities. This mission is consistent with the purposes of the social work profession as defined by the Council on Social Work Education (CSWE).

Social Work Program Goals

To prepare social work students to take leadership roles in public social service organizations charged with responding to societal problems such as poverty, family instability, mental illness, and child abuse; *to educate professionals and develop social workers who will provide leadership in addressing social problems*

To prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by teaching strategies to involve targeted populations in accomplishing goals, developing resources, and preventing and alleviating distress; *to educate students to work with underserved clients*

To prepare social work students to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities; *reflecting our students' training and commitment to working in culturally- and economically-diverse urban environments*

To prepare social work students to understand the impact of racism, sexism, homophobia and other forms of oppression in creating and maintaining barriers to effective participation in American society; *addressing training of students to provide leadership in addressing social problems and inequitable social policies*

To prepare social work students to understand the relationship of the economic, political and social system to the maintenance of poverty and oppression in American society; *focusing on creating leaders who understand that social policies contribute to both social and economic justice and injustice*

To prepare students to develop and use research, knowledge, and skills that advance social work practice. *View that participating actively in practice knowledge is a way to make a difference*

Core Values

Client self-determination; Respect for clients' strengths and capacity to change; Commitment to advocacy and social justice; High quality; and Accessibility

ADMISSION

Program Overview

Master of Social Work (MSW) Curriculum

The MSW at CSUF requires completion of **60 semester unit hours** over two years of **full time** study or three years of **part time** study. Foundation coursework is founded on a generalist social work practice curriculum that prepares students for advanced academic work in one of three specialized areas, **Child Welfare**, **Aging** or **Community Mental Health**. While these specialized areas are designed to allow students to focus on a particular population, the student's education will contain sufficient generalist practice information to allow him/her to transfer this knowledge to any population or service setting. The program will emphasize a **Direct Practice** method concentration. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and non-profit social services agencies serving children, youth, and families and in those providing community mental health services to the chronically and seriously mentally ill.

First Year Foundation Curriculum

The first year foundation courses provide students with knowledge of critical thinking within the social work context, and an understanding of the values of the profession and its ethical standards and principles. All foundation courses address the issue of practice without discrimination and focus on the value of respect for clients regardless of age, class, race, ethnicity, gender, religion, sex, sexual orientation, family structure or disability. The foundation courses provide students with:

- Knowledge of the history of the social work profession and its contemporary structures and issues
- Understanding of how to apply generalist practice skills within systems of all sizes
- How to function within the structure of organizations and service delivery systems
- How to seek necessary organizational change.

The multicultural perspective is a key component of the California State University, Fullerton, MSW program. The key goal in emphasizing the multicultural perspective is to prepare students to practice social work effectively in an increasingly complex and diverse society. Therefore, all courses in the MSW program incorporate a multicultural

perspective in the curriculum, with the goal of increasing students' sensitivity to the specific needs of all social and cultural groups.

In line with the CSWE Educational Policy, the first year foundation courses cover the following competencies:

- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
- EP 2.1.2—Apply social work ethical principles to guide professional practice.
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.
- EP 2.1.4—Engage diversity and difference in practice.
- EP 2.1.5—Advance human rights and social and economic justice.
- EP 2.1.6—Engage in research-informed practice and practice-informed research.
- EP 2.1.7—Apply knowledge of human behavior and the social environment.
- EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- EP 2.1.9—Respond to contexts that shape practice.
- EP 2.1.10 (a – d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Courses in the foundation year include:

- MSW 501: Social Work Perspectives on Human Behavior I (3)
- MSW 502: Social Work Perspectives on Human Behavior II (3)
- MSW 510: Social Work Practice I (3)
- MSW 511: Social Work Practice II (3)
- MSW 520: Social Welfare Policy and Services I (3)
- MSW 521: Social Welfare Policy and Services II (3)
- MSW 530: Applied Social Work Research Methods I (3)
- MSW 540: Social Work Field Instruction I (3)
- MSW 541: Social Work Field Instruction II (3)
- MSW 550: Social Work Practice with Diverse Populations (3)

Second Year Advanced Curriculum

The second year courses build upon the foundation courses of the first year and are more focused in nature, preparing students for autonomous professional social work practice in the areas of child welfare or community mental health. At the advanced level, students are expected to understand theory, analyze it for its contextual properties and implement culturally competent practice in one of the specialization areas.

Additionally students will be prepared to evaluate their practice and programs, and create research questions that demonstrate advancement of ideas with specific populations. Furthermore, students are expected to understand the connection between personal troubles and social issues, and realize that social change is a natural extension of social work practice at all levels. They will be prepared to advocate and organize to this

end. Under the supervision of program approved field instructors, students will complete internship hours that allow them to carry out advanced curriculum objectives. At the conclusion of their study, students will prepare a capstone project that reflects their knowledge, skills and values as professional social workers.

Child Welfare Concentration

The California State University, Fullerton MSW aims to prepare advanced child welfare professionals as change agents who have a current knowledge of theories related to children, youth, and family services.

MSW 503: Social Work Perspectives on Human Behavior III (3)
MSW 512: Child Welfare: Advanced Practice I (3)
MSW Practice Elective (3)
MSW Elective (3)
MSW 522: Child Welfare Policy and Social Work (3)
MSW 542: Advanced Social Work Field Instruction I (3)
MSW 543: Advanced Social Work Field Instruction II (3)
MSW 564: Professional Issues in Social Work: Supervision, Grants, and Finance (3)
MSW 596/597: Master's Project (3/3)

Students will select two of the following courses as electives for a total of 6 elective units. One must be a practice-specific elective:

MSW 561: Social Work Practice and the Law (3)
MSW 570: Social Work Practice in Substance Abuse Treatment (3)
MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context (3)
MSW 572: Spirituality, Religion, and Social Work (3)
MSW 573: Trauma-Focused Social Work (3)
MSW 574: Social Work Practice in Palliative Care: Death and Dying (3)
MSW 575: International Social Work (3)
MSW 580: Social Work Practice with the Poor and the Homeless (3)

Community Mental Health Concentration

The California State University, Fullerton MSW aims to prepare advanced mental health practitioners with a current knowledge of theories related to care, support and activism in the community mental health arena.

MSW 503: Social Work Perspectives on Human Behavior III (3)
MSW 514: Community Mental Health: Advanced Practice I (3)
MSW Practice Elective (3)
MSW Elective (3)
MSW 523: Mental Health Policy and Social Work (3)
MSW 542: Advanced Social Work Field Instruction I (3)

MSW 543: Advanced Social Work Field Instruction II (3)
MSW 564: Professional Issues in Social Work: Supervision, Grants, and Finance (3)
MSW 596/597: Master's Project (3/3)

Aging: Intergenerational Practice Concentration

MSW 503: Social Work Perspectives on Human Behavior III (3)
MSW 516: Advanced Practice in Aging (3)
MSW Practice Elective (3)
MSW Elective (3)
MSW 524: Aging Policy and Social Work (3)
MSW 542: Advanced Social Work Field Instruction I (3)
MSW 543: Advanced Social Work Field Instruction II (3)
MSW 564: Professional Issues in Social Work: Supervision, Grants, and Finance (3)
MSW 596/597: Master's Project (3/3)

Students will select two of the following courses as electives for a total of 6 elective units. One must be a practice-specific elective:

MSW 561: Social Work Practice and the Law (3)
MSW 570: Social Work Practice in Substance Abuse Treatment (3)
MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context (3)
MSW 572: Spirituality, Religion, and Social Work (3)
MSW 573: Trauma-Focused Social Work (3)
MSW 574: Social Work Practice in Palliative Care: Death and Dying (3)
MSW 575: International Social Work (3)
MSW 580: Social Work Practice with the Poor and the Homeless (3)

Field Practicum

Field practicum is an integral part of social work education and provides an opportunity to integrate knowledge, skills, and values. Over the course of the program, students receive approximately 900 clock hours in the field, approximately 16-20 hours per week. Field Practicum may extend beyond the typical academic semester schedule. The field experience is guided by an individualized learning contract that students develop with their field instructors. As part of the Field Practicum, students also participate in a weekly seminar where they practice the integration of knowledge, skills, and values. The Director of Field Education is responsible for this component of the curriculum.

Since suitable placements may not be available to all students in the Fullerton area, students may be required to travel to other communities. Students are required to have access to travel to and from Field Placement. Students are also required to meet the transportation requirements of the Field Agency.

Students will purchase liability insurance from the University, which carries a blanket policy for faculty and students.

Students should be familiar with the National Association of Social Workers (NASW) Code of Ethics (www.socialworkers.org/pubs/code).

Community Project

The CSU system requires a culminating experience for graduate education in the form of a thesis or community project. The MSW program requires students to participate in the community project as this culminating experience and as a prerequisite to graduation and awarding of the MSW Degree. (6 units).

Admission Requirements

Admission to the MSW program is based on an overall evaluation of the applicant on the following criteria: 1) intellectual and academic potential, 2) relevant human services experience, 3) leadership potential, and 4) evidence of appropriate critical thinking and communications skills.

Bachelor's Degree

The Social Work Program requires a minimum of an earned baccalaureate degree for admission to its MSW program.

Essential Requirements

Applicants must meet these requirements before the Admissions Committee will review the application. It is the responsibility of the applicant to ensure that the application file is complete.

- Application for Fall Admission: Department Application and CSU Mentor Application.
- Bachelor's degree
- Prerequisites: Students with a bachelor's degree from a CSU or UC Campus meet the prerequisite requirements. Applicants must have an educational foundation in liberal arts / social sciences. The purpose of the liberal arts/social sciences perspective is to prepare students for the intellectual and practical challenges they will encounter in their social work education, as well as throughout their social work careers.
- Minimum GPA of 3.0 for the last 60 units.
- Resume and/or Curriculum Vita
- Personal statement
- Three letters of recommendation
- Interview with admission committee
- Evidence of paid or volunteer experience in human services field
- An example of scholarly writing

Advancement to Program Second Year

Regular MSW students may be advanced to their second year of study upon completion of the Foundation curriculum. Advancement is based upon a formal review and recommendation by the faculty

Degree Requirements (Advancement to Candidacy)

Students must file a graduation check the semester prior to graduation in accordance with University policy as stated in the University Catalog. With this filing, a grade-point average of 3.0, and written approval of the advisor, the student moves to candidacy.

The University confers the MSW degree upon fulfillment of the following requirements:

1. Completion of 60 units of coursework
2. Completion of approximately 900 hours of field experience
3. Completion of a Community Project
4. Grade point average of 3.0 and a grade of "C" or better in all courses taken to satisfy the requirements for the degree as specified in each student's Study Plan
5. Completion of a minimum of 30 units of credit in residence
6. All coursework leading to the MSW degree must be completed within 4 years from first enrollment.

Prerequisites

The MSW curriculum is designed to provide a well-planned educational experience for the student, and therefore sequencing of courses is very important in the preparation of graduate level social workers. Students must fulfill prerequisite requirements.

Waiving of Credits

Waiving of credits from the program of study of Master's students is allowed in the following situations:

Testing Out of Courses

In order to comply with accreditation policy regarding not repeating content, we do allow students to test out of foundation courses. The form to be completed is in the student handbook. This form must be filed with the Program Director in time for arrangements to be made for testing with appropriate faculty **prior to the start of the student's first semester in the program.**

Policy requires that where there are sequential classes--classes with prerequisites like MSW Policy 520 and MSW 521(Policy II)--a student must have successfully taken or tested out of first class in the sequence. The foundation courses where testing out is an option include the

policy classes (520 and 521), foundation practice (510 and 511) and foundation human behavior classes (501 and 502). In each instance there is a final capstone exam or comprehensive paper and this will be used as a means for the test of competency for the student. The exam will be graded by a professor who regularly teaches that class. The student must receive a grade of "B" or higher or the equivalent in percentage or points designated as a "B," which must be 85 points/percent or higher. Students will be provided with the syllabus for the class that they wish to test out of upon completing the appropriate paperwork. They will have two weeks in which to study for the exam which must be taken before the beginning of the semester. Place of testing is to be worked out between the professor proctoring the exam and the student.

Transfer of courses taken at other colleges/universities

Graduate course work from another institution may be allowed as transfer credit toward the MSW degree if the course work meets specified criteria:

1. Coursework must have been taken within five years prior to enrollment in the MSW program at CSUF. This requirement notwithstanding, all coursework that counts for the master's degree must have been completed within the seven-year period immediately preceding the approved application for graduation.
2. If the course is to substitute for a Foundation course, it must have equivalent content taken at an accredited Social Work program.
3. Generally, no course transfers are permitted for required Concentration courses.
4. Transcripts and course syllabi or other explanations of course content may be required to judge appropriateness. The Curriculum and Educational Policies Committee is responsible for making decisions on transfer of credits.
5. All coursework that counts for the master's degree must have been completed within the seven-year period immediately preceding the approved application for graduation.

Life or Work Experience

In accordance with the standards of our accrediting body, the Council on Social Work Education, it is the policy of the Program not to permit granting of academic credit for previous life or work experience at either the undergraduate or graduate level.

Special Curricula

Students who participate in special programs, such as those funded by the California Social Work Education Center (CalSWEC) and the Mental Health Services Act, are required to fulfill learning objectives that may be in addition to those required of other students.

Field Instruction

Field instruction is an integral component of the curriculum in social work education. Students enrolled in Field Practicum spend sixteen to twenty hours each week in a field

placement applying the knowledge, skills, and values learned in other courses. The field experience is guided by an individualized learning contract that students develop with their field instructors. They meet with a field instructor or agency task supervisor for a minimum of 1½ hours per week. As part of the Field Practicum, students also participate in a weekly two-hour seminar each week. The Field Practicum Seminar provides students the opportunity to integrate knowledge, skills, and values with field experience. Students will take MSW540 and MSW541 during the Foundation Year. These are the Field Seminars and provide students with opportunities to process the experience gained in the field placement agency, gain insight into themselves and direct practice modalities, and explore alternative approaches. During the Concentration Year, students will take MSW542 and MSW543. These Concentration Year Field Seminars will be specific to the chosen concentration of Child Welfare or Community Mental Health and will help the student to process the experience gained in the specific concentration field placement and to further expand their direct practice skills. By the end of the program, students will have logged 900 clock hours in field placement.

The Program places students in agencies in Orange and other selected counties. A selected group of highly qualified field faculty members supervise students placed in those agencies. Field placement assignments are collaborative decisions of the Director of Field Education, field faculty, faculty adviser, student, and, in some cases, the Director.

In unusual situations, students may be eligible to use their employment for field practicum. A number of conditions are to be met before this can be decided. The Director of Field Education is responsible for negotiating and directly monitoring these arrangements.

DEGREE REQUIREMENTS

The University confers the MSW degree upon fulfillment of the following requirements:

Credit Requirement

For the program, completion of 60 hours of graduate credit is required. All work toward the graduate degree must be completed within four years from enrollment.

Completion of Field Practicum

A student in the program must successfully complete the foundation field practicum to be eligible to enter the concentration field practicum. To be eligible for graduation the student must complete the concentration field practicum.

Specified Study Plan

Each graduate student, in consultation with the student's advisor, will complete a Study Plan appropriate for the master's degree and the student's academic and/or professional goals. This Study Plan must be completed by the time nine units are taken. At that time, a student achieves Graduate Classified Standing. The department's Graduate Program Advisor certifies the completion of the student's Study Plan.

Academic Performance Requirement

All graduate students must maintain a grade point average of 3.0, or an average grade of "B," or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study. A course in which no letter grade is assigned shall not be used in computing the grade point average. A grade below "C" is not acceptable for any graduate course.

Time Limit for Completing the Program

Full-time students normally complete the program in two years, and part-time students will normally complete the program in three years. Courses are offered to allow students to complete the program within those times. Additional time may be allowed; however, Title 5 of the California Code of Regulations specifies that a master's degree shall be completed within a seven-year period. CSWE requires that the program be completed within four years.

Leave of Absence

Leave is handled in accordance with University regulations as stated in the University Catalog. Since students move toward their degree as part of a cohort, Leaves of Absence for one semester will not be approved. Approval for a leave must have written permission of the Program Director.

Advancement to Second Year of Program

Full-time students will be evaluated for advancement to second year by the faculty as a whole prior to the beginning of the second year course of study. Full-time students with a GPA below 2.25 at the end of the first year will be discharged from the program. Students with a cumulative grade-point average below 3.0 will automatically be placed on Academic Probation by the Admissions and Records office. Students who do not raise their GPA within two semesters of being placed on probation will be subject to disqualification from the University. Students academically disqualified cannot re-apply to the same graduate program at CSUF (See University Catalog section on Probation and Disqualification). Students with a GPA from 2.25 to 2.99, those with unresolved matters from previous Student Status Reviews, and those without positive recommendations from the field evaluation process will be evaluated via the Student Status Review process regarding advancement to their second year. Students with a GPA of 3.0 or better, who have fulfilled all conditions of admission, and who receive a positive recommendation from the field evaluation process will be advanced.

Continuous Enrollment for Graduate Candidacy Standing

Graduate students who have been advanced to candidacy and have completed all course work required by the master's degree program but who have not completed the culminating experience (community project) may enroll in GS700 through the Graduate Studies Office for the purpose of maintaining continuous enrollment at CSUF. The student will continue to

register for this course each academic term until the culminating experience requirement for the master's degree is completed (not to exceed four years).

Application for Graduation

All master's students must apply for graduation through the Student Center in Titan Online and pay SFS a graduation processing and diploma fee of \$115. If you need to change your projected date of graduation, you must inform the Graduate Studies Office as soon as possible by filing a Change of Graduation Date form and paying a \$10 fee to the university cashier.

ADVISEMENT

Advisement as a Tool to Students

Every student is assigned to an advisor before they are invited to the program orientation. These faculty advisers assist the students in assessing their particular strengths and help them select their areas of study. Students are helped to assess their objectives in relation to their future career goals and learning needs. They are also helped to evaluate what practicum setting will best meet their interests and learning needs.

Faculty advisers meet with students on a regular basis to assess progress and to identify potential problems associated with performance in the classroom and the field. The advisors are required to fill out the relevant columns of the student's Study Plan kept in each student's academic file. The students are strongly advised to meet the advisors at least once every semester.

Declaration of Concentration

Students are also required to fill out and sign a Declaration of Concentration the first semester they are in the program. The University's Graduate Studies Office maintains a Study Plan for each graduate student which is based on their concentration. If a student desires to change concentrations, he/she must meet with his/her advisor to update the form. Special permission is required to change concentrations after the first semester. At that time, the department's Study Plan will also be updated at that time and Graduate Studies will be notified.

Students may have the option to change advisors, if needed, by making a formal request to the Director of the Social Work Program.

The Student Status Review is a formal procedure to review the student's performance. Detailed procedures of Student Status Review are given below .

The student is automatically placed on academic probation whenever the GPA falls below 3.0. The director of the program notifies the respective advisor as soon as this happens.

Purposes of Advisement

Student advisement is an integral part of the educational experience and a major faculty responsibility. The advisement system has the following purposes: 1) to provide each student with a faculty member who knows the student's educational interests, goals, and educational program and who serves as a resource in assisting the student in his/her total educational experience; and 2) to provide the program with a clear channel through which to carry out certain administrative functions in reference to each student.

Duties and Responsibilities of the Advisor

The advisor has primary responsibility for helping the student make maximum use of learning opportunities and, in general, acts to advance the student's best interests. Specifically, the advisor:

1. Works closely with the student at the beginning of the educational experience to complete the Study Plan. The student keeps a copy of the plan and the advisor places the original in the student's academic file to be updated each semester as needed;
2. Assists with registration and signs the student's registration documents each semester;
3. Consults with the student regarding short and long term educational goals;
4. Assists the student in choosing selected areas of study and electives to meet his/her goals;
5. Helps the student assess her/his educational needs and objectives regarding the two field placements while considering potential resources;
6. Based on this assessment, makes recommendations about the student's educational needs and placement preference to the Director of Field Education, and shares the recommendations with the student;
7. In the event it is deemed useful/necessary, will initiate a Special Advisement for the student and chair the meeting, working with the student to implement the recommendations that ensue; and
8. Is available to the student to discuss personal issues as they impinge on the student's educational experience and, if indicated, make appropriate referrals to University and community resources.

The student must meet the advisor at least once every semester to review academic progress.

Change of Advisors

When students select their concentrations, they may change advisors to a faculty member who teaches in the concentration they have selected, if this has not coincided with the initial assignment. Students may request a change of advisors from the program's director. Such changes take into consideration the student's preferences to the degree possible. Reassignment is based on faculty workload and the agreement of the faculty member affected.

STUDENT STATUS REVIEW

Preamble

Student Status Review is the process by which the MSW program addresses student academic and professional performance problems. The Student Status Review Committee (SSRC) is charged by the faculty of the MSW program with responsibility for the review of any student's academic performance that violates appropriate expectations in the classroom or practicum setting. The role of the committee is to determine what, if any, specific violations have occurred and appropriately adjudicate these violations with the aim of providing specific decisions and recommendations geared toward helping the student to succeed in completing the program when appropriate and feasible. However, if the nature of the student's violations of expectations so warrants, dismissal of a student from the program is a potential outcome of a Student Status Review.

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff and students; with individual clients, groups, the community, and others). This entails, among other things, adhering to standards of academic honesty; respecting self and others; and being able to communicate in ways that are non-exploitative of others. Moreover, social work students are expected to adhere to the values and standards of the social work profession as exemplified in the *NASW Code of Ethics*.

The SSRC is a standing committee of the Social Work Department. To properly discharge its responsibilities and authority, the SSRC is representative of the faculty and is constituted of three (3) full-time faculty members (and alternates) appointed by the director. Neither the Chair/Program Director nor the Director of Field Education is eligible to serve on the SSRC because of their function as an appellate body. Likewise, the student's academic advisor cannot be a member of the committee as the advisor's role is to support and guide the student through the process. Members of the committee elect the chair of the committee. These faculty representatives are responsible for conducting hearings. Decisions made require a simple majority vote of the committee. Minutes of hearings and committee decisions are forwarded to the Director within three working days of the meeting. In the

event the meeting takes place immediately prior to an extended holiday, every effort is made to complete the minutes and recommendations prior to leaving for holiday.

The student may appeal the SSRC's decision to the Director of the Program. Upon receipt of the SSRC's decision and the minutes of the hearing or an appeal from the student, the Director acts upon the matter and implements the decision. The Director will communicate this decision to the student and the SSRC.

General Guidelines

The student status review process may be initiated by: a) the student, b) the student's faculty advisor, or c) any faculty member concerned about the student's status. A faculty member who initiates the review and who serves on the SSRC shall be temporarily replaced by an alternate and shall not vote on the matter before the committee. Anyone initiating the Student Status Review process must make the request to the chair of the SSRC in writing with a copy of the request placed in the student's academic file in the main office. Student performance and behavior will be reviewed by the SSRC in the following circumstances:

1. The student fails to correct deficits in his/her academic performance as stipulated in prior Special Advisement agreements.
2. The student receives a grade of D or below in a core course.
3. The student's GPA for courses in the social work program drops below a 3.0.
4. Faculty concern over attitudinal, behavioral or ethical considerations that question the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.
5. Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for student conduct or the *NASW Code of Ethics*, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:
 - a. Consistently unable or unwilling to carry out departmental or practicum responsibilities.
 - b. Presents frequent personal crisis such that tasks, assignments, tests, appointments and field activities are not completed in a timely manner and/or require rescheduling.
 - c. Exhibits provocative behavior such that the behavior alienates the student from others, disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the field instructor, students,

faculty, or others in the academic or practicum environment or related agencies.

- d. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
- e. Displays frequent attention-seeking behavior, which disrupts the academic or practicum environment.
- f. Displays erratic, disorganized, incoherent, or unpredictable behavior.
- g. Lacks insight or is unable to perceive the negative consequences of own behavior.
- h. Frequently blames others or external factors for failures and difficulties in the academic or practicum environment.
- i. Takes the position that there is justification for having hurt or mistreated another person.
- j. Repeatedly fails to plan ahead or is impulsive, causing distress, disruption, or harm to others.
- k. Is verbally or physically aggressive toward others.
- l. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
- m. Is unable to sustain harmonious school and practicum relationships as exhibited by recurring interpersonal conflicts.
- n. Displays intoxication or impairment at the University or practicum agency, due to abuse of psychoactive substance.
- o. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.

Unacceptable performance in the area of humanistic attitudes, beliefs, and values is grounds for student status review, especially when another's right to self-determination and dignity is infringed upon, and includes the following:

1. Inability to tolerate different points of view such that it affects classroom or practicum performance of the student or others.
2. Lack of flexibility in attitudes toward race, culture, ethnicity, age, physical or mental abilities, gender (including the roles of males and females), sexual orientation, religion, or other human diversities such that it affects classroom or practicum performance or impinges on the right of others.
3. Not allowing clients the opportunity to make their own choices and experience the consequences of such choices (appropriate exceptions noted regarding minors or when severity of consequences are unacceptable such as in the case of suicidal behavior).

Nothing in these standards shall abridge the standards concerning child abuse and neglect, or threats to self or others according to local, state, and federal statutes. Standards for students apply to field practicum as well as the academic environment.

The SSRC will include in its deliberations all available information relating to student performance, including academic performance, attitudinal or ethical considerations, and personal circumstances that affect academic performance.

The SSRC may recommend one of three actions:

1. Dismissal from the MSW program
2. Academic or disciplinary probation
3. Proceed without probation

Dismissal from the MSW program

The SSRC may recommend dismissal from the MSW program for students whose academic, classroom, or practicum performance is judged to be unacceptable. A student who fails to satisfy conditions of probation in a timely fashion is also dismissed. A student is dismissed when his/her performance in the classroom or in the practicum setting is inconsistent with the spirit and the letter of the *NASW Code of Ethics* in situations in which ethical judgment is to be exercised and professional intervention or professional conduct is required.

Academic or Disciplinary Probation

Stipulations herein delineated reflect minimum standards of academic performance in professional social work courses that may exceed University rules and regulations on semester and cumulative GPA:

A. Criteria for academic probation

These criteria are not intended to exhaust all ways a student might be placed on probation:

1. Any student may be placed on probation whose performance and/or professional development is judged to be inadequate (e.g., not consistently progressing toward completion of the degree).
2. Any student who earns a D or below in a core social work course shall be considered failing in that course and placed on academic probation.
3. The student's semester GPA for courses in the social work program drops below a 3.0.

B. Duration of academic probation

The duration of academic probation will be at the discretion of the SSRC where there are no set University rules and regulations. A student cannot graduate from the program while on probationary status.

C. Required student performance

The SSRC will delineate specific expectations for student performance while on probation.

At the conclusion of the probationary period the SSRC will review the student's performance and make one of the following decisions:

1. Remove from probation
2. Continue probation
3. Dismiss from school. A recommendation to dismiss will require a simple majority of voting members of the SSRC.

D. Intervention

Academic probation sets in motion interventions that are designed to maximize the opportunity for the student to learn. The SSRC may recommend interventions that would facilitate student performance. Examples might include referral to the Learning Laboratory; an additional field placement and/or extended field placement; regular meetings with the academic advisor; medical or psychiatric evaluation; and delay of field placement.

Student Status Review Procedures

- A. A written request for student status review with supporting material must be made to the chair of the Student Status Review Committee. Such request must specify student performance or conduct that necessitates review of the student's status.
- B. The chair of the SSRC forwards the request and supporting material to members of the committee. Within one (1) week, members of the SSRC review the request and determine if the issues meet requisite conditions for student status review. If the matter falls within the purview of the SSRC, the committee sets a date for the student status review. The notification to the student is in writing and specifies the alleged deficiencies in performance or conduct; and the date, time, and location of the review. The notification is delivered to the student in person or by registered mail, specifying receipt requested. The notification shall also be sent to the student's faculty advisor, and the Director of the MSW program. The Student Status Review meeting is set to convene at least one (1) week following written notification to the student. The notification provision may be waived at the request of the student or, with the student's written approval, at the SSRC's request.
- C. The person initiating the request for a Student Status Review may request that such review be canceled or discontinued by submitting a written request to the chair of the SSRC giving reasons for the request. Upon receipt of the request for cancellation, the chair of the SSRC polls members to determine whether cancellation is appropriate. Such request is made as early as practical.

- D. The person initiating the review must be present during the Student Status Review process.
- E. A student has the right to present data that challenge the allegations necessitating this review.
- F. A student may ask others to address the SSRC on his/her behalf.
- G. A student is allowed to question anyone participating in the proceedings during the meeting.
- H. The procedures for Student Status Review Committee meeting include the following:
 - 1. Call to order
 - 2. Roll call of participants
 - a. Verification of presence of committee members
 - b. Verification of presence of student
 - c. Verification of presence of person requesting the review of the student
 - d. Verification of presence of student's academic advisor
 - e. Verification of presence of student's invitees (if student has invited others to address the committee)
 - 3. Verification of due notice to student
 - 4. Disposition of procedural questions, if any
 - 5. Hearing
 - a. Statement of the circumstances necessitating this review
 - b. Statement by the student (if the student desires)
 - c. Presentation of the department's evidence
 - d. Additional statement by the student (if the student desires)
 - e. Presentation of student evidence
 - f. Statements of invitees speaking on student's behalf
 - g. Chair's written notification to student of the date and location at which a copy of the minutes may be obtained
 - 6. Executive session to review facts and determine decision
- I. The chair makes the procedures for the meeting available to all participants.
- J. An appointed secretary takes minutes of the Student Status Review proceedings. The student is advised in writing during the student status review process of the date and location for a copy of minutes that may be obtained. It is the student's responsibility to obtain a copy of the minutes. Corrections to the minutes are made within six working days from the date of the hearing. The student is given a copy of the minutes to sign or delineate disagreement.

- K. The chair notifies the student in writing of the committee's decision within one week following the hearing. Notification is delivered to the student in person or by registered mail, specifying receipt requested.
- L. The chair submits signed minutes and the committee's decision to the Director within one week following the hearing.
- M. Students may appeal the committee's decision to the Director within one week after receiving notification of the decision. The appeal is in writing.
- N. The Director acts upon the committee's decision and/or the student's appeal and implements his/her disposition of the matter within one week of receipt of the decision and/or the student's appeal.
- O. The student may appeal an adverse decision in the manner prescribed by the University.

University Policy for Student Appeals and Grievances (as stated in the Student Code of Conduct)

A graduate student who experiences difficulties arising from course evaluation, judgment of performance, master's degree requirements, advancement to candidacy, general regulations, and/or grievance situations should discuss the issues first with the graduate program advisor. If the student wishes to review further the problem or to appeal a decision, the student should then consult, in sequential order, with the appropriate department chair, College Dean, the Associate Vice President for Academic Programs, and, finally, the Vice President for Academic Affairs.

Under the Student Academic Grievance Procedures, a student may appeal any sanction employed by faculty or the University based on an allegation of academic dishonesty. The initiation of the grievance must occur within fifteen (15) school days after notification of the grade is mailed or personally given to the student. Copies of these procedures are available in the offices of the school deans.

STUDENT CODE OF CONDUCT

Academic Dishonesty

The Social Work Program strictly adheres to the University's policy on Academic Dishonesty. Students should become familiar with this policy, and address only questions to their advisor. Failure to comply with the policy may lead to suspension or expulsion from the University. The policy is as follows:

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and

are not to give unauthorized assistance. Faculty members have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, paper or other assignment for credit in two different courses without receiving prior approval. A faculty member who is convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty ranging from an oral reprimand to an F in the course. In addition to notifying the student, the faculty member shall also notify the Program Director or Chair, and the Vice President for Student Affairs.

Classroom Conduct

CSU Fullerton Sexual Harassment Policy

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, as well as under CSU Executive Order 345. California State University, Fullerton is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender.

Individuals are entitled to benefit from university programs and activities without being discriminated against on the basis of their sex. Sexual harassment violates university policy, seriously threatens the academic environment, and is illegal. The policy on campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible.

Sexual harassment includes such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;

- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

Sexual harassment will not be tolerated by the University and may result in disciplinary action, up to and including termination or dismissal. Administrative personnel are available to answer questions or handle complaints by students, employees, student applicants or employee applicants. The names and office locations of sexual harassment counselors and respective administrative personnel are available in the Counseling Center and the Office of Personnel Services. Any employee who believes that this policy has been violated should promptly report the facts of the incident(s) and the person(s) involved.

Appeals and Grievances

A graduate student who experiences difficulties arising from course evaluation, judgment of performance, master's degree requirements, advancement to candidacy, general regulations, and/or grievance situations should discuss the issues first with the Graduate Program Adviser. If the student wishes to review further the problem or to appeal a decision, the student should then consult, in sequential order, with the appropriate department chair, school dean, the Associate Vice President for Graduate Studies and Research, and, finally, the Vice President for Academic Affairs.

Under the Student Academic Grievance Procedures, a student may appeal any sanction employed by faculty or the University based on an allegation of academic dishonesty. The initiation of the grievance must occur within fifteen (15) school days after notification of the grade is mailed or personally given to the student. Copies of these procedures are available in the offices of the school deans.

Attendance and Participation

Regular attendance and active participation are required and very important in this course. Active participation includes the ability to integrate readings, concepts and experiences, to provide constructive feedback to student colleagues and faculty and to be open to the feedback from others. Students are expected to do all reading in advance and to come to class prepared for the class session.

FORMS

The following forms are used in the MSW program and a copy of each follows.

MSW1: APPLICATION TO TEST OUT/TRANSFER COURSES TO BE APPLIED TOWARD THE MSW DEGREE

MSW2: CHANGE OF ADDRESS

MSW3: DELCARATION OF CONCENTRATION



Department of Social Work

APPLICATION TO TEST OUT/TRANSFER COURSES TO BE APPLIED TOWARD THE MSW DEGREE

Name _____ CWID -- --

TESTING OUT: The following courses are available for testing out (30 credits maximum)

- MSW 501: Social Work Perspectives on Human Behavior I (3 units)
MSW 502: Social Work Perspectives on Human Behavior II (3 units)
MSW 510: Social Work Practice I (3 units)
MSW 511: Social Work Practice II (3 units)
MSW 520: Social Welfare Policy and Service I (3 units)
MSW 521: Social Welfare Policy and Service II (3 units)
MSW 530: Applied Social Work Research Methods I (3 units)

Where there are sequential classes--classes with prerequisites like 520 and 521 a student must have successfully taken or tested out of the first course in the sequence.

TRANSFER: List courses below (6 credits maximum, except for regular students transferring from accredited MSW programs). Students must show equivalency through syllabi, etc.)

_____ for _____
_____ for _____
_____ for _____
_____ for _____

Recommended [] _____
Adviser

Approved: [] _____

Denied: [] _____
Director, Social Work Program

MSW1

Updated 9/26/2016



CHANGE OF ADDRESS

DATE: _____

STUDENT NAME: _____

NEW ADDRESS: _____

NEW PHONE: _____

NEW EMAIL: _____

SIGNATURE OF STUDENT: _____

MSW2
Updated 03/18/2014



CALIFORNIA STATE UNIVERSITY
FULLERTON

DEPARTMENT OF SOCIAL WORK

DECLARATION OF CONCENTRATION

- CHILD WELFARE (CalSWEC)
- CHILD WELFARE (non CalSWEC)
- COMMUNITY MENTAL HEALTH
- COMMUNITY MENTAL HEALTH, emphasis in Aging

I hereby declare that I will follow the course-specific program for the above-checked concentration.

I realize that there are courses specific to the concentration I have chosen above. Should I decide to change my concentration after having taken any of these courses, I realize I will be required to take the corresponding course(s) for my new concentration. This may result in extra cost for units taken.

I also realize that the concentration-specific units taken toward the original concentration will not count toward the 60 units required to graduate with an MSW.

I have discussed this decision with my graduate adviser:

PRINT NAME: _____ DATE: _____

SIGNATURE: _____

ADVISER SIGNATURE: _____ DATE: _____

This is a change to my original choice of Concentration.

MSW3
Updated 3/28/2014

REAFFIRMATION SELF STUDY
Volume III: APPENDIX
FIELD EDUCATION HANDBOOK

This manual replaces all previous versions.



Table of Contents

Field Education at CSUF.....	80
Faculty Field Liaisons for 2013-14	81
Admission to Field Education	82
Requirements for Completion of the Field Education Component of the MSW Degree.....	83
Placement Procedures.....	83
Field Education Roles.....	84
Field Education Policies	85
Resolution of Problems in Field Placement	86
Evaluation of Student Progress and Grading	87

Field Education at CSUF

Field Education, known as the “Heart of Social Work Education”, has been identified by the Council on Social Work Education (CSWE) as the signature pedagogy of the profession. Here at CSU Fullerton, Field Education is seamlessly integrated into the fabric of the student academic experience.

The purpose of field education in social work is to provide the student with an interface between classroom theory and actual practice. The student is provided with opportunities to:

- Develop practice skills by applying classroom theory to real life situations
- Determine which approaches work in practice and how they must be adapted to specific situations
- Understand the effect of the organizational context on professional practice while developing skills in agency-based social work
- Utilize relevant research to inform practice
- Learn to use supervision and consultation appropriately
- Begin to engage in self-assessment
- Develop a professional identity

The Department has forged a number of partnerships with community agencies in order to provide each student with a relevant field education experience. At each agency, qualified Field Instructors and/or preceptors provide mentorship, guidance, and feedback to the student and the Faculty Field Liaison about the progress of the student.

In the pages that follow, the policies and procedures of the Field Education component of the Department of Social Work are outlined and explained. It is the focus of the Field Faculty to assist each student to be successful in their pursuit of the Master of Social Work degree and to produce competent, effective, and ethical social work practitioners.

Christine A. Ford, LCSW, RN

Director of Field Education

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Faculty Field Liaisons for 2013-14

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Alex Ballan, LCSW	aballan@fullerton.edu	657-278-3387	EC 412
Marilyn Milligan, LCSW	mamilligan@fullerton.edu	657-278-8463	EC 407
Duan Tran, MSW	dutran@fullerton.edu	657-278-8463	EC 407
Lori Allemand, LCSW	lallemand@fullerton.edu	657-278-8463	EC 407
Jackey Smith, Psy.D, MSW	jacsmith@fullerton.edu	657-278-2584	EC 646

Admission to Field Education

Admission to the MSW Program is required in order to apply for the field work component of the MSW degree. Once the student has been offered and has accepted admission into the CSUF MSW Program, the student will complete the

Foundation Field Application.

Admission to the MSW Program does not guarantee that the student will be assigned to a field placement. The student must meet the criteria and be accepted by a field agency in order to complete the field work requirement. The criteria include, but may not be limited to:

- The ability to provide a clean background check, such as a LiveScan.¹
- Reliable transportation to, from and during the field work day.
- TB testing and/or health screens
- Willingness to accept the field work agency assigned to the student.
- Ability to make alternative arrangements for other personal responsibilities (such as childcare or other caretaking).
- Health status that does not cause frequent absences.
- Availability to interview with the assigned agency.
- Understanding that social workers often make home visits and/or connect with clients in non-traditional settings.
- Understanding that social workers serve all clients and embrace diversity.
- Attendance at all Field Readiness Trainings.

Incoming 1st year field students will be required to be available from June through the beginning of the fall semester for the field placement process. “Available” may mean by email, phone, and electronic conferencing or in person, depending on the situation and need. All 1st year field students are **required** to attend Field Readiness Training (aka “Boot Camp”). This is a 5 day training designed to give the student the necessary information needed to be successful in the field work component of the MSW degree. This training begins the week before the fall semester begins and marks the beginning of the Field Education component. Dates have been provided in the admissions offer. Attendance is mandatory and failure to attend all or any days may lead to a delay in completing the field work component of the degree requirements.

¹ Students with infractions (misdemeanors and felonies) are encouraged to have their records expunged or obtain waivers. While some agencies will accept students with old misdemeanors, many will not.

Requirements for Completion of the Field Education Component of the MSW Degree

The Field Education curriculum consists of 4 Field Seminar courses: MSW 540, MSW 541, MSW 542, and MSW 543. These courses are each weighted as 3 units and include the fieldwork hours in the assigned agency. A grade of “Credit” is required to enroll in the next course in the sequence. While the courses are listed separately and are punctuated by the winter Intercession, the student should regard the Field Seminar and fieldwork placement as an academic year.

MSW 540 and MSW 541 are the Field Seminars that comprise the Foundation Year. The Foundation Year is considered a generalist social work concentration, designed to give each student a thorough grounding in social work practice, policy, diversity, research and human behavior. The student will develop a professional identity, internalize the social work values and principles, and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned field work agency provides the student with the “laboratory” in which to apply these concepts.

MSW 542 and MSW 543 are the Field Seminars that comprise the Concentration Year. The Concentration Year is the advanced year in which the student will take policy and practice classes within their chosen concentration (Child Welfare Services or Community Mental Health). In addition, the assigned field work agency will provide the student the opportunity to advance and hone their practice skill set with a specialized population.

The overall requirements for completion of the Field Education Component include:

- Attendance at all days of Field Readiness Training
- A grade of “Credit” in all 4 Field Seminar courses
- Completion of 2 years of field placement in an assigned agency with a minimum accrual of at least 1000 hours of experience

Placement Procedures

Upon admission to the MSW Program, the student will be contacted by the Director of Field Education regarding application to the Field Education component of the degree. The student will be provided with the **Foundation Field Application** and the **Student Agreement** forms.

During the Foundation year, students focus on basic skills such as developing a professional identity, interviewing skills, assessment, case management, information dissemination and resources, application of theory, critical thinking and judgment. As such, these are transferable skills and the student will be assigned to an agency that is of best fit for the student to master these skill sets.

A variety of things are considered in matching students with the field placement. Those include, but are not limited to:

- Where the student resides during the academic year. Every effort is made to match the student with an agency within reasonable commute.
- Previous experience
- Language skills
- Compatibility with the agency and the Field Instructor
- Agency able to offer the student learning opportunities that challenge the student to grow professionally

It is emphasized that the **department** will match the student to an agency, but the student will need to interview and be accepted by the agency. Should the student not be accepted by the agency, due to inadequate interviewing skills and/or unacceptable background screenings, the student will not be given another agency to interview until all other students in the cohort have been placed. While every effort will be made to place students in a field agency, it is the responsibility of the **student** to present themselves maturely, professionally, and appropriately in the interview in order to secure the placement.

Students who apply and are accepted into the CalSWEC-IV-E stipend program will be placed by the CalSWEC Project Coordinator in an appropriate public child welfare agency or contractor. Most often, the placement will be at Orange County Social Services Agency-Children and Family Services.

Concentration Year Placement

For the Concentration Year, students will be placed in agencies appropriate to that Concentration. Child Welfare students (including CalSWEC) will be placed in public child welfare agencies. Mental Health Concentration students will be placed in agencies that provide mental health and health related services to all age groups. The considerations are similar to those of the Foundation Year, however, students will have some input into the best type of agency to assist them to complete their skill sets as entry level social work practitioners.

Field Education Roles

Faculty

Director of Field Education- responsible for the overall administration and oversight of the Field Education component of the MSW degree. Identifies and contracts with agencies to provide student field placements; provides Field Instructor training; serves as lead on Field Faculty team; provides students with guidance and mentorship in developing social work skills and identity; maintains congruence of Field Education component with CSWE standards; arbitrator of field issues as they arise.

Faculty Field Liaison- instructs the Field Seminar class; serves as liaison between student and the field agency; monitors and evaluates student progress in mastering field competencies.

Placement Agency

Field Instructor- agency employee with MSW degree from a CSWE accredited school of social work; serves as mentor, teacher for the student placed in the agency; provides supervision, guidance and feedback regarding student performance and progress.

Preceptor- agency employee who may or may not possess the MSW degree, who is assigned to teach the student the day-to-day work of the agency; interacts with the Field Instructor to monitor student progress and assign learning opportunities appropriate to the student.

University

CSUF covers each student in a field practicum in terms of Workman's Compensation Insurance and Professional Liability, so long as the student remains in good standing.

Field Education Policies

1. Attendance
 - a. Students are expected to attend all assigned Field hours and Field Seminar classes
 - b. Absences **must** be approved by:
 - i. Notification of the absence to both the Faculty Field Liaison and the Field Instructor/Preceptor as soon as the absence is anticipated
 - ii. Providing documentation of the legitimacy of the absence, if asked
 - c. All absences from the Field placement **must be made up** in a timely manner
 - d. Absences must be appropriate (illness, family emergency)
 - i. Students who skip field hours and/or Field Seminar in order to attend to other coursework or personal pleasure will be referred to the Director of Field Education
2. Campus Holidays
 - a. Students are to attend Field placement on all assigned days unless the campus is closed
 - b. Campus Holidays are indicated on the Field Calendar and other campus publications
 - c. Most campus holidays coincide with the holidays observed by the field agency, however, should the agency be open when the campus is closed, the University Liability Insurance does not cover the student and the student will not provide service to the agency on that day
 - d. Students must be sure to distinguish the difference between a Campus Holiday closure versus days when there are no classes but the University is open. If the University is open, even though classes may not be in session, the student is expected to provide service hours to their assigned agency
3. Comportment
 - a. Students are expected to abide by the NASW Code of Ethics at all times

- b. Students are expected to maintain confidentiality, as defined by law, statute, agency policy and/or our Code of Ethics both inside and outside of the assigned field agency
 - c. The program maintains a zero tolerance policy for any violation of confidentiality
 - i. Violations include verbal, written breaches outside of appropriate venues
 - ii. Posting of information on social media sites constitutes a gross violation of confidentiality
 - iii. Zero tolerance means that breaches of confidentiality on the part of the student will result in dismissal from the program
 - d. Students are expected to behave as adult learners, demonstrating respect for instructors (faculty and agency) and fellow students
4. Transportation
- a. Students **must** have reliable transportation in order to successfully complete the Field Education component of the degree
 - b. This also means that students must maintain a current and valid driver's license, vehicle accident and liability insurance
 - c. Students with documented disabilities which prohibit driving and registered with the Office of Disability Support Services will be afforded reasonable accommodation as provided by law
5. Assignments
- a. Field specific assignments will be outlined in the field seminar syllabi
 - b. Students who are habitually tardy with or who put forth minimal effort on assignments will be considered not to be progressing in professional identity and comportment on the Comprehensive Skills Evaluation
 - c. Students are responsible for identifying agency opportunities for learning and documenting those as goals in the Learning Agreement at the beginning of each semester
 - d. Self-awareness is a social work value. Students are expected to be vulnerable in their weekly Reflection Journals. Understanding ourselves is necessary in being of service to others.

Resolution of Problems in Field Placement

The MSW Field Education Program is committed to helping students obtain optimum practice and skill building experience in their field placements. Performance issues, personal and educational, occasionally surface in the field placement. Both students and Field Instructors are encouraged to have open, direct and ongoing communication with the Director of Field Education and/or Faculty Field Liaison so that any difficulties are identified early and a plan of action can be initiated. Issues/problems in field education can generally be categorized as one or more of the following:

- Situational: chronic transportation difficulties, illness, personal crisis, unreliable child care, etc.

- Environmental: lack of adequate opportunity provided by the agency to accomplish learning objectives, little or unsatisfactory field instruction, a personality conflict between the student and the Field Instructor or other agency personnel, etc.
- Professional behavior: ethics 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.

Should any of these issues occur, the Director of Field Education, the Faculty Field Liaison, the student and the Field Instructor will discuss and design an appropriate corrective action plan and a timeframe for said plan. In the case of environmental issues, the Director may change the field placement of the student. Should the student fail to make the necessary improvements or other concerns arise, a Student Status Review will be scheduled (see **Program Student Handbook**).

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

1. Is not able to maintain confidentiality.
2. Does not 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 setting and/or tardiness without notification.
6. Repeated absences from the agency setting and/or absence without notification.
7. Repeated change in scheduled hours without approval.
8. Illegal behavior during field hours.
9. Below average performance as documented in formal written evaluation.
10. Does not perform and complete assigned tasks in a timely manner.

Please refer to the **Student Status Review** section in the **Program Student Handbook** for information regarding student rights should removal from field placement occur.

Evaluation of Student Progress and Grading

Each of the four Field Seminar classes (MSW 540, MSW 541, MSW 542, and MSW 543) is graded on a Credit/No Credit scale. This type of grading is conducive to allowing the student to challenge their professional growth and progress without fear of affecting the overall GPA. It is expected that students will make mistakes in field and will learn and grow without fear of reprisal.

The standard for earning a grade of Credit for the Field Seminar (includes the field placement as the “lab”) is outlined in the course syllabi and reprinted here:

The grade will be based on the student’s performance on the planned assignments. Specific determination of this grade rests with the faculty field seminar course instructor in consultation with the agency field instructor, and is based on the following criteria:

1. Student’s level of performance, attendance, and participation at the agency fieldwork site as well as in the field work class seminars;
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar;
3. Quality of the student’s performance as reflected in the written evaluations and meetings with the site supervisor and/or faculty instructor; and
4. Suitability of student’s performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student’s performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area and there is not much evidence that the expectations will be met in the near future

1 = Intern has not yet met the expectations in this area but there is evidence that the expectations will be met in the near future

2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern’s performance is uneven

3 = Intern understands the concept and has consistently met the expectations in this area

4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale above will be applied, using the Comprehensive Skills Evaluation, by both the agency Field Instructor and the Faculty Field Liaison.

The CSUF Department of Social Work Field Faculty serve as gatekeepers to the profession of Social Work, and have high standards for the delivery of quality services to clients, agencies and communities. The Field Seminars and Field Placement are performance-based courses and students will be evaluated according to *demonstrated learning* of the 10 competencies. The rubric for grades, based on internalization and demonstration of the 10 competencies is as follows:

1. A grade of “CR” reflects the student who is performing as expected for the Foundation Year (Level 1 and 2) or Concentration Year (Level 3 and 4). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Faculty Field Liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.

2. A grade of “NC” reflects the student who is not performing within the level of expectation for the Foundation Year (Level 1 and 2) or Concentration Year (Level 3 and 4). Examples would include the student whose performance in the field agency does not meet the expectations of the master’s level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Students who receive a grade of NC for any of the 4 Field Seminars in the sequence, will not be allowed to continue in the Field Education component. The student will be referred to the Student Status Review Committee to determine the most appropriate course of action including the student’s fitness for the profession.

REAFFIRMATION SELF STUDY

Volume III: APPENDIX

FIELD INSTRUCTOR TRAINING



Field Instructor Training Course

The purpose of this course is to provide Social Work Practitioners serving as Field Instructors the basic knowledge and skills necessary to provide quality field instruction and learning experiences to social work students in each practitioner's agency/setting. This course is of most benefit to new Field Instructors, however, seasoned Field Instructors may benefit as well.

This course is presented in a self-study format in seven separate modules:

1. The Mission of Field Education
2. Conducting a Successful Agency Orientation
3. Effective Field Supervision
4. Understanding Learning Styles
5. Integrating Theory and Practice
6. Ethical Issues in Field Education
7. Effective Feedback and Evaluation

Upon completion of all seven modules, participants will:

1. Understand the mission and goals of field education and analyze their role in the educational development of social work students.
2. Learn the essential elements of an effective agency orientation and develop methods for implementing these elements.
3. Learn the knowledge and skills necessary for effective field supervision as identified by empirical studies and develop methods for incorporating these elements into practice.
4. Understand the characteristics of different learning styles and identify strategies to adapt their own learning styles to best meet the needs of their students.
5. Learn and practice methods designed to create learning opportunities that assist students with the process of integrating theory and practice in field education.
6. Understand and discuss the ethical issues related to field supervision and identify strategies for incorporating ethical responsibilities into practice.
7. Understand the elements of effective feedback and evaluation and practice using these elements in supervision.

Each module will take approximately 2 hours to complete with the exception of Module 5, which will take approximately 3 hours to complete. Once the participant has completed all modules and submitted the individualized learning plans, a total of 15 CEUS will be awarded (PCE 4345). In addition, the Faculty Field Liaison assigned to the participant will serve as a proctor and mentor throughout the academic year.

The learning objectives for each module are outlined below:

Module 1: The Mission of Field Education (2 hours)

1. To understand the need for field instructor training.
2. To understand the mission and purpose of field education.
3. To understand the importance of the field instructor in the professional development of students.

Module 2: Conducting a Successful Agency Orientation (2 hours)

1. To understand the importance of the agency orientation.
2. To become familiar with the elements of a successful agency orientation.
3. To identify strategies to incorporate these elements into supervision.

Module 3: Effective Field Supervision (2 hours)

1. To understand the elements of effective field supervision.
2. To identify strategies to incorporate these elements into the supervision of students.
3. To understand the elements of an effective supervisory conference.

Module 4: Understanding Learning Styles (2 hours)

1. To understand the impact of learning styles on the supervisory relationship.
2. To understand the characteristics of different learning styles.
3. To develop strategies for adapting participants' learning styles to meet the needs of students.

Module 5: Integrating Theory and Practice (3 hours)

1. To understand the importance of integrating theory and practice in field education.
2. To review essential knowledge, values, and skills in social work practice.
3. To create learning opportunities that will assist students in integrating social work knowledge, values, and skills.
4. To practice using methods designed to assist students with the process of integration.

Module 6: Ethical Issues in Field Education (2 hours)

1. To understand the important ethical issues in field supervision.
2. To understand the areas of potential liability in field education.
3. To identify strategies for incorporating ethical responsibilities into practice.

Module 7: Effective Feedback and Evaluation (2 hours)

1. To understand the importance of constructive feedback in the supervision process.
2. To understand and practice using the elements of effective feedback.
3. To review the elements of an effective summative evaluation.

References

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Hendricks, C.O., Finch, J.B. and Franks, C.L. (2005). *Learning to teach, teaching to learn: A guide for social work field education*. Alexandria, VA. Council on Social Work Education.

REAFFIRMATION SELF STUDY
Volume III: APPENDIX
CalSWEC NOTICE OF AWARD
May 19, 2008



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May 19, 2008

David Cherin, Ph.D.
Director and Professor
Master of Social Work Program
California State University Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868

Dear David,

I am pleased to inform you that your proposal for CSU Fullerton's MSW program to participate in CalSWEC's Title IV-E Social Work Training Program was reviewed and approved by the Board on May 2, 2008.

As indicated in your proposal and approved by the Board, your Title IV-E Social Work Training Program is scheduled to be included in the FY 2009/2010 budget proposal to CDSS on March 1, 2009. In order to do this you will be receiving from our office the subvention template very soon and following that you will receive the full budget letter, instructions and templates so that you can develop your proposal for AY 2009/2010.

In order to make this transition run smoothly we need the primary personnel designated to run this project. Specifically, we will need the name address, phone and email of the Principal Investigator, Project Coordinator, Pre Award and Post Award financial personnel as soon as possible. You can forward this information to me via email at cmathias@berkeley.edu. Finally, Elizabeth Gilman and I will schedule a site visit in the winter of 2009. Either she or I will be in touch with you on this matter.

I want to welcome you to the CalSWEC consortium. If you need consultation in filling out the documents referenced above, please let me know and we can set up a phone conference.

Once again, welcome and congratulations on your new program!

Sincerely,

Chris Mathias
Director
CalSWEC

Cc: Lorraine Midanik
Miranda Chiu



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REAFFIRMATION SELF STUDY
Volume III: APPENDIX
EVALUATION DATA CONVERSION AND PREVIOUS OBJECTIVES
(from 2002 EPAS)

CONVERTED EVALUATION DATA

This is the old evaluation data, by objective, with a conversion chart that relates it to the 2008 EPAS competencies.

The eight tables below are taken from an excel spreadsheet, which is ten rows high and 72 columns wide. The tables should be read across, with column OBJ7_C following directly to the right of column OBJ6_C, column CW_OBJ5_C following directly to the right of CW_OBJ4_CW, and so on.

ID	CASE_LBL	OBJ1_C	OBJ2_C	OBJ3_C	OBJ4_C	OBJ5_C	OBJ6_C
20111	EXIT2011_FT_AVG	3.91	3.94	3.97	3.99	3.98	3.74
20112	EXIT2011_PT_AVG	3.90	3.84	3.97	3.87	3.97	3.40
2011	EXIT2011_TOTAL AVG	3.91	3.89	3.97	3.93	3.97	3.57
20121	EXIT2012_FT_AVG	3.86	3.84	3.86	3.89	3.88	3.72
20122	EXIT2012_PT_AVG	3.87	3.83	3.85	3.90	3.91	3.57
2012	EXIT2012_TOTAL AVG	3.87	3.83	3.85	3.90	3.89	3.64
20131	EXIT2013_FT_AVG	3.86	3.87	3.90	3.83	3.89	3.64
20132	EXIT2013_PT_AVG	3.75	3.82	3.87	3.83	3.71	3.50
2013	EXIT2013_TOTAL AVG	3.80	3.85	3.88	3.83	3.80	3.57

OBJ7_C	OBJ8_C	OBJ9_C	OBJ10_C	OBJ11_C	OBJ12_C	CW_OBJ1_C	CW_OBJ2_C	CW_OBJ3_C	CW_OBJ4_C
3.92	3.78	4.00	3.89	4.00	3.87	3.90	3.90	3.82	3.88
3.87	3.76	3.96	3.87	3.96	3.85	3.86	3.82	3.79	3.83
3.90	3.77	3.98	3.88	3.98	3.86	3.88	3.86	3.80	3.85
3.78	3.83	3.90	3.82	3.88	3.82	3.96	3.94	3.96	3.94
3.79	3.65	3.96	3.82	3.91	3.83	3.99	3.99	3.99	3.99
3.79	3.74	3.93	3.82	3.89	3.83	3.97	3.96	3.98	3.96
3.82	3.72	3.96	3.83	3.94	3.85	3.96	3.97	3.87	3.82
3.75	3.65	3.90	3.76	3.86	3.85	3.95	3.92	3.96	3.88
3.79	3.69	3.93	3.79	3.90	3.85	3.95	3.94	3.91	3.85

CW_OBJ5_C	MH_OBJ1_C	MH_OBJ2_C	MH_OBJ3_C	MH_OBJ4_C	MH_OBJ5_C	OBJ1_S	OBJ2_S	OBJ3_S	OBJ4_S
3.93	3.83	3.80	3.80	4.00	4.00	3.76	3.46	3.48	3.75
3.82	3.78	3.89	3.82	3.68	3.84	3.72	3.39	3.39	3.71
3.88	3.81	3.84	3.81	3.84	3.92	3.69	3.46	3.52	3.60
3.85	3.81	3.75	3.76	3.79	3.75	3.70	3.54	3.60	3.58
3.91	3.86	3.72	3.78	3.97	3.81	3.82	3.73	3.76	3.74
3.88	3.83	3.73	3.77	3.88	3.78	3.73	3.59	3.64	3.62
3.89	3.94	3.81	3.87	3.74	3.77	3.78	3.67	3.71	3.67
3.96	3.79	3.75	3.75	3.94	3.93	3.74	3.74	3.78	3.69
3.93	3.87	3.78	3.81	3.84	3.85	3.76	3.70	3.74	3.68

OBJ5_S	OBJ6_S	OBJ7_S	OBJ8_S	OBJ9_S	OBJ10_S	OBJ11_S	OBJ12_S	CW_OBJ1_S	CW_OBJ2_S
3.39	3.68	3.60	3.50	3.69	3.63	3.71	3.35	3.29	3.60
3.35	3.66	3.55	3.42	3.63	3.64	3.73	3.29	3.23	3.55
3.35	3.59	3.54	3.43	3.66	3.59	3.47	3.17	3.12	3.54
3.44	3.60	3.57	3.32	3.72	3.67	3.57	3.05	2.87	3.57
3.65	3.73	3.64	3.56	3.88	3.74	3.52	3.52	3.40	3.64
3.49	3.63	3.59	3.38	3.76	3.69	3.56	3.17	2.99	3.59
3.63	3.61	3.62	3.44	3.84	3.72	3.71	3.21	3.18	3.62
3.77	3.73	3.70	3.65	3.84	3.81	3.76	3.43	3.26	3.70
3.69	3.66	3.65	3.54	3.84	3.76	3.73	3.31	3.22	3.65

CW_OBJ3_S	CW_OBJ4_S	CW_OBJ5_S	MH_OBJ1_S	MH_OBJ2_S	MH_OBJ3_S	MH_OBJ4_S	MH_OBJ5_S	OBJ1	OBJ2
3.68	3.50	3.60	3.29	3.60	3.68	3.50	3.60	3.84	3.70
3.66	3.42	3.55	3.23	3.55	3.66	3.42	3.55	3.81	3.61
3.51	3.43	3.54	3.12	3.54	3.51	3.43	3.54	3.80	3.67
3.51	3.32	3.57	2.87	3.57	3.51	3.32	3.57	3.78	3.69
3.61	3.56	3.64	3.40	3.64	3.61	3.56	3.64	3.85	3.78
3.54	3.38	3.59	2.99	3.59	3.54	3.38	3.59	3.80	3.71
3.61	3.44	3.62	3.18	3.62	3.61	3.44	3.62	3.82	3.77
3.70	3.65	3.70	3.26	3.70	3.70	3.65	3.70	3.74	3.78
3.66	3.54	3.65	3.22	3.65	3.66	3.54	3.65	3.78	3.77

OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	OBJ9	OBJ10	OBJ11	OBJ12
3.72	3.87	3.68	3.71	3.76	3.64	3.84	3.76	3.86	3.61
3.68	3.79	3.66	3.53	3.71	3.59	3.80	3.75	3.85	3.57
3.75	3.77	3.66	3.58	3.72	3.60	3.82	3.73	3.73	3.52
3.73	3.74	3.66	3.66	3.68	3.58	3.81	3.74	3.72	3.44
3.81	3.82	3.78	3.65	3.72	3.60	3.92	3.78	3.72	3.68
3.75	3.76	3.69	3.64	3.69	3.56	3.84	3.75	3.73	3.50
3.80	3.75	3.76	3.62	3.72	3.58	3.90	3.77	3.82	3.53
3.82	3.76	3.74	3.61	3.73	3.65	3.87	3.79	3.81	3.64
3.81	3.75	3.75	3.61	3.72	3.61	3.88	3.78	3.82	3.58

CW_OBJ1	CW_OBJ2	CW_OBJ3	CW_OBJ4	CW_OBJ5	MH_OBJ1	MH_OBJ2	MH_OBJ3	MH_OBJ4	MH_OBJ5
3.59	3.75	3.75	3.69	3.77	3.56	3.70	3.74	3.75	3.80
3.55	3.68	3.72	3.63	3.69	3.51	3.72	3.74	3.55	3.69
3.50	3.70	3.66	3.64	3.71	3.46	3.69	3.66	3.64	3.73
3.41	3.76	3.74	3.63	3.71	3.34	3.66	3.64	3.55	3.66
3.70	3.81	3.80	3.77	3.78	3.63	3.68	3.70	3.77	3.72
3.48	3.78	3.76	3.67	3.74	3.41	3.66	3.66	3.63	3.68
3.57	3.79	3.74	3.63	3.75	3.56	3.71	3.74	3.59	3.69
3.60	3.81	3.83	3.77	3.83	3.53	3.73	3.73	3.79	3.81
3.59	3.80	3.78	3.69	3.79	3.54	3.72	3.73	3.69	3.75

GOAL1	GOAL2	GOAL3	GOAL4	GOAL5	GOAL6
3.65	3.77	3.76	3.76	3.62	3.69
3.60	3.72	3.73	3.73	3.53	3.59
3.57	3.72	3.70	3.69	3.51	3.63
3.50	3.71	3.70	3.69	3.47	3.58
3.73	3.76	3.78	3.78	3.66	3.71
3.56	3.72	3.72	3.72	3.51	3.62
3.64	3.76	3.75	3.75	3.59	3.60
3.66	3.79	3.77	3.76	3.58	3.74
3.65	3.77	3.76	3.75	3.58	3.67

Competencies Conversion Chart from Original Standards to 2008 EPAS

This chart was used to take program's initial, existing objectives and translate those to 2008 EPAS competencies, thus enabling the program to adapt the original objective based evaluation process into the new EPAS competency based model. This chart works with the curriculum grid used to capture the original objective based outcomes and to create the program's assessment of learning outcomes that appear in this document and on the program website.

The EPAS 2008 competency appears first and, then, the aligning objectives are listed following a colon to the right of those competencies. The objectives are detailed in the appendix of this document for easy reference.

Competency 2.1.1: Foundation Objective (FO) 1, FO 4, FO 6, FO 9, Concentration Objective (CO) 1.

Competency 2.1.2: FO 1, CO 5

Competency 2.1.3: FO 2, FO 3

Competency 2.1.4: FO 4, FO 4

Competency 2.1.5: FO 6, FO 7

Competency 2.1.6: FO 8, CO 4

Competency 2.1.7: FO 7, FO 2, CO 2

Competency 2.1.8: FO 6

Competency 2.1.9: FO 7, FO 12, CO 3

Competency 2.1.10 (a-d): FO 10, FO 11, FO 8, CO 2

PREVIOUS PROGRAM AND CONCENTRATION OBJECTIVES (2002 EPAS)

The California State University, Fullerton Master of Social Work program defines its overall objective as the preparation of students for professional social work practice. This is the foundation which sets the context for the achievement of specific objectives as defined in the CSWE Educational Policy Statement.

Upon completion of the MSW program, graduates will demonstrate the following 12 program objectives:

The program foundation objectives and concentration objectives are listed below as well as linkages to overall goals and EPAS. This enables us to then track the connection between goals and objectives as part of our process of assessment and program evaluation. In addition in each course syllabus the course objectives are connected to foundation and concentration objectives to track the inclusion of objectives into course material.

Program & Concentration Objectives and Linkages to Goals, Educational Policies and EPAS

Program Objectives:

1. Understand and commit to the essence of social work as a profession, its values, its history and ethics. (G1, 2, 3 & 4) (EPAS 4.0)(EP 3.02, EP 3.03,EP 3.04,&EP. 3.05)
2. Critically analyze and apply knowledge of human behavior in the context of social environments from a bio-psycho-social-spiritual strengths-based perspective using ecological and other applicable theories and research. (G2 & 6) (EPAS 4.3 & 4.6)(EP 3.01, EP M3.06 &EP 3.07)
3. Develop and practice communication skills for effective social work practice with systems of all sizes. (G2) (EPAS 4.5)(EP 3.03 & EP3.010)
4. Understand, value, and respect the multicultural perspectives as well as recognize and apply skills of change to conditions of racism, sexism, homophobia, and other forms of oppression, discrimination, and social and economic injustice at the individual, family, organizational, and governmental levels. (G3, 4, & 5) (EPAS 4.1 & 4.2)(EP 3.02, EP 3.03, EP 3.04, EP.3.012)
5. Develop and practice strategies of intervention that are empowering and advance social and economic justice. (G2, 3, 4, & 5) (EPAS 4.2, 4.4, & 4.5)(EP 3.03 & EP 3.04)
6. Analyze social welfare policy and formulate advocacy and practice techniques for influencing change and/or strategies that are consistent with social work values and the pursuit of empowerment. (G4 & 5) (EPAS 4.4 & 4.5)(EP. 3.05 &EP 3.08)

7. Learn theoretical frameworks that explain individual and family development across the life span, as well as developmental theories that apply to groups, organizations, and communities. (G2, 4, & 5) (EPAS 4.3)(EP 3.07)
8. Learn the methods for evaluating research, its relevance to practice, and the evaluation of one's own practice. (G6) (EPAS 4.5 & 4.6)(EP 3.09)
9. Use supervision and consultation appropriately. (G1) (EPAS 4.5, & 4.7)(EP 3.011)
10. Apply knowledge and skills of a generalist social work that is contextually and culturally competent. (G3 & 4) (EPAS 4.0, 4.1, & 4.5)(EP M 3.06)
11. Apply knowledge and skills of advanced social work practice in the specialized areas of Child Welfare and Community Mental Health. (G1 & 2) (EPAS 4.2, 4.5, & 4.7)(EP. 3.01)
12. Function effectively within the structure of organizations and service delivery systems, and when appropriate, facilitate organizational change necessary to promote social work values and ethics. (G1, 2, & 3) (EPAS 4.0, 4.1, & 4.5)(EP. 3.012)

Community Mental Health Concentration Objectives:

1. Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving community mental health clients. (G1, 4 & 5) (EPAS 4.4 & 4.5) (EP 3.04 & EP. 3.08)
2. Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in community mental health settings. (G1, 2, & 6) (EPAS 4.5 & 4.6) (EP. 3.011 & EP. 3.09)
3. Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multi-cultural sensitive assessment and intervention frameworks. (G2, 3, 4, 5) (EPAS 4.1, 4.2, & 4.5) (EP. 3.02 & EP. 3.03)
4. Students will learn and apply research, evaluation, and evidenced-based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies. (G1, 2, 3, & 6) (EPAS 4.2, 4.3 & 4.6) (EP. 3.09)
5. Students will gain the information and understanding necessary to conduct a direct practice that meets legal and ethical standards within the context of the values of the social work profession and within guidelines for appropriate mental health practices. (G1) (EPAS 4.0, 4.5, & 4.6) (EP. 3.02 & EP. 3.09)

Child Welfare Concentration Objectives:

1. Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving children and families. (G1, 4, & 5) (EPAS 4.4 & 4.5)(EP 3.04 & EP. 3.08)
2. Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in public child welfare settings (G1, 2, & 6) (EPAS 4.5 & 4.6)(E.P.3.011 &EP. 3.09)
3. Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multi-cultural sensitive assessment and intervention frameworks. (G2, 3, 4, 5) (EPAS 4.1, 4.2, & 4.5) (EP. 3.02 & EP. 3.03)
4. Students will learn and apply research, evaluation and evidenced-based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies. (G1, 2, 3, & 6) (EPAS 4.2, 4.3, & 4.6) (EP. 3.09)
5. Students will gain the information and understanding necessary to conduct a direct practice that meets legal and ethical standards within the context of the values of the social work profession and accepted child welfare practice models. (G1) (EPAS 4.0, 4.5, & 4.6)(EP. 3.02 & EP. 3.09)

Course Objectives and assignments are numbered. Courses and assignment are identified by the course number (e.g., MSW 501), followed by a numbered objective and a numbered assignment (e.g., MSW 541-1, A11, meaning course 541, objective 1, and assignment or activity 11). Corresponding objectives and assignments can be found in the Course Syllabi, which are in Volume II of this document. The objectives listed here and the course objectives in the attached syllabi are the most current iterations.

The assessment process for objectives is designed to be simple yet effective. Essentially, course assignments and activities measure course objectives. We have linked course objectives to program and concentration objectives. So, course objectives are measured by grades achieved on assignments and activities and then, the average grades per assignments per classes under a specific program or concentration objective are summed and averaged as an indicator for that objective. The same process exists for creating indicators for goals. This process provides internal or process measures of our program objectives and goals. The detailed Objective Evaluation Grid is presented below.

We have added to these process measures longer-term outcome measures of our program goals, such as attainment of social work skills and knowledge, and graduate performance indicators, such as the percentage of students successfully completing the program. We can compare this data to our process data to gather important comparative information. In addition, we can also establish baseline outcome targets for the areas we are measuring. Baseline setting and targeting outcome indicators are a critical part of program evaluation and improvement and must be an ongoing discussion among faculty involved in the program

improvement and renewal process. This is discussed in greater detail in AS 8.0 and 8.1 in this document where we connect these internal measures to external program measures like our graduating student exit survey, alumnae survey and employer survey. Combined, these internal and external measures form our evaluation and improvement program.

Objective Evaluation Grid

Program Goals:

- 1) Preparing social work students to take leadership roles in public social service organizations charged with responding to societal problems such as poverty, family instability, mental illness, and child abuse.

Program Objective 9

MSW 540-2; A5
MSW 541-2; A5
MSW 542-2; A5
MSW 543-2; A5

Program Objective 12

MSW 501-3; A 5
MSW 502-4; A3
MSW 540-3; A11
MSW 541-3; A11
MSW 542-3; A11
MSW 543-3; A11

Child Welfare Concentration Objective 1

MSW 512-2; A1
MSW 513-1; A2
MSW 542-5; A11
MSW 543-5; A11

Community Mental Health Concentration Objective 1

MSW 515-1; A2
MSW 542-5; A11
MSW 543-5; A11

- 2) Preparing students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by teaching strategies to involve targeted populations in accomplishing goals, developing resources, and preventing and alleviating distress.

Program Objective 1

MSW 501-3; A5
MSW 510-1; A4
MSW 540-1; A11
MSW 541-1; A11
MSW 542-1; A11
MSW 543-1; A11

Program Objective 2

MSW 501-1; A5
MSW 502-2; A1
MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8
MSW 550-1; A2

Program Objective 3

MSW 510-2; A3
MSW 511-2; A1
MSW 540-4; A8
MSW 541-4; A8
MSW 542-4; A8
MSW 543-4; A8

Program Objective 7

MSW 501-1; A2
MSW 502-2; A1
MSW 511-1; A2
MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8

Program Objective 11

MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8

Child Welfare Concentration Objective 2

MSW 512-1; A1
MSW 513-3; A2
MSW 542-5; A11
MSW 543-5; A11

Community Mental Health Concentration Objective 2

MSW 503-2; A2
MSW 503-3; A3
MSW 514-1; A1
MSW 514-2; A1
MSW 515-1; A2
MSW 542-5; A11
MSW 543-5; A11

Child Welfare Concentration Objective 5

MSW 512-4; A2
MSW 513-2; A5
MSW 542-5; A11
MSW 543-5; A11
MSW 564-1; A 2
MSW 564-2; A1
MSW 564-3, A3
MSW 564-4; A3

Community Mental Health Concentration Objective 5

MSW 514-3; A2
MSW 542-5; A11
MSW 543-5; A11
MSW 564-1; A 2
MSW 564-2; A1
MSW 564-3, A3
MSW 564-4; A3

- 3) Preparing social work students to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities.

Program Objective 4

MSW 511-3; A3
MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8
MSW 550-3; A1
MSW 550-2; A3

Program Objective 5

MSW 510-5; A4
MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8
MSW 550-5; A4

Program Objective 10

MSW 501-2; A4
MSW 502-1; A1
MSW 502-1; A2
MSW 502-1; A3
MSW 502-3; A1
MSW 510-2; A4
MSW 511-3; A2
MSW 540-5; A11
MSW 541-5; A11
MSW 542-5; A11
MSW 543-5; A11
MSW 550-4; A2

Child Welfare Concentration Objective 3

MSW 512-2; A1
MSW 512-2; A3
MSW 513-1; A2
MSW 542-5; A11
MSW 543-5; A11

Community Mental Health Concentration Objective 3

MSW 503-4; A4
MSW 514-4; A2
MSW 515-2; A2
MSW 515-2; A3
MSW 515-3; A3
MSW 515-4; A4
MSW 542-5; A11
MSW 543-5; A11

- 4) Preparing social work students to understand the impact of racism, sexism, homophobia, and other forms of oppression in creating and maintaining barriers to effective participation in American society.

Program Objective 4

MSW 501-4; A 5
MSW 502-3; A 2
MSW 511-4; A1
MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8
MSW 550-2; A3
MSW 550-3; A1

Program Objective 5

MSW 511-3; A3
MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8
MSW 550-5; A4

Child Welfare Concentration Objective 3

MSW 542-5; A11
MSW 543-5; A11

Community Mental Health Concentration Objective 3

MSW 503-4; A3
MSW 514-3; A2
MSW 542-5; A11
MSW 543-5; A11

- 5) Preparing social work students to understand the relationship of the economic, political, and social system to the maintenance of poverty and oppression in American society.

Program Objective 6

MSW 510-4; A2
MSW 510-3; A4
MSW 520-1; A2
MSW 520-2; A4
MSW 520-3; A3
MSW 520-4; A3
MSW 521-1; A2
MSW 521-2; A3
MSW 521-3; A1
MSW 521-4; A1
MSW 540-5; A8
MSW 541-5; A8
MSW 542-5; A8
MSW 543-5; A8

Child Welfare Concentration Objective 1

MSW 512-2; A1
MSW 513-1; A2
MSW 522-1; A1
MSW 522-2; A2
MSW 522-3; A3
MSW 522-4; A1
MSW 542-5; A11
MSW 543-5; A11

Community Mental Health Concentration Objective 1

MSW 523-1; A2
MSW 523-2; A3
MSW 523-3; A1
MSW 523-4; A1
MSW 542-5; A11
MSW 543-5; A11

Preparing students to develop and use research, knowledge, and skills that advance social work practice.

Program Objective 8

MSW 502-2; A1
MSW 510-4; A4
MSW 530-1; A2
MSW 530-2; A4
MSW 530-3; A3
MSW 530-4; A3
MSW 531-1; A2
MSW 531-2; A3
MSW 531-3; A1
MSW 531-4; A1
MSW 540-4; A11
MSW 541-4; A11
MSW 542-4; A11
MSW 543-4; A11

Child Welfare Concentration Objective 4

MSW 512-3; A3
MSW 513-4; A2
MSW 513-3; A2
MSW 542-5; A8
MSW 543-5; A8

Community Mental Health Concentration Objective 4

MSW 542-5; A8
MSW 543-5; A8
MSW 596-1; A2
MSW 596-2; A3
MSW 596-3; A1
MSW 596-4; A1
MSW 597-1; A2
MSW 597-2; A3
MSW 597-3; A1
MSW 597-4; A1

REAFFIRMATION SELF STUDY

Volume III: APPENDIX

INSTRUMENTS

Learning Agreement and Foundation (1st) Year	
Comprehensive Skills Evaluation.....	112
First Year CalSWEC Public Child Welfare	
Learning Agreement / Comprehensive Skills Evaluation	128
Learning Agreement and Concentration (2nd) Year	
Comprehensive Skills Evaluation.....	147
Second Year CalSWEC Public Child Welfare	
Learning Agreement / Comprehensive Skills Evaluation	163
Entrance / Exit Survey.....	182

California State University, Dominguez Hills (CSUDH) (CSUN)	California State University, Northridge
California State University, Los Angeles (CSULA) (UCLA)	University of California at Los Angeles
California State University, Long Beach (CSULB)	California State University, Fullerton (CSUF)
Azusa Pacific University (APU)	University of Southern California (USC)

LEARNING AGREEMENT AND FOUNDATION (1st) YEAR COMPREHENSIVE SKILLS EVALUATION

Learning Agreement Outline (To be completed beginning of the Academic Year)

I. IDENTIFYING INFORMATION		
Academic Year:	Please check: <input type="checkbox"/> Foundation Year/1 st Year (FT) <input type="checkbox"/> Foundation Year/1 st year (PT)	
Student Name: E-mail: Phone number:	Field Faculty Liaison: E-mail: Phone number:	
Agency Name:	Field Instructor: E-mail: Phone number:	
	Preceptor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	

II. THE AGENCY AND THE COMMUNITY

(Agency)

A. Describe the agency's mission:

B. Describe the organizational structure:

C. List the services provided to community:

D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:

(Community)

E. Describe the geographic location of your agency:

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

H. Describe the community's perception of the agency:

I. List other agencies to which referrals are made:

J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. GENERAL TIME MANAGEMENT

A. List the days and hours in field placement:

B. List the day and time that process recordings are due:

C. List the day, time, and length of individual field instruction:

D. List day and time of group supervision conference, if applicable:

E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

IV. FIELD EDUCATION ASSIGNMENTS

Circle/check those learning activities to which the student **will be** exposed during the field work placement.

A. Check all direct practice field education assignments

<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention
<input type="checkbox"/> Other (specify)				

B. Check all macro practice field education assignments

<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)	
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify)	

C. Check other learning experiences

Seminars, In-Service
Training/Conferences

Other (specify)

V. SELF-AWARENESS ASSESSMENT

A. In terms of “self-awareness,” what do you know about yourself and your interactions with others/your emotions/etc that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self awareness to become a more effective social worker?

VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Field Instructor:

--

D. Describe your expectations of your Preceptor (if applicable):

--

VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

1. Detail your expectations of your student in supervision

--

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

--

3. Describe your plan for use of a preceptor with your student (If applicable)
 - a. Role of preceptor

- b. Detail your plan for monitoring and evaluating this experience

ORIENTATION CHECKLIST

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting, policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns and strategies to deal with them

SIGNATURES:

Field Instructor

Date

Student

Date

1st YEAR COMPREHENSIVE SKILLS EVALUATION (to be completed at the end of each term)

_____ *FALL* ___ *SPRING*

INSTRUCTIONS FOR RATING INTERNS:

Level 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future

Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future

Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven.

Level 3 = Intern understands the concept and has consistently met the expectations in this area

Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

Fall Semester Students should be at **Level 1** or **Level 2**. Please contact Field Liaison if student is at **Level 0** in any objective.

Spring Semester Students should demonstrate skills at least at the **Level 2 or Level 3**. Please contact Liaison if Student is below Level 2 in any objective.

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Comments are **required** when using **0** and **4**.

Hours required for Fall Semester: 250 Number of hours completed _____
Hours required for Spring Semester: 300 Number of hours completed _____

Field Instructor Signature

Date

Preceptor Signature

Date

Student Signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

**COMPETENCY #1 – PROFESSIONALISM:
 INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND
 CONDUCTS HER/HIMSELF ACCORDINGLY**

*LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE
 COMPETENCY #1*

	F	S
1. Demonstrates professional social work roles and boundaries		
2. Demonstrates professional demeanor in behavior, appearance and communication		
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments		
4. Uses supervision and consultation effectively		

Comments (required for ratings of 0 and 4):

**COMPETENCY #2 – ETHICS:
 INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS
 PROFESSIONAL PRACTICE**

*LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE
 COMPETENCY #2*

	F	S
1. Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of ethics and other guidelines/principals of the profession.		
2. Recognizes and manages personal values and biases in ways that allow professional values to guide practice		
3. Recognizes and tolerates ambiguity in resolving ethical conflicts		
4. Applies strategies of ethical reasoning to arrive at principled decisions		

Comments (required for ratings of 0 and 4):

COMPETENCY #3 – THINKING & JUDGMENT: INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3</i>		
	F	S
1. Uses critical thinking augmented by creativity and curiosity		
2. Is able to comprehend, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom		
3. Utilizes appropriate models of assessment, prevention, intervention and evaluation		
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues		
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues		

Comments (required for ratings of 0 and 4):

COMPETENCY #4 – CULTURAL COMPETENCY: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4</i>		
	F	S
1. Is knowledgeable about and respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation		
2. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.		
3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.		
4. Views self as a student of cultural differences and those s/he works with as cultural experts		

Comments (required for ratings of 0 and 4):

COMPETENCY #5 – SOCIAL JUSTICE: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5</i>		
	F	S
1. Recognizes that 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		
2. Identifies the forms, mechanisms and interconnections of oppression and		

discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights		
3. Is skilled at advocating for and engaging in practices that promotes social and economic justice		

Comments (required for ratings of 0 and 4):

COMPETENCY #6 – EVIDENCE BASED PRACTICE: INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6</i>		
	F	S
1. Employs evidence-based interventions and policies		
2. Integrates research findings and professional judgment to improve practice, policy and social service delivery		
3. Evaluates their own practice for effectiveness and improvement		

Comments (required for ratings of 0 and 4):

COMPETENCY #7 – PERSON IN ENVIRONMENT: INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7</i>		
	F	S

1. Demonstrates knowledge of human behavior across the life course		
2. Understands social systems and how they promote or inhibit people in maintaining or achieving health and well-being		
3. Demonstrate knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems.		
4. Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention and evaluation		

Comments (required for ratings of 0 and 4):

COMPETENCY #8 – POLICY: INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8</i>		
	F	S
1. Demonstrates understanding of the role of policy in service delivery and the role of practice in policy development.		
2. Analyzes and advocates for policies that promotes social well-being for individuals, families, groups and communities.		
3. Recognizing the importance of collaboration with colleagues and clients for effective policy action		

Comments (required for ratings of 0 and 4):

COMPETENCY #9 – CURRENT TRENDS: INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE
--

<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9</i>		
	F	S
1. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice		
2. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services		

Comments (required for ratings of 0 and 4):

COMPETENCY #10 – PRACTICE SKILLS: INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10</i>		
	F	S
(A): ENGAGEMENT		
1. Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities		
2. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills)		
3. Develops a mutually agreed-on focus of work and desired outcomes.		
(B): ASSESSMENT		
1. Collects, organizes and interprets client system/organizational data		
2. Assesses client/client systems strengths and limitations		

3. Develop mutually agreed upon intervention goals and objectives and select appropriate intervention strategies		
(C): INTERVENTION		
1. Initiates actions to achieve goals within the context of the organization		
2. Incorporates prevention interventions to enhance client capacities		
3. Assists clients/client systems in problem resolution and desired outcomes		
4. Negotiates, mediates and advocates for clients/client systems		
5. Facilitates transitions and endings		
(D): EVALUATION		
1. Critically analyzes, monitors and evaluates interventions.		
2. Utilize evaluation data to revise interventions.		

Comments (required for ratings of 0 and 4):

California State University, Dominguez Hills (CSUDH)
(CSUN)

California State University, Northridge

California State University, Los Angeles (CSULA)
(UCLA)

University of California at Los Angeles

California State University, Long Beach (CSULB)

California State University, Fullerton (CSUF)

**CSUF, DEPARTMENT OF SOCIAL WORK
1st Year CalSWEC Public Child Welfare
LEARNING AGREEMENT/
COMPREHENSIVE SKILLS EVALUATION**

FALL AND SPRING

INSTRUCTIONS FOR RATING INTERNS:

Level 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future

Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future

Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven.

Level 3 = Intern understands the concept and has consistently met the expectations in this area

Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

FOR 1ST YEAR MSW STUDENTS:

Fall Semester Students should be at **Level 1** or **Level 2**. Please contact Field Liaison if student is at **Level 0** in any objective.

Spring Semester Students should demonstrate skills at **Level 2** or **3**. Please contact Liaison if Student is below Level 2 in any objective.

NARRATIVE SECTIONS: *Please comment on areas that need work, as well as on strengths. Comments are **required** when using **0 and 4**.*

Learning Agreement Outline (To be completed at the beginning of the Academic Year)

I. IDENTIFYING INFORMATION		
Academic Year:	Please check: <input type="checkbox"/> Foundation Year/1 st Year Full Time <input type="checkbox"/> Foundation Year/1 st Year Part Time	
Student Name: E-mail: Phone number:	Field Faculty Liaison: E-mail: Phone number:	
Agency Name:	Field Instructor: E-mail: Phone number:	
	Preceptor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE AGENCY AND THE COMMUNITY		
<i>(Agency)</i> A. Describe the agency's mission:		
B. Describe the organizational structure:		
C. List the services provided to community:		
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:		
<i>(Community)</i> E. Describe the geographic location of your agency:		

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

H. Describe the community's perception of the agency:

I. List other agencies to which referrals are made:

J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. GENERAL TIME MANAGEMENT

A. List the days and hours in field placement:

B. List the day and time that process recordings are due:

C. List the day, time, and length of individual field instruction:

D. List day and time of group supervision conference, if applicable:

E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

IV. FIELD EDUCATION ASSIGNMENTS

Circle/check those learning activities to which the student **will be** exposed during the field work placement period.

A. Check all direct practice field education assignments

<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention
<input type="checkbox"/> Other (specify)				

B. Check all macro practice field education assignments

<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)	
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify)	

C. Check other learning experiences

Seminars, In-Service Training/Conferences Other (specify)

V. SELF-AWARENESS ASSESSMENT

A. In terms of “self-awareness”, what do you know about yourself and your interactions with others/your emotions/etc that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self awareness to become a more effective social worker?

VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Field Instructor:

D. Describe your expectations of your Preceptor (if applicable):

VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

A. Detail your expectations of your student in supervision

B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

C. Describe your plan for use of a preceptor with your student (If applicable)
a. Role of preceptor

b. Detail your plan for monitoring and evaluating this experience

ORIENTATION CHECKLIST

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting, policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns and strategies to deal with them

SIGNATURES:

Field Instructor

Date

Student

Date

COMPREHENSIVE SKILLS EVALUATION

FALL SEMESTER

Number of hours completed_____

Field Instructor Signature

Date

Preceptor Signature

Date

Student Signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

COMPREHENSIVE SKILLS EVALUATION

SPRING SEMESTER

Number of hours completed _____

Field Instructor Signature

Date

Preceptor Signature

Date

Student Signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

LEARNING AGREEMENT INSTRUCTIONS: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – PROFESSIONALISM: INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS HER/HIMSELF ACCORDINGLY	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1</i>		
1. Demonstrates professional social work roles and boundaries		
2. Demonstrates professional demeanor in behavior, appearance and communication		
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments		
4. Uses supervision and consultation effectively		
5. <i>*Student understands the dual responsibility of the child welfare social worker to protect children and to provide services that support families as caregivers</i>		

For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #2 – ETHICS: INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS PROFESSIONAL PRACTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2</i>		
1. Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of ethics and other guidelines/principals of the profession.		
2. Recognizes and manages personal values and biases in ways that allow professional values to guide practice		
3. Recognizes and tolerates ambiguity in resolving ethical conflicts		
4. Applies strategies of ethical reasoning to arrive at principled decisions		

For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #3 – THINKING & JUDGMENT: INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3</i>		
1. Uses critical thinking augmented by creativity and curiosity		
2. Is able to comprehend, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom		
3. Utilizes appropriate models of assessment, prevention, intervention and evaluation		

4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues		
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues		

For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #4 – CULTURAL COMPETENCY: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4</i>		
1. Is knowledgeable about and respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation		
2. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.		
3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.		
4. Views self as a student of cultural differences and those s/he works with as cultural experts		
5. <i>*Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families</i>		

For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #5 – SOCIAL JUSTICE: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5</i>		
1. Recognizes that 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		
2. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights		
3. Is skilled at advocating for and engaging in practices that promotes social and economic justice		

For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #6 – EVIDENCE BASED PRACTICE: INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6</i>		
1. Employs evidence-based interventions and policies		
2. Integrates research findings and professional judgment to improve practice, policy and social service delivery		
3. Evaluates their own practice for effectiveness and improvement		

4. <i>*Student understands the purpose of outcome measurement and is able to seek client, organization, and community feedback for purposes of monitoring practice, service refinement, and outcome evaluation</i>		
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For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #7 – PERSON IN ENVIRONMENT: INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7</i>		
1. Demonstrates knowledge of human behavior across the life course		
2. Understands social systems and how they promote or inhibit people in maintaining or achieving health and well-being		
3. Demonstrate knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems.		
4. Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention and evaluation		
5. <i>*Student demonstrates understanding of child and youth development, including physical, cognitive, social, and emotional components, and can recognize developmental indicators of abuse or neglect</i>		
6. <i>*Student understands how attachment, separation, and placement affect a child and family and how these experiences may influence a child’s physical, cognitive, social and emotional development</i>		

For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #8 – POLICY: INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8</i>		
1. Demonstrates understanding of the role of policy in service delivery and the role of practice in policy development.		
2. Analyzes and advocates for policies that promotes social well-being for individuals, families, groups and communities.		
3. Recognizing the importance of collaboration with colleagues and clients for effective policy action		
4. <i>*Student understands the need to negotiate and advocate for the development of resources that children and families require to meet family and service goals</i>		

For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #9 – CURRENT TRENDS: INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9</i>		
1. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice		
2. Continuously discover, appraise and attend to changing locales,		

populations, scientific and technological developments and emerging societal trends to provide relevant services		
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For 1st year students, comments are required for ratings of 0 and 4.

COMPETENCY #10 – PRACTICE SKILLS: INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10</i>		
(A): ENGAGEMENT		
1. Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities		
2. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills)		
3. Develops a mutually agreed-on focus of work and desired outcomes.		
(B): ASSESSMENT		
1. Collects, organizes and interprets client system/organizational data		
2. Assesses client/client systems strengths and limitations		
3. Develop mutually agreed upon intervention goals and objectives and select appropriate intervention strategies		
4. <i>* Student demonstrates the ability to perform a preliminary safety assessment and to monitor the safety of the child through ongoing assessment of risk</i>		
5. <i>* Student recognizes and accurately identifies the physical and behavioral indicators of abuse, family violence, and neglect, and can assess the dynamics underlying these behaviors</i>		
(C): INTERVENTION		

1. Initiates actions to achieve goals within the context of the organization		
2. Incorporates prevention interventions to enhance client capacities		
3. Assists clients/client systems in problem resolution and desired outcomes		
4. Negotiates, mediates and advocates for clients/client systems		
5. Facilitates transitions and endings		
6. <i>* Student is able to gather, access, and present pertinent information from interviews, case records, and collateral sources in evaluating an abuse or neglect allegation and making effective referrals for services or further evaluation</i>		
7. <i>* Student recognizes the importance of working with biological families, foster families, and kin networks, as well as involving them in assessment and planning strategies</i>		
(D): EVALUATION		
1. Critically analyzes, monitors and evaluates interventions.		
2. Utilize evaluation data to revise interventions.		

For 1st year students, comments are required for ratings of 0 and 4.

California State University, Dominguez Hills (CSUDH) (CSUN)	California State University, Northridge
California State University, Los Angeles (CSULA) (UCLA)	University of California at Los Angeles
California State University, Long Beach (CSULB)	California State University, Fullerton (CSUF)
Azusa Pacific University (APU)	University of Southern California (USC)

**LEARNING AGREEMENT
AND
CONCENTRATION (2nd) YEAR
COMPREHENSIVE SKILLS EVALUATION**

Learning Agreement Outline (To be completed beginning of the Academic Year)

I. IDENTIFYING INFORMATION		
Academic Year:	Please check: <input type="checkbox"/> Concentration Year/2 nd Year (FT) <input type="checkbox"/> Concentration Year/2 nd year (PT)	
Student Name: E-mail: Phone number:	Field Faculty Liaison: E-mail: Phone number:	
Agency Name:	Field Instructor: E-mail: Phone number:	
	Preceptor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	

II. THE AGENCY AND THE COMMUNITY

(Agency)

A. Describe the agency's mission:

B. Describe the organizational structure:

C. List the services provided to community:

D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:

(Community)

E. Describe the geographic location of your agency:

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

H. Describe the community's perception of the agency:

I. List other agencies to which referrals are made:

J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. GENERAL TIME MANAGEMENT

A. List the days and hours in field placement:

B. List the day and time that process recordings are due:

C. List the day, time, and length of individual field instruction:

D. List day and time of group supervision conference, if applicable:

E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

IV. FIELD EDUCATION ASSIGNMENTS
 Circle/check those learning activities to which the student **will be** exposed during the field work placement.

A. Check all direct practice field education assignments

<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention
<input type="checkbox"/> Other (specify)				

B. Check all macro practice field education assignments

<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)	
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify)	

C. Check other learning experiences	
<input type="checkbox"/> Seminars, In-Service Training/Conferences	<input type="checkbox"/> Other (specify)
V. SELF-AWARENESS ASSESSMENT	
A. In terms of “self-awareness,” what do you know about yourself and your interactions with others/your emotions/etc that will make you a more effective social worker?	
B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?	
VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION	
A. Describe your expectations of the supervision process:	
B. Describe your expectations of yourself in supervision:	
C. Describe your expectations of your Field Instructor:	
D. Describe your expectations of your Preceptor (if applicable):	

VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

A. Detail your expectations of your student in supervision

B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

C. Describe your plan for use of a preceptor with your student (If applicable)
a. Role of preceptor

b. Detail your plan for monitoring and evaluating this experience

ORIENTATION CHECKLIST

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting, policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns and strategies to deal with them

SIGNATURES:

Field Instructor

Date

Student

Date

2nd YEAR COMPREHENSIVE SKILLS EVALUATION
(To be completed at the end of each term)

_____ *FALL* ___ *SPRING*

INSTRUCTIONS FOR RATING INTERNS:

Level 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future

Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future

Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven.

Level 3 = Intern understands the concept and has consistently met the expectations in this area

Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

Fall Semester Students should be at **Level 2** or **Level 3**. Please contact Field Liaison if student is at **Level 0** or **1** in any objective.

Spring Semester Students should demonstrate skills at **Level 3**. Please contact Liaison if Student is below Level 2 in any objective.

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Comments are **required** when using **0, 1 and 4**.

Hours required for Fall Semester: 250
completed _____

Number of hours

Hours required for Spring Semester: 300

Number of hours completed

Field Instructor Signature

Date

Preceptor Signature

Date

Student Signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

**COMPETENCY #1 – PROFESSIONALISM:
 INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS
 HER/HIMSELF ACCORDINGLY**

*LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE
 COMPETENCY #1*

	F	S
1. Demonstrates professional social work roles and boundaries		
2. Demonstrates professional demeanor in behavior, appearance and communication		
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments		
4. Uses supervision and consultation effectively		

Comments (required for ratings of 0, 1 and 4):

**COMPETENCY #2 – ETHICS:
 INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS
 PROFESSIONAL PRACTICE**

*LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE
 COMPETENCY #2*

	F	S
1. Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of ethics and other guidelines/principals of the profession.		
2. Recognizes and manages personal values and biases in ways that allow professional values to guide practice		
3. Recognizes and tolerates ambiguity in resolving ethical conflicts		
4. Applies strategies of ethical reasoning to arrive at principled decisions		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #3 – THINKING & JUDGMENT: INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3</i>		
	F	S
1. Uses critical thinking augmented by creativity and curiosity		
2. Is able to comprehend, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom		
3. Utilizes appropriate models of assessment, prevention, intervention and evaluation		
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues		
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #4 – CULTURAL COMPETENCY:		
INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4</i>		
	F	S
1. Is knowledgeable about and respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation		
2. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.		
3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.		
4. Views self as a student of cultural differences and those s/he works with as cultural experts		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #5 – SOCIAL JUSTICE:		
INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5</i>		
	F	S
1. Recognizes that 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		
2. Identifies the forms, mechanisms and interconnections of oppression and		

discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights		
3. Is skilled at advocating for and engaging in practices that promotes social and economic justice		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #6 – EVIDENCE BASED PRACTICE:

INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6

	F	S
1. Employs evidence-based interventions and policies		
2. Integrates research findings and professional judgment to improve practice, policy and social service delivery		
3. Evaluates their own practice for effectiveness and improvement		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #7 – PERSON IN ENVIRONMENT:

INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7

	F	S
1. Demonstrates knowledge of human behavior across the life course		
2. Understands social systems and how they promote or inhibit people in maintaining or achieving health and well-being		
3. Demonstrate knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems.		
4. Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention and evaluation		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #8 – POLICY:		
INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8</i>		
	F	S
1. Demonstrates understanding of the role of policy in service delivery and the role of practice in policy development.		
2. Analyzes and advocates for policies that promotes social well-being for individuals, families, groups and communities.		
3. Recognizing the importance of collaboration with colleagues and clients for effective policy action		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #9 – CURRENT TRENDS: INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9</i>		
	F	S
1. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice		
2. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services		

Comments (required for ratings of 0, 1 and 4):

COMPETENCY #10 – PRACTICE SKILLS: INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10</i>		
	F	S
(A): ENGAGEMENT		
1. Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities		
2. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills)		

3. Develops a mutually agreed-on focus of work and desired outcomes.		
(B): ASSESSMENT		
1. Collects, organizes and interprets client system/organizational data		
2. Assesses client/client systems strengths and limitations		
3. Develop mutually agreed upon intervention goals and objectives and select appropriate intervention strategies		
(C): INTERVENTION		
1. Initiates actions to achieve goals within the context of the organization		
2. Incorporates prevention interventions to enhance client capacities		
3. Assists clients/client systems in problem resolution and desired outcomes		
4. Negotiates, mediates and advocates for clients/client systems		
5. Facilitates transitions and endings		
(D): EVALUATION		
1. Critically analyzes, monitors and evaluates interventions.		
2. Utilize evaluation data to revise interventions.		

Comments (required for ratings of 0, 1 and 4):

California State University, Dominguez Hills (CSUDH)
(CSUN)

California State University, Northridge

California State University, Los Angeles (CSULA)
(UCLA)

University of California at Los Angeles

California State University, Long Beach (CSULB)

California State University, Fullerton (CSUF)

**CSUF, DEPARTMENT OF SOCIAL WORK
2nd Year CalSWEC Public Child Welfare
LEARNING AGREEMENT/
COMPREHENSIVE SKILLS EVALUATION**

FALL AND SPRING

INSTRUCTIONS FOR RATING INTERNS:

Level 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future

Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future

Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven.

Level 3 = Intern understands the concept and has consistently met the expectations in this area

Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

FOR 2nd YEAR MSW STUDENTS:

Fall Semester Students should be at **Level 2** or **Level 3**. Please contact Field Liaison if student is at **Level 0** or **1** in any objective.

Spring Semester Students should demonstrate skills at **Level 3**. Please contact Liaison if Student is below Level 2 in any objective.

NARRATIVE SECTIONS: *Please comment on areas that need work, as well as on strengths. Comments are **required** when using **0 and 4**.*

Learning Agreement Outline (To be completed at the beginning of the Academic Year)

I. IDENTIFYING INFORMATION		
Academic Year:	Please check: <input type="checkbox"/> Concentration Year- Full Time <input type="checkbox"/> Concentration Year- Part Time	
Student Name: E-mail: Phone number:	Field Faculty Liaison: E-mail: Phone number:	
Agency Name:	Field Instructor: E-mail: Phone number:	
	Preceptor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE AGENCY AND THE COMMUNITY		
(Agency)		
A. Describe the agency's mission:		
B. Describe the organizational structure:		
C. List the services provided to community:		
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:		
(Community)		
E. Describe the geographic location of your agency:		

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

H. Describe the community's perception of the agency:

I. List other agencies to which referrals are made:

J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. GENERAL TIME MANAGEMENT

A. List the days and hours in field placement:

B. List the day and time that process recordings are due:

C. List the day, time, and length of individual field instruction:

D. List day and time of group supervision conference, if applicable:

E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

IV. FIELD EDUCATION ASSIGNMENTS

Circle/check those learning activities to which the student **will be** exposed during the field work placement period.

A. Check all direct practice field education assignments

<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention

Other (specify)

B. Check all macro practice field education assignments

<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)	
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify)	

C. Check other learning experiences

Seminars, In-Service Training/Conferences Other (specify)

V. SELF-AWARENESS ASSESSMENT

A. In terms of “self-awareness”, what do you know about yourself and your interactions with others/your emotions/etc that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self awareness to become a more effective social worker?

VI. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

B. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Field Instructor:

D. Describe your expectations of your Preceptor (if applicable):

VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

4. Detail your expectations of your student in supervision

5. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

6. Describe your plan for use of a preceptor with your student (If applicable)

a. Role of preceptor

b. Detail your plan for monitoring and evaluating this experience

ORIENTATION CHECKLIST

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting, policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns and strategies to deal with them

SIGNATURES:

Field Instructor

Date

Student

Date

COMPREHENSIVE SKILLS EVALUATION

FALL SEMESTER

Number of hours completed _____

Field Instructor Signature

Date

Preceptor Signature

Date

Student Signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

COMPREHENSIVE SKILLS EVALUATION

SPRING SEMESTER

Number of hours completed _____

Field Instructor Signature

Date

Preceptor Signature

Date

Student Signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

LEARNING AGREEMENT INSTRUCTIONS: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – PROFESSIONALISM: INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS HER/HIMSELF ACCORDINGLY	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1</i>		
1. Demonstrates professional social work roles and boundaries		
2. Demonstrates professional demeanor in behavior, appearance and communication		
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments		
4. Uses supervision and consultation effectively		
5. <i>*Student understands the dual responsibility of the child welfare social worker to protect children and to provide services that support families as caregivers</i>		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #2 – ETHICS: INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS PROFESSIONAL PRACTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2</i>		

1. Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of ethics and other guidelines/principals of the profession.		
2. Recognizes and manages personal values and biases in ways that allow professional values to guide practice		
3. Recognizes and tolerates ambiguity in resolving ethical conflicts		
4. Applies strategies of ethical reasoning to arrive at principled decisions		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #3 – THINKING & JUDGMENT: INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3</i>		
1. Uses critical thinking augmented by creativity and curiosity		
2. Is able to comprehend, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom		
3. Utilizes appropriate models of assessment, prevention, intervention and evaluation		
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues		
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #4 – CULTURAL COMPETENCY: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4</i>		
1. Is knowledgeable about and respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation		
2. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.		
3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.		
4. Views self as a student of cultural differences and those s/he works with as cultural experts		
5. <i>*Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families</i>		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #5 – SOCIAL JUSTICE: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5</i>		

1. Recognizes that 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		
2. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights		
3. Is skilled at advocating for and engaging in practices that promotes social and economic justice		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #6 – EVIDENCE BASED PRACTICE: INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6</i>		
1. Employs evidence-based interventions and policies		
2. Integrates research findings and professional judgment to improve practice, policy and social service delivery		
3. Evaluates their own practice for effectiveness and improvement		
7. <i>*Student understands the purpose of outcome measurement and is able to seek client, organization, and community feedback for purposes of monitoring practice, service refinement, and outcome evaluation</i>		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #7 – PERSON IN ENVIRONMENT: INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7</i>		
5. Demonstrates knowledge of human behavior across the life course		
6. Understands social systems and how they promote or inhibit people in maintaining or achieving health and well-being		
7. Demonstrate knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems.		
8. Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention and evaluation		
9. <i>*Student demonstrates understanding of child and youth development, including physical, cognitive, social, and emotional components, and can recognize developmental indicators of abuse or neglect</i>		
10. <i>*Student understands how attachment, separation, and placement affect a child and family and how these experiences may influence a child's physical, cognitive, social and emotional development</i>		

For all students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #8 – POLICY: INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8</i>		

4. Demonstrates understanding of the role of policy in service delivery and the role of practice in policy development.		
5. Analyzes and advocates for policies that promotes social well-being for individuals, families, groups and communities.		
6. Recognizing the importance of collaboration with colleagues and clients for effective policy action		
7. <i>*Student understands the need to negotiate and advocate for the development of resources that children and families require to meet family and service goals</i>		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #9 – CURRENT TRENDS: INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9</i>		
3. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice		
4. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

COMPETENCY #10 – PRACTICE SKILLS: INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	F	S
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10</i>		
(A): ENGAGEMENT		
4. Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities		
5. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills)		
6. Develops a mutually agreed-on focus of work and desired outcomes.		
(B): ASSESSMENT		
4. Collects, organizes and interprets client system/organizational data		
5. Assesses client/client systems strengths and limitations		
6. Develop mutually agreed upon intervention goals and objectives and select appropriate intervention strategies		
7. <i>* Student demonstrates the ability to perform a preliminary safety assessment and to monitor the safety of the child through ongoing assessment of risk</i>		
8. <i>* Student recognizes and accurately identifies the physical and behavioral indicators of abuse, family violence, and neglect, and can assess the dynamics underlying these behaviors</i>		
(C): INTERVENTION		
6. Initiates actions to achieve goals within the context of the organization		
7. Incorporates prevention interventions to enhance client capacities		
8. Assists clients/client systems in problem resolution and desired outcomes		
9. Negotiates, mediates and advocates for clients/client systems		
10. Facilitates transitions and endings		
11. <i>* Student is able to gather, access, and present pertinent information from</i>		

<i>interviews, case records, and collateral sources in evaluating an abuse or neglect allegation and making effective referrals for services or further evaluation</i>		
<i>12. * Student recognizes the importance of working with biological families, foster families, and kin networks, as well as involving them in assessment and planning strategies</i>		
(D): EVALUATION		
1. Critically analyzes, monitors and evaluates interventions.		
2. Utilize evaluation data to revise interventions.		

For 2nd year students, comments are required for ratings of 0, 1 and 4.

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

31. I am confident in my understanding of the forms of oppression and discrimination as they relate to age.

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

32. I am confident in my understanding of the forms of oppression and discrimination as they relate to religion.

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

33. I am confident in my understanding of the forms of oppression and discrimination as they relate to sexual orientation.

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

34. I am confident in my understanding of the forms of oppression and discrimination as they relate to disability.

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

Competency 2.1.8 - Engage in Policy Practice to advance social and economic well-being and deliver effective social work services.

35. I am confident in my ability to implement solution-focused interventions with clients

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

36. I am prepared to design a plan that includes empowerment strategies to reduce oppression.

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

37. I am prepared to design a plan that includes empowerment strategies to reduce discrimination.

1 2 3 4 5 6 7 8 9 10
Strongly Agree Neither Agree nor Disagree Strongly Agree

54. I am confident in my ability to understand inequality from a social work perspective.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

55. I am confident in my ability to understand discrimination from a social work perspective.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

56. I am confident in my ability to address poverty from a social work perspective.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

57. I am confident in my ability to address inequality from a social work perspective.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

58. I am confident in my ability to address discrimination from a social work perspective.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

SECTION 6:

Competency 2.1.6 - Engage in research informed practice and practice informed research

59. I am confident in my ability to demonstrate knowledge of the basic concepts of research design, utilizing quantitative research methods applicable to social service program evaluation.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

60. I am confident in my ability to demonstrate knowledge of the basic concepts of research design, utilizing qualitative research methods applicable to social service program evaluation.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

61. I am able to critically evaluate social work research.

1	2	3	4	5	6	7	8	9	10
Strongly Agree				Neither Agree nor Disagree					Strongly Agree

REAFFIRMATION SELF STUDY
Volume III: APPENDIX
DEPARTMENT PLANS OF STUDY

Full-Time Program

Part-Time Program



ADVISOR: _____

**DEPARTMENT OF SOCIAL WORK
FULL-TIME PROGRAM
MSW PLAN OF STUDY**

Student: _____

First Semester: _____

CWID: _____

Concentration: _____

FIRST YEAR	Units	Semester Required	Sem/Year Taken
501: Social Work Perspectives on Human Behavior I	3	Fall, Year 1	
510: Social Work Practice I	3	Fall, Year 1	
520: Social Welfare Policy and Services I	3	Fall, Year 1	
540: Social Work Field Instruction I	3	Fall, Year 1	
550: Social Work Practice with Diverse Populations	3	Fall, Year 1	
502: Social Work Perspectives on Human Behavior II	3	Spring, Year 1	
511: Social Work Practice II	3	Spring, Year 1	
521: Social Welfare Policy and Services II	3	Spring, Year 1	
530: Applied Social Work Research Methods I	3	Spring, Year 1	
541: Social Work Field Instruction II	3	Spring, Year 1	
SECOND YEAR			
503: Social Work Perspectives on Human Behavior III	3	Fall, Year 2	
542: Advanced Social Work Field Instruction I	3	Fall, Year 2	
596: Master's Project Development	3	Fall, Year 2	
Concentration Courses: Child Welfare OR			
512: Child Welfare: Advanced Practice II	3	Fall, Year 2	
522: Child Welfare Policy and Social Work	3	Fall, Year 2	
Concentration Courses: Mental Health OR			
514: Community Mental Health: Advanced Practice I	3	Fall, Year 2	
523: Mental Health Policy and Social Work	3	Fall, Year 2	
Concentration Courses: Mental Health / Aging			
516: Aging: Advanced Practice I	3	Fall, Year 2	
524: Aging Policy and Social Work	3	Fall, Year 2	
543: Advanced Social Work Field Instruction II	3	Spring, Year 2	
564: Professional Issues in Social Work	3	Spring, Year 2	
597: Master's Project	3	Spring, Year 2	

Approved Electives (6 units Required)	Units	Spring, Year 2	
MSW 570: Social Work Practice in Substance Abuse Treatment	3		
MSW 571: Social Work Perspectives on Developmental Psychotherapy in Family Context	3		
MSW 572: Spirituality, Religion, and Social Work	3		
MSW 573: Trauma-Focused Social Work Practice	3		
COUN 522: Techniques of Brief Treatment and Assessment	3		
COUN 525: Psychopharmacology for Counselors	3		
COUN 535: Addictions Counseling	3		
HESC 520: Advanced Topics in Community Health	3		
PSYC 545: Advanced Psychopathology	3		
SOCI 503/GERO 503: Aging and Public Policy	3		
Total units obtained: _____	Total units required: 60		
SIGNATURES			

Student: _____	Date :	_____
Project Chair: _____	Date :	_____
Program Director: _____	Date :	_____

SEMESTER ADVISING

	Fall, Year 1	Spring, Year 1	Summer, Year 1	Fall, Year 2	Spring, Year 2
Date:					
Advisor Initials:					

ADVISOR: _____



**DEPARTMENT OF SOCIAL WORK
MSW FLEX PROGRAM, IRVINE CAMPUS
MSW PLAN OF STUDY**

Student: _____

First Semester: _____

CWID: _____

Concentration: _____

FIRST YEAR	Units	Semester Required	Sem/Year Taken
501: Social Work Perspectives on Human Behavior I	3	Fall, Year 1	
520: Social Welfare Policy and Services I	3	Fall, Year 1	
550: Social Work Practice with Diverse Populations	3	Fall, Year 1	
502: Social Work Perspectives on Human Behavior II	3	Spring, Year 1	
521: Social Welfare Policy and Services II	3	Spring, Year 1	
564: Professional Issues in Social Work	3	Spring, Year 1	
Concentration Courses: (Must take course offered in your declared concentration.)	Units		
Child Welfare OR			
522: Child Welfare Policy and Social Work	3	Summer, Year 1	
Community Mental Health OR			
523: Mental Health Policy and Social Work	3	Summer, Year 1	
Community Mental Health / Aging			
524: Aging Policy and Social Work	3	Summer, Year 1	
SECOND YEAR			
503: Social Work Perspectives on Human Behavior III	3	Fall, Year 2	
510: Social Work Practice I	3	Fall, Year 2	
540: Social Work Field Instruction I	3	Fall, Year 2	
511: Social Work Practice II	3	Spring, Year 2	
530: Applied Social Work Research Methods I	3	Spring, Year 2	
541: Social Work Field Instruction II	3	Spring, Year 2	

APPROVED SUMMER ELECTIVE (3) UNITS (Summer electives can be taken first summer.)	3	Summer, Year 2	
MSW 570: Social Work Practice in Substance Abuse Treatment	3		
MSW 571: Social Work Perspectives on Developmental Psychotherapy in Family Context	3		
MSW 572: Spirituality, Religion, and Social Work	3		
MSW 573: Trauma-Focused Social Work Practice	3		
COUN 522: Techniques of Brief Treatment and Assessment	3		
COUN 525: Psychopharmacology for Counselors	3		
COUN 535: Addictions Counseling	3		
HESC 520: Advanced Topics in Community Health	3		
PSYC 545: Advanced Psychopathology	3		
SOCI 503/GERO 503: Aging and Public Policy	3		
THIRD YEAR			
Concentration Courses: (Must take course offered in your declared concentration.)	Units		
Child Welfare OR			
512: Child Welfare: Advanced Practice II		Fall, Year 3	
Community Mental Health OR			
514: Community Mental Health: Advanced Practice I		Fall, Year 3	
Community Mental Health /Aging			
516: Aging: Advanced Practice I	3	Fall, Year 3	
542: Advanced Social Work Field Instruction I	3	Fall, Year 3	
596: Master's Project Development	3	Fall, Year 3	
543: Advanced Social Work field Instruction I	3	Spring, Year 3	
597: Master's Project	3	Spring, Year 3	
APPROVED ELECTIVE (3) UNITS (See Summer Elective List)	3		
Elective:	3	Spring, Year 3	

Total units obtained: _____

Total units required: 60

SIGNATURES

Student:

Date:

Project Chair:

Date:

Program Director:

Date:

SEMESTER ADVISING

	Fall / Year 1	Spring / Year 1	Summer / Year 1	Fall / Year 2
Date:				
Advisor Initials:				

	Spring / Year 2	Summer / Year 2	Fall / Year 3	Spring / Year 3
Date:				
Advisor Initials:				

REAFFIRMATION SELF STUDY
Volume III: APPENDIX
PROGRAM OUTREACH MATERIALS

MSW Brochure – Full Time Program

MSW Brochure – Part Time Program

CURRICULUM

Foundation Curriculum

First Year Fall Semester

MSW 501: Social Work Perspect. on Human Behavior I

MSW 510: Social Work Practice I

MSW 520: Social Welfare Policy and Services I

MSW 540: Social Work Field Instruction I

MSW 550: Social Work Practice with Diverse Populations

First Year Spring Semester

MSW 502: Social Work Perspect. on Human Behavior II

MSW 511: Social Work Practice II

MSW 521: Social Welfare Policy and Services II

MSW 530: Applied Social Work Research Methods

MSW 541: Social Work Field Instruction II

Advanced Curriculum

Second Year Fall Semester

MSW 503: Social Work Perspect. on Human Behavior III

MSW 512/514/516: Advanced Practice I *

MSW 522/523/524: Policy and Social Work*

MSW 542: Advanced Social Work Field Instruction I

MSW 596: Master's Project Development

Second Year Spring Semester

MSW 543: Advanced Social Work Field Instruction II

MSW 564: Professional Issues in Social Work:
Supervision, Grants, and Finance

MSW 597: Master's Project

Electives (2) - 1 Practice Oriented

*Concentration-Specific Courses

Concentration-Specific Courses

**Child Welfare Concentration*

MSW 512: Child Welfare: Advanced Practice I

MSW 522: Child Welfare Policy and Social Work

**Community Mental Health Concentration*

MSW 514: Community Mental Health: Advanced Practice I

MSW 523: Mental Health Policy and Social Work

**Aging Track*

MSW 516: Aging: Advanced Practice I

MSW 524: Aging Policy and Social Work

How To Apply

- Applications are available **October 1st** at <http://hhd.fullerton.edu/msw/>.
- The application deadline is **January 31st**.

How To Contact Us

- David Chenot, PhD, M.Div., LCSW,
Department Chair, 1-657-278-8610
- Christine Ford, MSW, LCSW, RN,
Director of Field Education, 1-657-278-8479
- Mikyong Kim-Goh, PhD, LCSW,
Admissions Coordinator, 1-657-278-3147
- Prospective Student e-mail:
applymsw@fullerton.edu
- Department Office 1-657-278-8452,
Education Classroom Bldg., EC-207



MASTER OF SOCIAL WORK TWO-YEAR PROGRAM FULLERTON CAMPUS



Department of Social Work
CALIFORNIA STATE UNIVERSITY, FULLERTON
P.O. Box 6868
Fullerton, CA 92834-6868

Visit our Website at:
<http://hhd.fullerton.edu/MSW/>

MISSION STATEMENT

The mission of the Master of Social Work degree program is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups in a socially, culturally and economically diverse urban environment, with special sensitivity to the multicultural populations of Orange County and Southern California regions.

ACCREDITATION

Initial Accreditation by the Council on Social Work Education (CSWE) as of February 2011.

CORE VALUES

Client self-determination; Respect for clients' strengths and capacity to change; Commitment to advocacy and social justice; High quality; and Accessibility

PROGRAM GOALS

- To prepare students to take leadership roles in public social service organizations
- To prepare students to enhance the functioning of individuals, families, groups, organizations, and communities
- To prepare students to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities
- To prepare students to understand the impact of racism, sexism, homophobia, and other forms of oppression in creating and maintaining barriers to effective participation in American society

- To prepare students to understand the relationship of the economic, political, and social system to the maintenance of poverty and oppression in American society
- To prepare students to develop and use research, knowledge, and skills that advance social work practice

ADMISSIONS CRITERIA

- Fall admission only. Application period opens October 1st.
- Bachelor's degree required
- Applicants must have an educational foundation in liberal arts/social sciences. Students with a bachelor's degree from a CSU or UC Campus meet all prerequisite course requirements.
- Minimum GPA of 3.0 for the last 60 units
- Graduate Record Exam (GRE), General Test (Optional)
- Personal statement
- Three letters of recommendation
- Minimum 1 year of paid, volunteer, or internship experience in social services field
- Interview with admission committee

NOTE: Application Deadline is January 31, 2014. Completed applications are reviewed as they are received.

CONCENTRATIONS

- Child Welfare
- Community Mental Health
 - Aging - A Specialized Community Mental Health Track

LENGTH OF PROGRAM

- Two years; 60 semester units
- Each course meets once per week
- 16-20 hours of fieldwork required per week
- Field Placement at affiliated community agencies

METHOD CONCENTRATION

Direct Practice

TYPICAL SOCIAL WORK JOB SETTINGS

- County social services agency
- County health care agency
- Adoption agencies/Child protective services
- Community mental health agencies
- Family service agencies (domestic violence; homeless shelter)
- Medical/Psychiatric facilities
- Social welfare research & policy analysis
- Rehabilitation facilities
- Schools
- Probation and correctional facilities

Updated 9/5/2013

MISSION STATEMENT

The mission of the Master of Social Work degree program is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups in a socially, culturally and economically diverse urban environment, with special sensitivity to the multicultural populations of Orange County and Southern California regions.

ACCREDITATION

Initial Accreditation by the Council on Social Work Education (CSWE) as of February 2011.

FUNDING

This is a non-state funded program administered through University Extended Education. Fees are slightly higher than the State-Side Two Year program. This program is held exclusively at the Irvine Campus.

CORE VALUES

Client self-determination; Respect for clients' strengths and capacity to change; Commitment to advocacy and social justice; High quality; and Accessibility

PROGRAM GOALS

- To prepare students to take leadership roles in public social service organizations
- To prepare students to enhance the functioning of individuals, families, groups, organizations, and communities
- To prepare students to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities.

- To prepare students to understand the impact of racism, sexism, homophobia, and other forms of oppression in creating and maintaining barriers to effective participation in American society
- To prepare students to understand the relationship of the economic, political, and social system to the maintenance of poverty and oppression in American society
- To prepare students to develop and use research, knowledge, and skills that advance social work practice

ADMISSIONS CRITERIA

- Fall admission only. Application period opens October 1st.
- Bachelor's degree required
- Applicants must have an educational foundation in liberal arts/social sciences. Students with a bachelor's degree from a CSU or UC Campus meet all prerequisite course requirements.
- Minimum GPA of 3.0 for the last 60 units
- Graduate Record Exam (GRE), General Test (Optional)
- Personal statement
- Three letters of recommendation
- Minimum 1 year of paid, volunteer, or internship experience in social services field
- Interview with admission committee

NOTE: Application Deadline is January 31, 2014. Completed applications are reviewed as they are received.

CONCENTRATIONS

- Child Welfare
- Community Mental Health

LENGTH OF PROGRAM

- Three years; 60 semester units
- Each course meets once per week
- 16 –20 hours of fieldwork required per week for two years
- Program offered evenings at the Irvine Campus
- Field Placement at affiliated community agencies
- Program is accredited by CSWE and results in a fully-accredited MSW degree

METHOD CONCENTRATION

Direct Practice

TYPICAL SOCIAL WORK JOB SETTINGS

- County social services agency
- County health care agency
- Adoption agencies/Child protective services
- Community mental health agencies
- Family service agencies (domestic violence; homeless shelter)
- Medical/Psychiatric facilities
- Social welfare research & policy analysis
- Rehabilitation facilities
- Schools
- Probation and correctional facilities

REAFFIRMATION SELF STUDY

Volume III: APPENDIX

ADVISORY BOARDS

MSW COMMUNITY ADVISORY BOARD

Last Name	First Name	Title	Affiliation
Ahn	Ellen	Director	Korean Community Service
Chau	Clayton	Medical Director	L. A. Care Healthcare Behavioral Health Services
Class	Robyn	Executive Director	Orange Children & Parents Together
Clecak	Vivian	Executive Director	Human Options
Gardner	Sid	President	Children & Family Futures
Gillo-Gonzales	Rowena	Divisional Director	Pacific Clinics, Orange County Programs
McQuaid	Dan	President/CEO	Volunteer Center Orange County
Melloni	Isabel	Project Director	La Familia Family Treatment Services
Mourer	Glennda	Retired Assistant Dean for USC'S MSW Program in O.C.	
Nunn	Joseph	Chair, MSW Community Advisory Board	UCLA Vice-Chair & Director of Field Education, Ret.
Odom	Mark		Private Practice
Ray	Buddy	Executive Director	Community Action Partnership of Orange County
Refowitz	Mark	Director	Behavioral Health, O.C. Health Care Agency
Ryan	John	Co-Chair	CalSWEC, Mental Health Initiative Committee
Vo	Son Kim	Director, Intercultural Development Center, Ret.	Cal State University, Fullerton
Weisenburger Carillo	Gretchen	Program Manager for In Home Visitation and Mental Health Programs	Children and Families Commission of Orange County

COMMUNITY ADVISORY BOARD, CSUF MEMBERS

Last Name	First Name	Title	Affiliation
McMahan	Shari	Dean, College of Health & Human Development	Cal State University, Fullerton
Walk	Steve	Associate Dean, College of Health & Human Development	Cal State University, Fullerton
Cherin	David	Social Work Program Director	Cal State University, Fullerton

Last Name	First Name	Title	Affiliation
Kim-Goh	Mikyong	Professor	CSUF, Social Work Dept.
Ford	Christine	Director of Field Education	CSUF, Social Work Dept.

FIELD ADVISORY BOARD

Name	Agency / Department
Christine, Ford, MSW, LCSW, RN	CSUF, Director of Field Education
Debra Saxton, MSW, LCSW	CSUF, CalSWEC Project Coordinator
Damian Zavala, LCSW, MPA	Kaiser Permanente
Ilan Wolf, MSW	Social Services Agency
Cilla Ziemiński, LCSW	UCI Medical Center
Margarita Kishimoto, LCSW	Kaiser Permanente
Shearly Chambless, LCSW	Mission Hospital Medical Center
Greg Masters, LCSW	Health Care Agency-Behavioral Health
Michaëlle Rose-Silva, LCSW	Hoag Hospital Community Services

REAFFIRMATION SELF STUDY

Volume III: APPENDIX

MASTER'S REAFFIRMATION ELIGIBILITY APPLICATION

NOTE: The following documents are not paginated with the rest of this Volume because they are protected PDF's which cannot be added to the main document. They will be added to the hard copy and will appear as separate documents on the flash drive.

1. CSUF Executive Order 11246: "Affirmative Action Plan (AAP)" for California State University Fullerton
2. CSU Executive Order 1088: "Systemwide Guidelines for Affirmative Action Programs in Employment"
3. CSU Executive Order 927: "Systemwide Policy Prohibiting Harassment or Participation in a Harassment Investigation"



CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

Department of Social Work

P.O. Box 6868, Fullerton, CA 92834-6868 / T (657) 278-8452 / F (657) 278-2440

February 25, 2014

Dr. Joyce White
Accreditation Specialist
Council on Social Work Education
1701 Duke Street, #200
Alexandria, VA 22314

Dear Dr. White

Enclosed are the Master's Reaffirmation Eligibility Application and attachments required for reaffirmation of accreditation for the Department of Social Work at California State University, Fullerton.

The following attachments are enclosed:

1. Authorization of Program Review, signed by Dr. Mildred Garcia, CSUF President
2. CSUF Executive Order 11246: "Affirmation Action Plan (AAP)" for California State University, Fullerton
3. CSU Executive Order 1088: "Systemwide Guidelines for Affirmative Action Programs in Employment," signed and approved by the current California State University Chancellor, Dr. Timothy P. White.
4. CSU Executive Order 927: "Systemwide Policy Prohibiting Harassment or Participation in a Harassment Investigation," signed and approved by past Chancellor, Charles B. Reed.
5. California State University, Fullerton, website and Catalog information on the Office of Disability Support Services (See Volume I, Pages 244)
6. California State University "Policy for the Provision of Accommodations and Support Services to Students with Disabilities" (See Volume I, Pages 234)
7. Department of Social Work, chief administrator's curriculum vitae: Dr. David Chenot
8. California State University, 2013-2015 Catalog (<http://www.fullerton.edu/catalog/Default.aspx/>)
9. Organizational Charts (See Volume I, Pages 191 – 193)
 - a. President's Cabinet
 - b. Division of Academic Affairs: College and Departments
 - c. College of Health and Human Development

If you have questions or need other information, please don't hesitate to call me at (657) 278-8610 or email me at dchenot@fullerton.edu.

Sincerely,

David Chenot, Ph.D., Chair
Department of Social Work

Attach.
DC:jw

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

Master's Reaffirmation Eligibility Application
Council on Social Work Education
Commission on Accreditation

1. Name of Educational Institution: California State University, Fullerton
- State: California
2. Name of Social Work Program: Department of Social Work
-

Eligibility Standard 1

The chief executive officer of the institution authorizes the Commission on Accreditation's review of the social work program.

3. The chief executive officer of the institution authorizes the Commission on Accreditation's review of the social work program.
- ➔ Submit the Authorization of Program Review form, completed and signed by the chief executive officer of the institution.

Eligibility Standard 2

The institution's accreditation has been awarded by a regional accrediting agency recognized by the Council for Higher Education Accreditation. The institution is authorized to award the master's degree in social work.

4. The institution's accreditation has been awarded by a regional accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).
Yes X No _____
5. Provide the name of the regional accrediting agency recognized by CHEA that accredits the institution.
Western Association of School and Colleges (WASC)
6. The institution is accredited to award the master's degree in social work.
Yes X No _____

Eligibility Standard 3

The institution has a written affirmative action policy, plan, or program and procedures, and a stated policy against discrimination based on race, color, religion, creed, gender, ethnic or national origin, disability, or age. The institution complies with requirements of the Americans with Disabilities Act.

7. The institution has a written affirmative action plan and procedures and a stated policy against discrimination based on race, color, religion, creed, gender, ethnic or national origin, disability, or age.
Yes X No _____

- ➔ Submit your institution's affirmative action plan or the portions of the plan that demonstrate fulfillment of Eligibility Standard 3.
8. The institution is compliant with the requirements of the Americans with Disabilities Act (ADA).
Yes No
- ⇒ Submit the institution's ADA compliance plan or other proof of the institution's compliance with the ADA.

Eligibility Standard 4

The institution has appointed a social work program chief administrator who has a full-time appointment in the institution, and the person's principal assignment is to the social work program. The program chief administrator a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

9. Provide the name of the social work program's chief administrator.
Dr. David Chenot
10. The chief administrator has a full-time appointment in the institution.
Yes No
11. The chief administrator's principal assignment is to the social work program.
Yes No
12. Indicate what degree(s) the chief administrator holds.
B.A. (English), M.Div.(Divinity), MSW, Ph.D. (Social Welfare)
- ➔ Submit the program chief administrator's curriculum vitae.

Eligibility Standard 5

The institution identifies and describes the social work program in its catalog or similar publication. Program purposes and requirements are specified. The same document specifies the educational level(s) of the program(s) for which CSWE accreditation has been received or is being sought.

13. The institution identifies and describes the social work program in its catalog or similar publication.
Yes No
14. The title of the publication: California State University, Fullerton, Catalog
15. Program's description is found on pages: 561-565
16. The institution specifies the program's purposes and requirements in its catalog or similar publication.
Yes No
17. The title of the publication: California State University, Fullerton, Catalog
18. The program's purposes and requirements are specified on pages: 561-565

19. The institution specifies the educational level(s) of the program(s) for which Council on Social Work Education accreditation has been received or is being sought in its catalog or similar publication.

Yes No

20. The title of the publication: California State University, Fullerton, Catalog

21. The program's educational level is specified on pages: 561-565

➔ Submit the catalog or similar publication(s).

Eligibility Standard 6

The educational institution provides its organizational chart to document the position of the social work program in the governance structure of the institution and to demonstrate its position relative to other professional education programs offered by the institution.

22. The educational institution provides its organizational chart to document the position of the social work program in the governance structure of the institution and to demonstrate its position relative to other professional education programs offered by the institution.

Yes No

➔ Submit the organizational chart.

Eligibility Standard 7

The institution must ensure that the master's program in social work can be completed in 2 calendar years of full-time study. To meet requirements for the master's degree a program may also provide a maximum of 4 calendar years of structured part-time professional education, comprising all course work, papers or projects, and the field practicum.

23. The institution ensures that the master's program may be completed in 2 calendar years.

Yes No

24. The title of the publication: California State University, Fullerton, Catalog

25. Years required for full-time program found on pages: 563-564

26. The program has a part-time program.

Yes No

27. If yes, it may be completed in 4 calendar years.

Yes No

28. The title of the publication: California State University, Fullerton, Catalog

29. Years required for full-time program found on pages: 563-564

Permission to Use Self-Study Data for Research

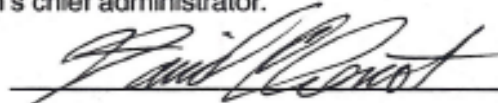
From time to time, CSWE staff use the self-study for the purposes of quality assurance for the Commission on Accreditation and for research, both about the field in general and for the specific purpose of preparing information for the revision of the Educational Policy and Accreditation Standards. Results will be reported in aggregate form only, so your program will not be individually identifiable in any reports. Furthermore, there will be no repercussions on your accreditation status. Such research may significantly improve our understanding of the current state of social work education, and we thank you in advance for your contribution.

Requests by non-CSWE staff for use of self-study data would be subject to institutional review board review and program approval.

Opt-Out: Please do not include my program's self-study in CSWE research

To be filled out by the program's chief administrator.

Signature:



Name:

David Chenot

Title:

Program Director and Department Chair

Date:

2/12/14

03.30.2009 LAW
Page 4 of 4

Authorization of Program Review

Council on Social Work Education
Commission on Accreditation

1. Name of Educational Institution: California State University, Fullerton

State: California

2. Name of Social Work Program: Department of Social Work

3. Indicate program(s) for which authorization is sought:

Baccalaureate

Master's

As the chief executive officer of this institution, I hereby request and authorize a review of the social work degree program to be conducted by the Commission on Accreditation of the Council on Social Work Education.

Signature: 

Name: Mildred Garcia

Title: President, California State University, Fullerton

Date: 2/15/2014

08.22.2008 LAW
Page 1 of 1

**DEPARTMENT OF SOCIAL WORK, CHIEF ADMINISTRATOR'S
CURRICULUM VITAE:**

DEPARTMENT OF SOCIAL WORK
P.O. BOX 6868 ~ FULLERTON, CA. 92834-6868
PHONE: (657) 278-8610 ~ FAX: (657) 278-2440 ~ EMAIL: dchenot@fullerton.edu

**DAVID K. CHENOT, Ph.D.,
M.S.W., L.C.S.W., M.Div.**

EDUCATION	
	<p align="center">CASE WESTERN RESERVE UNIVERSITY Doctor of Philosophy Social Welfare 2007</p> <p align="center">CALIFORNIA STATE UNIVERSITY FRESNO Master of Social Work With Distinction 1994</p> <p align="center">FULLER THEOLOGICAL SEMINARY Master of Divinity 1985</p> <p align="center">UNIVERSITY OF HAWAII Bachelor of Arts – English 1978</p>

CURRENT ACADEMIC APPOINTMENT	
2012-Present	<p><u>CHAIR, DEPARTMENT OF SOCIAL WORK and ASSOCIATE PROFESSOR</u> California State University Fullerton, Department of Social Work</p> <p>Administer planning, funding, and organization of the CSUF Department of Social Work. Offer instruction to Master of Social Work students in a variety of subjects across the curriculum.</p>

ACADEMIC APPOINTMENTS	
2010-2012	<p><u>ASSISTANT PROFESSOR and CALSWEC-MENTALHEALTH, DIRECTOR</u></p> <p>California State University Fullerton, Department of Social Work</p> <p>Instruct Master of Social Work students in Social Work Practice, Human Behavior and the Social Environment, and Research courses. Founded and administer the CalSWEC-MH Program within the Department of Social Work.</p>
2007-2010	<p><u>ASSISTANT PROFESSOR and CALSWEC-CHILD WELFARE, PROJECT COORDINATOR</u></p> <p>California State University Fullerton, Department of Social Work</p> <p>Instruct Master of Social Work students in Social Work Practice, Human Behavior and the Social Environment, and Research courses. Founded and administered the CalSWEC (Title-IVE) Program within the Department of Social Work.</p>
2006-2007	<p><u>ASSISTANT PROFESSOR</u></p> <p>California State University Bakersfield, Department of Social Work.</p> <p>Instructed Master of Social Work students in Social Work Practice, Social Policy, and Human Behavior and the Social Environment courses.</p>
2006-2007	<p><u>CALSWEC-MENTAL HEALTH, DIRECTOR</u></p> <p>California State University Bakersfield, Department of Social Work.</p> <p>Founded and administered the CalSWEC-MH Program that assists Master of Social Work students who desire careers as social workers in the field of mental health.</p>
2000-2006	<p><u>LECTURER and CALSWEC (TITLE-IVE) PROJECT COORDINATOR</u></p> <p>California State University Bakersfield, Department of Social Work.</p> <p>Founded and managed the CalSWEC Program that assists Master of Social Work students who wish to obtain careers in Public Child Welfare Services.</p>
2000-2006	<p><u>FIELD INSTRUCTOR</u></p> <p>California State University Bakersfield Master of Social Work Program.</p>

ACADEMIC APPOINTMENTS	
1999-2002	<u>FIELD INSTRUCTOR</u> California State University Fresno, and California State University Long Beach, Master of Social Work Programs.

PUBLICATIONS: JOURNAL ARTICLES AND BOOK CHAPTERS	
In Press	Kim, H., Chenot, D., & Lee, S. (in press). Running away from out-of-home care: A multilevel analysis. <i>Children & Society</i> . (Published on line 2013).
2013	Chenot, D. & Kim, H. (2013) Development among adolescents and young adults: longitudinal linkages between spirituality, religion, and social justice. In A. Bryant Rockenbach & M. J. Mayhew (Eds.), <i>Spirituality in College Students' Lives: Translating Research into Practice</i> . New York, NY: Routledge.
2012	Chenot, D. (2012, Spring). The Vicious Cycle: Policy, the Media, and Secondary Traumatic Stress. <i>CW 360</i> , 10.
2011	Chenot, D. (2011). The Vicious Cycle: Recurrent Interactions between the Media, Politicians, the Public, and Child Welfare Services Organizations. <i>Journal of Public Child Welfare</i> , 5, 167-184.
2011	Kim, H., Chenot, D., & Ji, J., (2011). Racial/Ethnic Disparity in Child Welfare Systems: A Longitudinal Study Utilizing the Disparity Index (DI). <i>Children and Youth Services Review</i>. 33(7), 1234-1244.
2011	Howell, R.T., Chenot, D. , Hill, G., & Howell, C.J. (2011). Momentary happiness: The role of psychological need satisfaction. <i>The Journal of Happiness Studies</i> , 12(1), 1-15.
2010	Cherin, D., & Chenot, D. (2010). Organizational and workgroup culture. In P.J. Pecora, D. Cherin, E. Bruce, & T. Jesus Arguello (Eds.), <i>Strategic supervision: A brief guide for managing human service organizations</i> . Thousand Oaks, CA: Sage.
2009	Chenot, D., Benton, A. & Kim, H. (2009). The influence of supervisor support, peer support, and organizational culture among early career social workers in Child Welfare Services. <i>Child Welfare</i> , 88(5), 129-147.

PUBLICATIONS: JOURNAL ARTICLES AND BOOK CHAPTERS	
2005	Groza, V., Chenot, D. , & Holtedahl, K. (2005). The adoption of Indian children by Norwegian parents. <i>International Journal of Child & Family Welfare</i> , 8(2-3), 98-113.
2005	Thomas, M., Chenot, D. , & Reifel, B. (2005). A resilience-based model of reunification and reentry: Implications for out-of-home care services. <i>Families in Society</i> , 86(2), 235-243.
2001	Chenot, D. (2001). Review [Review of the book <i>The Child Sexual Abuse Custody Dispute Annotated Bibliography</i> (2 nd ed.)]. <i>Family Violence and Sexual Assault Bulletin</i> , 17(1-2), 23-24.
1998	Chenot, D. (1998). Mutual values: Self psychology, intersubjectivity and social work. <i>Clinical Social Work Journal</i> , 26(3), 297-311.
In Preparation	Chenot, D. & Kim, H., (n.d.). <i>Longitudinal Relationships among Religion, Spirituality, and Social Justice Orientation in Higher Education</i> . Manuscript in preparation.
In Preparation	Chenot, D., Kim, H., Benton, A, & Clark, S. (n.d.) <i>Social Work Education and Retention in Public Child Welfare Services</i> . Manuscript in preparation.

PROGRAM EVALUATION	
2004	Groza, V., Chenot, D. , Holtedahl, K. and the Team from Children of the World-Norway. <i>The Adoption of Indian Children by Norwegian Parents</i> . Children of the World-Norway.

GRANTS FUNDED	
2011	Junior/Senior Faculty Research Grant: California State University Fullerton. <i>Diversity in the Child Welfare Workforce</i>
2009	Spirituality in Higher Education. A National Study of Students' Search for Meaning and Purpose: UCLA-Spirituality in Higher Education Project. Chenot, D. & Kim, H. <i>Longitudinal Relationships Between Spirituality, Religiosity, and Social Justice in the Development of Young Adults: Educational Implications for the Helping Professions</i>

GRANTS FUNDED	
2009	Junior/Senior Faculty Research Grant: California State University Fullerton. <i>African American Social Workers and Case Managers in Public Child Welfare Services Organizations</i>
2008-2009	University Mission and Goals Initiatives: California State University Fullerton. Bono, K., Statler, T., Chenot, D. <i>Pilot Testing of Audience Response Systems (Clickers) in the Classroom,</i>
2008	First Year Faculty Stipend: California State University Fullerton
2005	Research, Scholarship, and Creative Activity Grant: California State University Bakersfield
2005	CalSWEC Aging Initiative Regional Collaborative, Pilot Project (Facilitator): California State University Bakersfield
2005	Faculty Teaching and Learning Center Grant: California State University Bakersfield
2003	Faculty Diversity Program Grant: California State University Bakersfield
2001	The National Institute of Drug Abuse: Travel Award.
2001	Co-investigator: Child Sexual Abuse Training Grant.
2001	Teacher-Scholar Summer Institute: The CSU Institute for Teaching and Learning.
2000	The Child Maltreatment Project.

ACADEMIC AND PROFESSIONAL PRESENTATIONS	
2011	Chenot, D., & Benton, A. <i>Diversity in the Child Welfare Workforce: Preliminary Findings.</i> Poster presentation at the Annual Program Meeting of the Council of Social Work Education, Atlanta, GA., October, 2011.
2011	Chenot, D. <i>Spirituality, Religion, and Social Justice Orientation in the Development of Young Adults.</i> Paper presentation at the 6 th North American Spirituality Conference, Washington D.C. June, 2011.

ACADEMIC AND PROFESSIONAL PRESENTATIONS	
2011	Chenot, D. <i>Spirituality, Religion, and Social Justice Orientation in the Development of Young Adults: A Longitudinal Study</i> . Paper presentation at the Annual Southern California Conference for Spirituality and Social Work, Los Angeles, February, 2011.
2011	Chenot, D. <i>Poverty and Justice Attitudes Among Social Work Students</i> . Moderator for the Annual Conference of the Society for Social Work Research, Tampa Bay, Florida, January 2011.
2011	Chenot, D., & Kim, H. <i>The Effects of Spirituality on Social Justice Orientations Among Young Adults</i> . Paper presentation for the Annual Conference of the Society for Social Work Research, Tampa Bay, Florida, January 2011.
2010	Kim, H. & Chenot, D. <i>Racial/ ethnic disparity in Child Welfare Systems: An Exploratory Study</i> . Poster presentation at the Annual Program Meeting of the Council of Social Work Education, Portland, OR, October, 2010.
2010	Chenot, D., & Kim, H. <i>Social work education, Title IV-E participation, and retention in public child welfare services</i> . Paper presentation for the Annual Conference of the Society for Social Work Research, San Francisco, CA, January 2010
2010	Kim, H., Ji, J., & Chenot, D. <i>Dynamics of Racial/ Ethnic Disparity in California: A Study of Trajectories of Disparity Index (DI) Scores</i> . Paper presentation for the Annual Conference of the Society for Social Work Research, San Francisco, CA. January 2010.
2010	Chenot, D., <i>Organizational Dynamics and Retention in Public Child Welfare Services, & Title IV-E Participation, and Retention in Public Child Welfare Services</i> . CalSWEC –Title IV-E, Statewide Project Coordinators Meeting, Sacramento, CA. Invited address.
2010	Chenot, D., <i>Organizational Dynamics and Retention in Public Child Welfare Services</i> . Central California Area Social Services Consortium, Morro Bay, CA. Invited address.
2010	Chenot, D., <i>Title IV-E Participation, and Retention in Public Child Welfare Services</i> . Title-IVE Partnership Committee, California State University Fresno, Department of Social Work Education. Fresno, CA. Invited address.
2009	Chenot, D., Kim, H., & Benton, A. D. (2009). <i>Social work education and retention in public child welfare services</i> . Paper presentation for the Annual Program Meeting of the Council of Social Work Education, San Antonio, TX, November 2009.
2009	Chenot, D. & Kim, H., <i>A Multilevel Model of Job Retention in Public Child Welfare Services (PCWS) Organizations: Effects of Supervisory and Peer Support</i> . Society for Social Work and Research. New Orleans, LA.

ACADEMIC AND PROFESSIONAL PRESENTATIONS	
2009	Chenot, D. <i>Resilience Among Children in Out-of-Home Care</i> . CASA Volunteers of Orange County; Orange, CA. Invited address.
2008	Chenot, D., <i>Supervisor Support, Peer Support, and Retention in Public Child Welfare Services</i> . Council on Social Work Education Fifty-fourth Annual Program Meeting: Philadelphia, PA.
2008	Chenot, D. & Benton, A. D. <i>The Impact of Organizational Climate, Supervisor Support, and Peer Support on Retention in Public Child Welfare Services Organizations</i> . Scaling the Summit: University of Denver, Denver, CO.
2008	Chenot, D. <i>Organizational Dynamics and Individual Work Attitudes among Social Workers: The Impact of Cross-level Interactions on Retention in Public Child Welfare Services Organizations</i> . Society for Social Work and Research. Washington, D.C
2007	Chenot, D. <i>The Influence of Organizational Dynamics and Work Attitudes on Retention in Public Child Welfare Services Organizations</i> . Council on Social Work Education Fifty-third Annual Program Meeting: San Francisco, CA.
2007	Chenot, D. <i>Organizational Culture, Climate, Work Attitudes and Retention in Pubic Child Welfare Services Organizations</i> . Central California Area Social Services Consortium. Shell Beach, CA.
2007	Chenot, D., <i>Organizational Culture and Retention in Pubic Child Welfare Services Organizations</i> . 19th National Symposium on Doctoral Research in Social Work: Columbus, Ohio (Ohio State University).
2007	Howell, R.T., & Chenot, D. , <i>Momentary Happiness: The Role of Personality and Psychological Needs</i> . The Society of Personality and Social Psychologists: Memphis, Tennessee.
2005	Chenot, D., & Reifel, B., <i>A Resilience-informed Model of Reentry into Out-of-Home Care</i> . Pathways to Resilience, An International Conference. The International Resilience Project: Halifax, Nova Scotia, Canada.
2005	Reifel, B., & Chenot, D. , <i>Social Workers' Knowledge and Use of Resilience-based Interventions in Child Welfare</i> , Council on Social Work Education Fifty-first Annual Program Meeting: New York, New York.
2005	Reifel, B., & Chenot, D. , <i>Factors Leading to Resilience Among Children in Out-of-Home Care</i> . Children's Services Conference 2005. Visalia, California.

ACADEMIC AND PROFESSIONAL PRESENTATIONS	
2004	Chenot, D.K., & McCleary, R., <i>Cross-cultural Interviewing in Child Maltreatment Settings</i> . 12 th Annual Colloquium of the American Professional Society on the Abuse of Children. Hollywood, California.
2004	Thomas, M., Chenot, D. & Reifel, B. <i>Risk-resilience Factor Model for Foster Care Reentry and Reunification: Implications for Practice</i> . Council on Social Work Education Fiftieth Annual Program Meeting; Anaheim, California.
2004	Chenot, D., & Reifel, B. <i>Fostering Resilience through Strengths-Based Practice</i> Bakersfield College & the Kern County Department of Human Services, Family Strengths Training. Bakersfield, California.
2004	Chenot, D., <i>Cross-cultural Social Work Practice</i> . Kern County Chapter – National Association of Social Workers. Bakersfield, California.
2003	Chenot, D. & McCleary, R., <i>Cross-cultural Interviewing in Child Maltreatment Settings</i> . The 11 th Annual Colloquium of the American Professional Society on the Abuse of Children; Orlando, Florida.
2003	<i>Cross-cultural Interviewing in Child Maltreatment Settings</i> . International Graduate Student Joint Conference; East-West Center and the School of Hawaiian, Asian, and Pacific Island Studies; Honolulu, Hawaii.
2002	<i>Cross-cultural Sexual Abuse Interviewing</i> . The 10 th Annual Colloquium of the American Professional Society on the Abuse of Children, New Orleans, Louisiana.
2001	<i>Child Sexual Abuse Training</i> . (Training provided to 300-Child Welfare Services social workers.) Kern County Department of Human Services; Bakersfield, California.
2000	<i>Mental Health Assessments with Children and Adults</i> . Kern County Mental Health; Bakersfield, California.
2000	<i>Posttraumatic Stress Disorder in Children: Treatment Considerations</i> . Kern County Mental Health-Children's Outpatient; Bakersfield, California.
1999-2000	<i>Oral Examination Preparation for the California License in Clinical Social Work</i> . Bakersfield, California.
1999	<i>Working with Children Diagnosed with Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder</i> . Kern County Mental Health-Children's Outpatient; Bakersfield, California.

ACADEMIC AND PROFESSIONAL PRESENTATIONS	
1998	<i>Self Psychology and Christianity</i> . The Christian Association for Psychological Studies; Bakersfield, California.
1997	<i>The Development and Implementation of Multidisciplinary Teams</i> . Delano, Lamont and Ridgecrest, California.
1996	<i>Munchausen Syndrome by Proxy: A Mental Health Perspective</i> . Kern County Department of Public Health; Bakersfield, California.
1995	<i>Developing Capable People</i> . California State University Bakersfield-Extended Studies and Regional Programs; Delano, California.
1992-1994	<i>Interdisciplinary Training in Substance Abuse and Child Abuse</i> . (Coordinator and Trainer). California State Department of Social Services. Bakersfield, Delano & Ridgecrest, California.

ACADEMIC SERVICE	
2009-Present	Human Subjects/Institutional Review Board: Casey Family Foundation
2012-Present	Orange County Health Care Agency. The Center for Excellence, Spirituality Committee: Advisory Board
2007-Present	Faculty Technology Committee: College of Health and Human Development, California State University Fullerton
2007-2011	Council on Social Work Education Accreditation (Initial): California State University Fullerton
2008-Present	Faculty Search Committee: California State University Fullerton
2011-Present	CalSWEC-MH Committee-Chair: California State University Fullerton
2007-2011	CalSWEC-CWS Committee-Chair: California State University Fullerton
2007-2010	Admissions Committee: California State University Fullerton
2007-2010	Advisory Committee: Orange County Health Care Agency: Workforce, Education, and Training
2002-2007	Advisory Board: Kern County Network for Children; Bakersfield, California.

ACADEMIC SERVICE	
2000-2006	Advisory Board: Bakersfield College-Human Services Program, Bakersfield, California.
2004	Regional Planning Committee Council on Social Work Education, Annual Program Meeting.
2005-2007	Admissions Committee-Chair: California State University Bakersfield
2000-2006	CalSWEC Committee-Chair: California State University Bakersfield
2000-2006	Initial CSWE Accreditation and Reaccreditation: California State University Bakersfield

PROFESSIONAL EXPERIENCE	
1998-2000	<p><u>UNIT SUPERVISOR</u></p> <p>Kern County Mental Health: Bakersfield, California.</p> <p>Supervisor of an outpatient team, in the Children's Outpatient Division, serving children, adolescents and their families. Supervised twenty-two staff-members including: therapists, case managers and support staff.</p>
1994-1998	<p><u>CASE MANAGEMENT SPECIALIST III</u></p> <p>Kern County Mental Health: Bakersfield, California.</p> <p>Provided psychotherapeutic services to children, adolescents and their families. Implemented several new programs including the provision of community organization services through the Neighborhood Partnerships Project developed by the Kern County Network for Children.</p>
1998-2004	<p><u>CLINICAL SOCIAL WORKER</u></p> <p>Provided individual, family and group psychotherapy. Treatment specialties included difficulties and disorders most often experienced by children or men.</p>
1995-1998	<p><u>ASSOCIATE CLINICAL SOCIAL WORKER</u></p> <p>Stockdale Counseling and Psychological Services: Bakersfield, California.</p> <p>Provided individual, marital, family and group psychotherapy to children, adolescents and men.</p>

PROFESSIONAL MEMBERSHIPS	
2002-Current	Society for Social Work and Research
2001-Current	Council on Social Work Education
1992-Current	National Association of Social Workers
2000-2006	American Professional Society on The Abuse of Children

PROFESSIONAL LICENSE	
1998-Present	License in Clinical Social Work-LCS# 18677. California Board of Behavioral Sciences.