CALIFORNIA STATE UNIVERSITY
FULLERTON

Department of Social Work
Master of Social Work Program

Program Response to the LOI and the Site Visit Report

November 30, 2022

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The faculty in the Department of Social Work at California State University Fullerton (CSUF) would like to thank Dr. Rebecca Maldonado Moore for her willingness to devote the time and energy required to evaluate our Master of Social Work (MSW) program for the Council on Social Work Education. We are grateful that she met with a variety of university and community constituents of the MSW program to gather a broad scope of information that allowed her to form a well-informed picture of the program. The careful consideration with which Dr. Moore reviewed the program, the CSUF Self-Study, and the Letter of Instruction (LOI), was also appreciated. In addition, Dr. Moore's visit to campus was helpful to us as we consider our plans for expansion and development of the program looking into the future.

This response will address the points raised by Dr. Moore in the Site Visit Report, linked to the Letter of Instruction sent by the Commission on Accreditation prior to the site visit. We greatly appreciate Dr. Moore's many positive comments about the strengths of the program she noticed during her visit.

Response to General Questions:

AS 1.0 - Program Mission and Goals

Site Visit Report Language:

Consistent with CSU Fullerton's mission statement, Provost Carolyn Thomas, has been in office for two years with an agenda to assess faculty equity, and inclusion policies and practices to ensure diversity exists within the campus community. In collaboration with the President's Cabinet, the *Guiding principles: Titans together* framework (https://together.fullerton.edu/) was published and posted throughout the campus. All academic units meet every semester as a team to address diversity and equity-related issues through a comprehensive approach. This entails providing lists of accomplishments and processes with a focus on recruitment, retention of People of Color (POC) and relevance to inclusion work.

Demographically, 62% of students are LatinX. The Provost believes Latinx faculty numbers have improved over the past two years since President Virjee arrived. The President prioritized CSU Fullerton status as a Hispanic Serving Institution (HSI) and collectively worked with all campus units to achieve the prestigious *Seal of Excelencia* (Certified 2021-2024). The seal recognizes institutions that achieve Latino/Hispanic student success.

Provost Thomas's goals are focused on college directions, diverse faculty makeup, and student representation. Historically, CSU-F has been a predominantly white administration and faculty. "We want to change the culture of CSUF with POC leading the change. Social work does a great job of addressing these issues, social change, and are immersed in culturally competency standards. Unfortunately, SW has resource [financial] constraints that prevent them from doing more". Her approach is to "focus on the people you have and invest." Provost Thomas expressed the university is fortunate that people have been hired who reflect diversity, equity, and inclusion (DEI) work on campus; they are working toward bilingual competency in Counseling. She requires every tenure/tenure-track search includes a focus on community engagement and their needs. Human Resources, DEI office has standards for that includes each search committee

member must go through anti-bias training to serve on the committee. Human Resources channels complaints to either Title IX Student Affairs or HR for discrimination-based complaints.

The Provost's Office has an inclusiveness agenda targeting cluster hires for faculty based on special funding from the governor, GI 2025; to reduce the equity gap for POC. This allowed for funding five faculty positions focused on commitment to student success. She expressed the university's commitment to regional communities specific to representational diversity. Provost Thomas hired Dean Smith, College of Health and Human Development, three months ago.

Dean Smith reiterated Provost Thomas's remarks about faculty hiring constraints due to unavailability of funds. There is a faculty equity committee that focuses on DEI goals, i.e., the Counseling program and a bilingual education program. They are also exploring a program for Social Work that aligns faculty with curriculum and social justice goals. This will include increasing faculty lines for POC and advancing community engagement through service learning projects.

However, hiring faculty and connecting with Native American communities is absent. Previous administrations were interested in representational diversity. The university supports the true spirit of the Six Principles in trying to improve the status of women of color by giving them space to obtain tenure and do research. These efforts are in line with the university mission to ensure student success and DEI work from an anti-racist position.

Program's Response:

As noted in the Site Visit Report, California State University Fullerton (CSUF) has received numerous accolades for achieving Latinx student success. Officially recognized as a Hispanic Serving Institution (HSI) by the U.S. Department of Education, CSUF ranks 2nd in California and 3rd in the nation for awarding bachelor's degrees to Hispanic/Latinx students ([The Hispanic Outlook on Education](), October 2021). With its many intentional efforts to better serve Latinx students, bolster international scholarly activity and promote inclusive values both in the United States and abroad, CSUF has earned the prestigious 2021 [Seal of Excelencia](), which is granted to a small group of colleges and universities committed to accelerating Latinx student success. Moreover, the Fulbright Program, the U.S. government's flagship international educational exchange program, has named the university a Hispanic-Serving Institution Leader in 2021, the first year the designation has been granted. Furthermore, *Diverse: Issues in Higher Education* ranks CSUF 3rd in the nation for baccalaureate degrees awarded to underrepresented students, based on data from the U.S. Department of Education (October 2021). Finally, *Education Reform Now* (ERN) ranks CSUF 3rd among the top 10 universities for students' social mobility (December 2020).

Despite its success in achieving high enrollments of Latinx students, CSUF has not been as successful in recruiting faculty and students from Native American communities. Although there are approximately 109 federally recognized American Indian tribal bands in California, only two tribes, Tongva and Acjachemen, are located in the Orange County area, making up 1.1% of the total County population (US Bureau of Census, 2021). In Fall 2021, Native

American students made up 0.1% of the total CSUF student body and there were few faculty of Native American heritage in the entire university.

Going forward, the MSW Program plans to make concerted efforts to recruit and enroll Native American students by partnering with Southern California Indian Center (SCIC), an established Native American social services agency in southern California. Established in 1969, SCIC is a non-profit, community-based organization dedicated to serving the American Indian, Alaskan Native, and Native Hawaiian communities of Los Angeles, Orange, and Riverside Counties by providing support and assistance in workforce development, youth education, family support, and multimedia training. In partnership with SCIC, the CSUF MSW Program will conduct a targeted outreach to Native American families and youths, building connections with tribal community, promoting social work as a career, and creating pathways for social work education. We will also consult with Dr. Alexandro Gradilla, an associate professor at CSUF specializing in Indigeneity and Autochthonous Identities, for additional ideas for recruitment and retention of Native American students.

In addition, we will strengthen our connection with "SERVE: Indigenous Social Workers for Change," a statewide project that aims to recruit Indigenous students (Native American/Native Alaskan) into the Title IV-E Stipend Program with a specialization in Public Child Welfare. SERVE's Mission is as follows:

> *Committed to full equity, justice, well-being, and cultural preservation of American Indian/Alaska Native children and families by increasing the numbers of Indigenous social work graduates; fostering inclusive leadership development; developing partnerships between Tribal sovereign nations, indigenous communities, and other stakeholders; and implementing decolonizing social work curricula to reflect community-based, culturally appropriate Indigenous values and the promotion of Indigenous sovereignty and self-determination.*

By working closely with SERVE, the CSUF MSW Program will increase capacity and curriculum to train social work students with cultural responsiveness directly related to California's Native population.

AS 3.0 – Diversity

Site Visit Report Language:

President's Office is committed:
> to providing an inclusive, transformational, just, and equitable educational experience for all members of our Titan community.
> http://president.fullerton.edu/_resources/pdf/CSUF-Guiding-Principles-for-Social-Justice.pdf

All stakeholder groups acknowledged there is a limited Indigenous student presence on campus, faculty, and within the social work program. Social Work faculty mentioned there was Title IV-E recruitment efforts from Indigenous communities in the past. The Field Education program has provided Indian Child Welfare Act training in part because there is a significant number of

Indigenous communities in southern California. The demographics of CSUF are 47% Hispanic, 22% Asian, 2% Black, and 896 AI students [<1%]. Programming to raise awareness of representational diversity occurs across campus. Social work has specialized curricula in Social Work Practice with LatinX Populations.

The MSW Program is committed to a multicultural perspective, human behavior in the environment approach in preparing students to practice social work effectively. All courses integrate this multicultural perspective to increase students' appreciation of all social and cultural groups.

The Social Work Department has posted a Commitment to Diversity, Equity, and Inclusion Faculty Statement; Joint Statement. Social Work's Call to Action Against Pandemic Othering and Anti-Asian Racism; and a Statement Against Anti-APIDA Racism and Sexual Violence and A Call for Solidarity to Fight for Human Rights http://hhd.fullerton.edu/msw/diversity/index.php

Program's Response:

As stated in the Program's Response to *AS 1.0 - Program Mission and Goals* above, the CSUF MSW Program is committed to recruit and enroll more Indigenous/ Native American students and to advocate for recruiting more Indigenous/ Native American faculty members. Additionally, the Program will implement new diversity-focused programs as follows:

Brown bag speaker series

To create more opportunities outside the classroom and field for students to engage in discussions and trainings about diversity and difference in practice, the department will launch a *Brown Bag Speaker Series* where speakers will lead talks on working with diverse clients and communities. The speaker series will be carried out virtually and in person to make the brown bags more accessible to students and community members who want to attend. The speakers invited will include community partners and faculty with expertise in serving diverse clients and communities. The talks will consist of a lecture/presentation followed by an open discussion on the implications of the ideas/concepts/research presented on social work practice with diverse clients and communities at the micro, mezzo, and macro levels.

Enhanced students' participation in events that center diversity and difference

Another strategy that will be used to better prepare students to work with diverse clients and communities includes raising MSW student awareness of and participation in on-campus talks, events, and trainings. The CSUF MSW program is embedded in the university environment that is rich with opportunities to participate in events that center diversity and difference. The department is going to maintain the department's bulletin boards up to date with upcoming on campus events and will advertise events on the department's social media platforms. The department will collaborate with the MSW student organization (MSWA) to promote diversity-focused campus events among MSW students. These efforts to bring student and faculty's attention to on-campus diversity-related events will lead to greater MSW student participation in these learning opportunities.

Continuing faculty training

During the 2020-2021 academic year, the Department's Diversity and Equity Committee held a 3-part speaker series entitled "Decolonizing the curriculum." The speaker series was held during faculty meetings, and the guest speakers included experts in inclusive pedagogy, anti-racist teaching practices, and educational equity. The Diversity and Equity Committee will continue to hold faculty talks focused on the implementation of various teaching and mentorship strategies that promote equity and inclusion in the program.

AS 4.0 – Assessment

Site Visit Report Language:

The Social Work Department has strong collegial relationships among faculty, staff, and community agencies and organizations centering on students achieving CSWE competencies. Discussions with the faculty revealed a transparent, logical process in how they proceeded with designing an assessment framework for their program based on the program's three focus areas. The Assessment Committee, comprised of faculty and field education members, began by discussing and describing each of the nine CSWE competencies. All syllabi were reviewed to ensure relevant competencies were identified specific to course goals followed by planned assignments. The committee, with faculty input, decided which assignments would be used for assessment purposes. The Curriculum Matrix (Volume I, pp. 34-63) provides detailed information of these decisions that include specific competencies for each course, what the course content entailed, the systems levels the content covered, and the four dimensions associated with course content for each competency. The assessment measures for each competency had an 85% benchmark for achieving competency. All benchmarks were met across the curriculum with the exception of Competency 4: Engage in Practice-informed Research and Research informed Practice (83.31%) and Competency 5: Engage in Policy Practice (81.50%)

Program's Response:

As noted in the Site Visit Report above, while the competency level benchmark was met for all nine competencies in the advanced generalist practice, the competency level benchmark was not met for competency 4 and 5 in the generalist practice. The percentage of the competency level outcome was 83.31% for Competency 4 and 81.5% for Competency 5. In particular, the Comprehensive Skills Evaluation - Generalist Practice (CSE-GP) measure outcome was much lower at 73% for Competency 4 and 66% for Competency 5, while the competency outcome benchmark was met for the outcomes assessed by the course embedded measures. The CSE-GP assesses students' performance on the competencies demonstrated in the field practicum. We had a series of meetings with the assessment committee, program chair, curriculum leaders, and field practicum directors to interpret the outcomes and discussed implications for renewing the CSE-GP for assessment, as well as implications for overall program assessment.

Implications for Assessment Method

CSE-GP. The outcomes assessed by the CSE-GP for competencies 4 and 5 were particularly lower and this may suggest improvement needed for our assessment method and procedure

regarding the CSE-GP measures in assessing competencies 4 and 5. The CSE measures are completed by field supervisors at the field agencies. The outcomes may indicate that field supervisors at the agencies might have limited understanding of the CSE measures and its implementation. While the MSW program provides orientation on the CSE measures to all field supervisors, field supervisors often ask for clarification and expectations of the CSE measures. In particular, when students do not directly engage with policy advocacy nor research evaluation, field supervisors often think that students do not demonstrate Competencies 4 and 5. However, Competencies 4 and 5 are beyond direct engagement with policy advocacy practice and research evaluation. The MSW program plans to enhance orientation on the CSE measures for new field supervisors and to provide additional support and training through the annual Community Engagement Seminar, to which all field supervisors are invited. Further, the program will add specific and concrete examples of behaviors demonstrating all nine competencies to the CSE measures to help field supervisors understand the CSE measures more clearly and to increase accuracy in their assessment ratings.

Continuously Monitoring the Assessment System

We also recognize the possibility that students may not necessarily have direct opportunities to engage with research in field internships at social services agencies. Similarly, opportunities to directly engage with policy practice in field agencies are not necessarily guaranteed. Currently, the course embedded measures for Competencies 4 and 5 in the generalist practice also include real or simulated practice components, and Competencies 4 and 5 are assessed in real or simulated practice by these course measures as well. Therefore, we believe that the CSE-GP and the course measures complement each other and provide a comprehensive picture of the outcomes. However, we would like to take a careful approach to this outcome. The program will continuously monitor the effectiveness, reliability and validity of the assessment system and find the strategy to improve the assessment system continuously.

Implications for Curriculum

The outcomes may indicate students did not develop strong connection between research and policy and direct practice with clients in agency settings and that there may be gaps between course work and direct practice in field practicum. While policy and research directly and indirectly affect practice, clients, and agencies, students often do not recognize this important connection. A series of changes in the curriculum are proposed to address the disconnection.

MSW 521: Social Welfare Policy and Services II. This course has a particular emphasis on advocacy practice where students learn how to apply policy outcomes to practice situations on a micro level, advocating for legislative and policy change when warranted. However, the assessment outcome indicates that students may not develop strong connection between policy and their direct practice with clients. Students' mastery of competency 5 requires meaningfully reflecting on connections between policy and practice. We will add a self-reflection component to the policy analysis and/or the policy practice paper. Through this assignment, students are encouraged to reflect on the range of ways social welfare legislation and policies directly and indirectly impact their practice with clients in agency settings. This exercise will help students develop a deeper reflection and better identify concrete connections between policy and practice.

MSW 530: Applied Social Work Research Methods. We will enhance curriculum by incorporating "Translational Science" to help students better connect research knowledge and skills with direct practice. This will be implemented in the following learning activity. The new learning activity focuses on how to use research evidence to inform practice. This in-class reflection activity will be conducted in three steps: First, in a small group, students will discuss how they can use learning experiences and materials from this course (i.e., findings from their literature reviews for the research project, methods learned in this course) to increase their effectiveness in future social work practice, policy practice, or community organizing strategies. Then students will briefly describe in writing (1 page, submission for a grading) two things they can implement in their practicum based on the discussion. As the last step, students will share their reflections with the class.

MSW540/ MSW541 plan for change: Enhancing students' and field supervisors' understanding of competencies

1. MSW 540:
    a. -Have class discussions on the competencies with a focus on Policy & Research
    b. -Students to do Portfolio presentations in class instead of individually with the faculty with a focus on the two competencies
    c. -Field visit to increase the awareness of the two competencies with active discussion during the visit

2. MSW 541:
    a. -Students to do Portfolio presentations in class instead of individually with the faculty with a focus on the two competencies
    b. -Field visit to increase the awareness of the two competencies with active discussion during the visit

MSW 541: Social Work Field Instruction II. The primary purpose of field seminar courses in the MSW curriculum is to assist the student to integrate the academic information from coursework into practice. To help students recognize and articulate how policy and research are integrated into practice more clearly, this course will add "student's portfolio presentation" to the curriculum. Students will have oral presentation of their competencies demonstrated in a portfolio, which integrates and summarizes their field practicum experiences. First, each student will have a presentation to the field liaison faculty and student peers in the MSW 541 class and the student will receive feedback from them. Second, the student will present this to their field supervisor at the field agency. The presentation will provide opportunities for students to review and integrate their performance on nine competencies in field practicum. In particular, students will have opportunity to articulate their competencies in translating research evidence into effective practice and understanding the role of policy in service delivery and practice. Through this process, both field liaison faculty and field supervisors will have enhanced opportunities to evaluate students' performance on competencies more effectively.

Impact of Pandemic

This outcome may indicate the possible impact of the virtual instruction and changes and/or interruption in field placement on students' perception. In AY 2020-2021, all courses including practice-based courses were offered through synchronous or asynchronous online-based instruction. In addition, some students primarily had online-based field internship without direct face-to-face interaction with agency, supervisor, and clients. While the Department of Social Work and our field education team implemented various ways to provide meaningful learning experiences to students in collaboration with social services agencies, we cannot completely rule out the possible impact of the virtual instruction and change and/or interruption in courses and field practicum. With extended interruption in course instruction and field internship due to pandemic, it may be premature to determine how to interpret this outcome. Ideally, the outcome needs to be compared with the assessment outcomes after course instruction and field internship become normalized. Therefore, the presented outcome should be interpreted with caution.

Response to Specific Questions:

Accreditation Standard 1.0.1: *The program submits its mission statement and explains how it is consistent with the profession's purpose and values.*

The program submitted its mission statement and a table to illustrate connections between the program's mission and the profession's purpose and values. However, the program did not explain specifically *how* the mission statement is consistent with the profession's purpose and values.

The site visitor is asked to review with the program its mission statement and how it is consistent with the profession's purpose and values.

Site Visit Report Language:

Faculty reported the last time the mission statement was revised began in spring 2019. The collective process examined the NASW Code of Ethics and core values, the university mission, and the larger surrounding Orange County area needs and resources. They discussed these core values and developed five goals focusing on 1) collaborative research; 2) social and economic justice; 3) supporting diverse faculty; 4) engaging in community partnerships; and, 5) producing students that are ethical, competent leaders advocating for social justice. Each goal corresponds with NASW values, i.e. goals 2 and 5 align with social justice; goal 3 aligns with dignity and worth of the person; goals 1 and 4 aligns with service and integrity.

Program's Response:

The mission statement of the Social Work program at CSUF is as follows:

> *"The mission of the Social Work program at California State University, Fullerton is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We are committed to developing*

competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice. We engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region. We also educate students toward a greater understanding of social work, human rights, and social justice from a global perspective."

According to the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (2015), the purpose of the Social Work profession is "to promote human and community well-being. Guided by the person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and environmental justice…"

Our mission reflects the fundamental purpose of social work to promote greater social justice for individuals and communities. We aspire to develop our faculty and students' leadership capacities to achieve greater equity and well-being for all in our society through our educational offerings, service, scholarship, and policy practice.

Specifically, the CSUF MSW program supports the purpose of the social work profession in several ways:

- The Program serves as a leader in the field of social work by providing significant support within the southern California region, as well as maintaining a presence at the state and the national levels in social work education, policy, research, and practice;
- The Program is highly influenced and responsive to the practice community it serves. It has more than 200 affiliated community-based agencies that emphasize employing a full range of practice skills to improve the well-being of client systems, with a particular focus on vulnerable and oppressed populations;
- Through education and research, students and faculty make important contributions to shaping policies, services, and interventions that enhance individual, family, community, and global well-being while promoting social and economic justice.

The values of the social work profession are articulated in Educational Policy 1.0 and include service, social justice, dignity and worth of a person, importance of human relationships, integrity, competence, human rights, and scientific inquiry. Similarly, the Program mission statement emphasizes "developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice." Additionally, the mission statement stresses the program's commitment to educating students for inclusive social work practice with vulnerable, marginalized and underrepresented populations from human rights and social justice perspectives.

More specifically, the CSUF MSW program mission reflects many of the core values of the social work profession such as the dignity, worth, and well-being of all individuals and communities; the importance of scientific inquiry and the development of evidence-based social work knowledge; and the training and development of competent social work practitioners committed to the purpose of our profession—to protect fundamental human rights and promote greater social justice. The values expressed in our mission statement serve as a foundation for our explicit and implicit curriculum in the MSW program. Inherent in our mission and organizational culture is a call to faculty, staff, students, and alumni to work at multiple levels of social work practice (micro, mezzo, and macro) and accept leadership roles and responsibilities in the profession as a means of achieving greater social justice in our society. They are practitioners and leaders who emphasize scientific inquiry through the development and evaluation of evidence-based and practice-informed interventions in the fields of health and behavioral health, child welfare, and aging.

Accreditation Standard 1.0.2: *The program explains how its mission is consistent with institutional mission and the program's context across all program options.*

The program explained how its mission is consistent with the institutional mission. The program also identified its program context. However, the program did not describe specifically *how* the master's-level mission statement is consistent with the program's context.

The site visitor is asked to discuss with the program how its mission statement is consistent with the program's context.

Site Visit Report Language:

The Social Work Director, an employee of CSU-Fullerton for 30 years, commented that the university mission evolved over the years. With the MSW program, more attention is paid to inclusive practices that is consistent with the university mission. The MSW program mission aspires to develop students that are culturally competent across focus areas (child welfare, community mental health, and aging) through scholarship and practice. These values are an extension of the NASW Code of Ethics core values. The Social Work Department's mission is consistent with addressing community needs; engaged with the community in service and research projects and serving significant numbers of LatinX and Asian/Pacific Islander populations. The community demographics of Orange county are 60% non-White; the largest population are LatinX 21% followed by Asian/Pacific Islanders. Sixty percent of the campus are LatinX; most are female, first generation students and range between traditional and non-traditional ages.

CSU-Fullerton Department of Social Work website reports:

> Since its inception in 2007, the CSUF MSW program graduated nearly 1000 students and most of our alumni have remained in the region, joining the child welfare, health, and behavioral health workforce in the area. The program currently has approximately 260 students supported by 25 MSW faculty members who are experienced, highly- qualified,

and deeply committed to teaching. Through federal and state grants such as California Social Work Education Center (CalSWEC) Title IV-E Child Welfare Training, Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training (BHWET), and the Southern California Geriatric Social Work Education Consortium (GSWEC), the CSUF Social Work Department provides stipends to a number of students (70-75 students annually) who are pursuing the field of child welfare, integrated behavioral health, or aging. Areas of focus include Aging, Child Welfare, and Community Mental Health. Students complete a specialized field placement consistent with their area of focus.

Fifteen students participated in this site visit in person and on zoom. They confirmed that DEI theory and practice is in place within explicit and implicit curriculum. Scientific inquiry is evidenced in the curricular research sequence and final project. The global immersion initiative is bilingual with a visit to Chile to perform two weeks of service learning with three weeks of classroom preparation. Korea and Germany programs with partner institutions were conducted as well.

In addition, the Social Work Department's community engagement is strongly connected to the university mission of collaboration and the College of Health and Human Development mission of "community outreach related to human health". The department was awarded a $1.9 million HRSA grant to strengthen the mental health workforce through telehealth and student stipends in integrated care service delivery. The award addresses "integrated trauma-informed behavioral health care for underserved groups" (http://bheal.fullerton.edu/).

The social work program developed 15 years ago in response to the community's demand. No other institution in the area was offering an MSW degree at the time. Community stakeholders advocated for the program and some are still with the department as community advisory board members. "From its inception in 2007, the MSW program at CSUF has made a concerted effort to increase the number of professional social workers from Latinx backgrounds equipped to provide culturally and linguistically competent care," (Director, Dr. Kim-Goh)

After 2007 and based on community issues and demographics, the founding members of the program identified three focus areas for the curriculum: behavioral health, child welfare, older adults.

Program's Response:

According to CSWE's Educational Policy 1.0 – Program Mission and Goals, the Program Context is defined as follows:

> *The program context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, 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, practice, and research.*

Our mission statement emphasizes diversity and inclusion for several contextual reasons. CSUF is uniquely positioned among institutions of higher learning in Orange County to play a vital role in energizing the economy and improving the quality of life. Although there are several universities in Orange County, the only other public university is the University of California, Irvine, which has no MSW program. The other colleges and universities in the area are all private institutions with limited enrollments and higher costs. CSUF is the only institution of higher learning in Orange County with relatively low costs for students, thus reducing barriers and increasing access to higher education for students of lower- and working-class backgrounds. The Department of Social Work at CSUF was created fifteen years ago in response to the community's expressed need for the availability of MSW education in Orange County. The Department continues to have strong ties with the community, particularly social service providers.

The campus is located in Orange County, about 30 miles southeast of central Los Angeles. Orange County is the third largest county in California and the 6th most populous county in the United States. In 2020 (the most recent data available), the population of Orange County totaled nearly 3.19 million people, representing 8.0% 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 2020 was: African American (2.1%); Asian American and Pacific Islanders (21.7%); Hispanic/Latinx (34.0%); White (39.8%); and all other races (2.0%). In addition, about 30% of individuals in Orange County are foreign-born, with 45.6% of the population speaking a language other than English at home (U.S. Census, 2021). Reflecting the region that it serves, CSUF has been designated a "Hispanic Serving Institution" by the U.S. School of Education. This distinction is awarded to colleges that serve a student population that is 25% or more Hispanic.

The demographic diversity of the southern California region and the CSUF's role as an anchor institution in Orange County shape our identity, inform our organizational culture, and reinforce our commitment to core social work values for service, diversity, social and economic justice, evidence-based and informed social work practice, interprofessional practice, and community–university collaboration and reciprocity. These values undergird our entire MSW curriculum as all students are exposed to practice skills and knowledge across the continuum of social work practice in the generalist portion of the program and to specialized practice, research, and policy knowledge and skills in their advanced course and field work.

The central location of the CSUF MSW program in the southern California region provides our students with a wide range of advanced practice internship opportunities. Key among these opportunities are our long-standing relationships with area hospitals, numerous school districts, governmental agencies, and a variety of nonprofit human service organizations—from large national non-profits to small grassroots community-based organizations. 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.

The Carnegie Foundation for the Advancement of Teaching awarded CSUF the prestigious Community Engagement Classification in 2014 for a 10-year period. Similar to accreditation, the

award signifies evidence of "exemplary institutionalized practices of community engagement." To receive this prestigious honor, institutions must provide examples of institutional practices that exhibit community engagement and alignment among mission, culture, leadership resources, and practices. The CSUF MSW Program serves at the forefront of community-engaged scholarship and practice at the University with innovative programs at community-based locations such as the CSUF Center for Healthy Neighborhood in Fullerton (http://healthyneighborhoods.fullerton.edu/). In addition, MSW Program faculty hold significant positions as external grant reviewers, panel moderators at national professional meetings, and board members of local and state-level social service organizations. These accomplishments help facilitate the university and MSW program's collective missions by enabling collaboration, scientific inquiry, and amelioration of societal problems that impact clients at micro, mezzo, and macro levels.

Accreditation Standard M2.0.2: *The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*

The program provided a rationale for its formal curriculum design for generalist practice. However, one course (i.e., MSW 521) is inconsistently identified in the self-study as either a practice course or a policy course. Additionally, while the program discussed course sequencing, the narrative did not clearly explain the integration of classroom and field.

The site visitor is asked to clarify with the program how the MSW 521 course is identified (i.e., practice course or a policy course).

Site Visit Report Language:

MSW 521 is the second in three policy courses. The policy course developer/faculty intended for the course to be more subjective and analysis oriented; to see other ways of how policy is practiced. "Policy practice became more prominent in what the CSWE competencies are asking us to do. Text wise, policy is under Policy competencies not as a practice course." The faculty member stated MSW 521 is a policy course with content focusing on advocacy, policy making, and related assignments to build student skills.

Program's Response:

MSW 521 (Social Welfare Policy and Services II) is the program's second policy course in a 3-policy course sequence. While the course contains discourse related to policy-practice, at its core it is a policy course that focuses on policy making dynamics, policy structure, policy analysis, and policy alternatives to existing social welfare policies.

The site visitor is also asked to discuss with the program how their formal curriculum design is used to develop a coherent and integrated curriculum for both classroom and field.

Site Visit Report Language:

The faculty expressed that foundational courses are provided in the curriculum to ensure students gain a solid understanding and appreciation of courses that will lead to advanced knowledge and practice across the three focus areas. Both the Advisory Board and Field Instructors reported reviewing MSW 540 and MSW 541 to determine if there were gaps between the syllabi and the matrix. Instructors and faculty mentioned "we understand the nine competencies, but don't always know if students know the competencies. Field faculty stated "there were gaps in students understanding the competencies and we wanted to apply the competencies in assignments. We needed students to name what they were doing. They are engaging in policy and research as an example, on paper, but they may not know how to respond or make that connection. DBs and writing assignments are opportunities to reflect on what they are learning".

The culminating outcome of the explicit curriculum is the Master's Capstone course that integrates all courses, focus area, field placements, and professional identity. See: Capstone Projects http://hhd.fullerton.edu/msw/research/poster-presentations2022/index.php . Faculty acknowledge that the research sequence is rigorous, however some student projects have been successfully presented at the national Society for Social Work and Research (SSWR) over the years as well as at the State NASW conference.

Course assignments throughout the curriculum are aligned with the field education learning plan and objectives. This includes students receiving instruction on how practice behaviors connect with the CSWE nine competencies. For example, the student addresses and advances a practice skill set with their chosen focus area. If a student is interested in mental health, they are matched by the Field Education Director in their first year to a participating mental health agency. Field faculty reported that "processing field pieces take time" and some students need to learn to not "silo" their learning. Journaling helps when a field instructor poses a question and asks the student to integrate mental health related theory into practice. The learning portfolios demonstrate how nine competences are connected through written assignments and course instruction/discussions.

Field education is integral to the curriculum as stated by faculty and field instructors. Both components reinforce and support the other. In reviewing the SS and meeting the Field Education staff, this reviewer recognized the documents as well-organized policies and procedures; with an extensive Agency Student Partnership Network (ASPN) field placement management database. Multiple universities and colleges in the surrounding counties share resources and the database.

Program's Response:

In the generalist practice curriculum, classroom discourse is integrated into field education primarily through our 2-course generalist social work practice sequence, 3-course HBSE sequence, and 2-course generalist field education sequence. In our 2 generalist social work practice courses (MSW 510 and MSW 511), students learn how to complete a biopsychosocial-spiritual assessment, develop interventions, complete SMART treatment goals, and determine what theory would be the best approach for specific clients. Students also learn how to work with family, select the appropriate theory and interventions for the family, and how to facilitate

groups. These generalist practice skills learned in the classroom setting are then directly implemented in the student's field education experience.

In our 3-course HBSE sequence (MSW 501, MSW 502, and MSW 503), students are introduced to a variety of theoretical foundations related to generalist social work practice for understanding and interpreting human behavior in the social environment. Students learn about ecological systems theory, person-in-environment framework, the biopsychosocial-spiritual perspective, and theories of psychopathology, and how these concepts apply in their field education experience with the individuals, families, groups, organizations, and communities. Practice courses and field courses are taken concurrently. Field education experiences, including the application of practice and theory in field education, are then discussed in our generalist field education courses (MSW 540 and MSW 541).

Accreditation Standard M2.0.3: *The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.*
The program provided a curriculum matrix with generalist curriculum content. However, the matrix did not clearly illustrate content related to the organizational and community systems levels for competencies 6-9.

The site visitor is asked to review with the program an updated generalist practice curriculum matrix that illustrates how its curriculum content implements competencies 6-9, as well as review with the program updated syllabi to verify consistency between the matrix and syllabi.

Site Visit Report Language:

The site visitor reviewed the updated generalist practice curriculum matrix that demonstrated how competencies 6-9 are implemented. This Standard and the Syllabi will be submitted in the LOI response.

Program's Response:

The generalist practice curriculum matrix for the MSW program identifies the nine social work competencies; no additional competencies are added by the program. The matrix illustrates how the nine required social work competencies are implemented across the generalist practice curriculum.

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***competency 1*** via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, Policy Practice Assignment in MSW 521: Social Welfare Policy and Services II, and process recordings, a learning portfolio, and supervision and consultation specific to ethical and professional behavior during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 2* via the Population Immersion Assignment in MSW 550: Social Work Practice with Diverse Populations, and process recordings and a learning portfolio specific to diversity and human difference during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 3* via the Population Immersion Assignment in MSW 550: Social Work Practice with Diverse Populations, Policy Practice Assignment in MSW 521: Social Welfare Policy and Services II, and process recordings and a learning portfolio specific to human rights and practices that advance social, economic, and environmental justice during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 4* via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, Research Proposal Assignment in MSW 530: Applied Social Work Research Methods, and process recordings and a learning portfolio specific to the use of evidence-based practice to inform and improve practice with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 5* via the Policy Analysis Assignment and Policy Practice Assignment in MSW 521: Social Welfare Policy and Services II, and process recordings and a learning portfolio specific to how organizational policies affect practice with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 6* via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, and process recordings and a learning portfolio specific to engagement with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 7* via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, and process recordings and a learning portfolio specific to assessment with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 8* via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, and process recordings and a learning portfolio specific to interventions with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to *competency 9* via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, Research Proposal Assignment in MSW 530: Applied Social Work Research Methods, and process recordings and a learning portfolio specific to evaluation of practice with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The updated generalist practice curriculum matrix below is structured with each of the following:

- The nine social work competencies
- The MSW course number and name
- The most relevant and exemplary course content for implementing the competency
- The system level relevant to course content (competencies 6-9 only)
- The four dimensions associated with course content for each competency

The generalist practice curriculum matrix (competencies 6-9) has been updated to reflect course content related to organizations and communities in MSW 540. (Highlighted in blue)

The generalist practice curriculum matrix has also been updated to emphasize HBSE content related to organizations and communities in MSW 502 (Human Behavior in the Social Environment II). This content includes readings and discussions related to organizational theory, structure and dynamics in social services organizations, as well as theoretical and conceptual frameworks of communities and dynamics of community organizing. (Highlighted in yellow)

Finally, the generalist practice curriculum matrix has been updated to emphasize program evaluation content related to organizations and communities in MSW 530 (Applied Social Work Research Methods). This content includes a program/practice evaluation research model emphasizing the relationship between social work interventions, client-based outcomes, and community-based organizations. (Highlighted in green)

Generalist Practice Curriculum Matrix (Updated)

Competency	Courses	Course Content	Systems Levels	Dimension(s)
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities**	MSW 501: Social Work Perspectives on Human Behavior I	Readings, lectures, and discussion (Weeks 2-7) related to theories of human behavior and the social environment and the engagement of individual clients and families	Individuals	Knowledge, C/A Processes
	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lectures, and discussion (Weeks 12-15) related to theories of human behavior and the social environment and the engagement of groups, organizations, and communities	Groups, Organizations, Communities	Knowledge, C/A Processes
	MSW 510: Social Work Practice I	Readings, lectures, and discussions related to client engagement, including empathy and communication (Week 2), reflection (Week 3), intake (Week 7), confrontation and self-disclosure (Week 10), motivation (Weeks 12 & 13), and termination (Week 15)	Individuals	Knowledge, Values, Skills, C/A Processes
		Recorded Interview: Observation and Analysis Evaluation Assignment	Individuals	Knowledge, Values, Skills, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		1. Students apply practice knowledge, perspective, and theory to engage with clients 2. Students understand and utilize interviewing and clinical skills to engage with diverse clients		
	MSW 511: Social Work Practice II	Readings, lecture, and discussion related to family engagement (Week 2)	Families	Knowledge, C/A Processes
		Readings, lectures, and discussions related to group engagement (Weeks 8 & 9)	Groups	Knowledge, C/A Processes
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating engagement with clients Learning portfolio indicating engagement with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes
		<mark>Agency, Client Case, and Intervention Presentation to address agency funding</mark>	<mark>Organizations, Communities</mark>	Knowledge, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		sources, referral processes to access services, types of services the agency provides, and a brief description of the relationship between the agency and the community it serves		
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating engagement with clients Learning portfolio indicating engagement with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes
	MSW 550: Social Work Practice with Diverse Populations	Cultural Autobiography Assignment: 1. Students understand how their personal experiences and affective processes may impact their ability to effectively engage with diverse clients	Individuals, Families, Groups	Knowledge, Values, C/A Processes
Competency 7:	MSW 501: Social Work Perspectives	Readings, lectures, and discussions (Weeks 2-7) related to theories of human behavior and the social environment and the	Individuals, Families	Knowledge, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
Assess Individuals, Families, Groups, Organizations, and Communities	on Human Behavior I	assessment of individual clients and families		
	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lectures, and discussions (Weeks 12-15) related to theories of human behavior and the social environment and the assessment of groups, organizations, and communities	Groups, Organizations, Communities	Knowledge, C/A Processes
	MSW 503: Social Work Perspectives on Human Behavior III	Readings, lectures, and discussions related to mental health assessment and diagnosis, as well as comorbidity and differential diagnosis (Weeks 3 & 4)	Individuals	Knowledge, C/A Processes
		Clinical Presentation Assignment 1. Students demonstrate the ability to accurately assess and diagnosis clients in the context of a clinical case study	Individuals	Knowledge, Skills, C/A Processes
	MSW 510: Social Work Practice I	Readings, lectures, and discussions related to client assessment, including observation (Week 2), biopsychosocial assessment and mental status examination (Week 7),	Individuals	Knowledge, Values, Skills, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		motivation (Weeks 12 & 13), and termination (Week 15)		
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students clearly organize and document information on client demographics, diverse background, reasons for referrals, and clients' primary concerns and needs 2. Students apply practice knowledge, perspective, and theory in the assessment of clients	Individuals	Knowledge, Values, Skills, C/A Processes
	MSW 511: Social Work Practice II	Readings, lecture, and discussion related to family assessment (Week 3)	Families	Knowledge, C/A Processes
		Generation Genogram and Ecomap Assignment 1. Students complete a three-generation genogram assessment to	Individuals, Families, Groups	Knowledge, Skills, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		graphically represent family patterns and dynamics 2. Students complete an ecomap assessment for risk and protective factors		
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating assessment with clients Learning portfolio indicating assessment with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes
		Agency, Client Case, and Intervention Presentation including a description of the relationship between the agency and the community it serves, including the needs of the agency and its constituencies	Organizations, Communities	Knowledge, C/A Processes
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating assessment with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		Learning portfolio indicating assessment with clients		
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, and Communities**	MSW 501: Social Work Perspectives on Human Behavior I	Readings, lectures, and discussions (Weeks 2-7) related to theories of human behavior and the social environment and intervening with individual clients and families	Individuals, Families	Knowledge, C/A Processes
	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lectures, and discussions (Weeks 12-15) related to theories of human behavior and the social environment and intervening with groups, organizations, and communities	Groups, Organizations, Communities	Knowledge, C/A Processes
	MSW 503: Social Work Perspectives on Human Behavior III	Clinical Presentation Assignment 1. Students apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in interventions and treatment planning with clients and constituencies	Individuals, Families	Knowledge, Skills, C/A Processes
			Individuals	

Competency	Courses	Course Content	Systems Levels	Dimension(s)
	MSW 510: Social Work Practice I	Readings, lectures, and discussions related to intervening with clients, including interviewing (Week 2), selecting and applying appropriate practice perspectives (Weeks 4 & 5), and motivational interviewing (Weeks 11-13)		Knowledge, Values, Skills, C/A Processes
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students apply practice knowledge, perspective, and theory in selecting appropriate intervention strategies for clients 2. Students understand and use interviewing and clinical skills to provide interventions to clients	Individuals	Knowledge, Values, Skills, C/A Processes
	MSW 511: Social Work Practice II	Readings, lectures, and discussions related to family interventions and practice, including cognitive family therapy, structural family therapy, solution-focused family therapy, and systems family therapy (Weeks 4, 5, & 7)	Families	Knowledge, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		Readings, lectures, and discussions related to group interventions and practice, including working with diverse groups, psychoeducational groups, task-oriented groups, and rational-emotive therapy and dialectical behavior therapy (Weeks 10-12)	Groups	Knowledge, C/A Processes
		Curriculum Development Exercise – Group Proposal Assignment 1. Students develop an evidence-based practice curriculum designed to be delivered to social work colleagues and other professionals from multiple disciplines	Groups, Organizations	Knowledge, Skills, C/A Processes
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating interventions with clients Learning portfolio indicating interventions with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		Agency, Client Case, and Intervention Presentation including a description of clients from the community served and interventions used with clients in the context of the organization's program theory.	Organizations, Communities	Knowledge, C/A Processes
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating interventions with clients Learning portfolio indicating interventions with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations,**	MSW 501: Social Work Perspectives on Human Behavior I	Group Project Assignment: 1. Students apply theories of human behavior in the social environment in the observation and developmental analysis of children and adolescents	Individuals	Knowledge, Values, Skills, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
and Communities	MSW 510: Social Work Practice I	Readings, lecture, and discussion related to evaluating clients, including the use of service and treatment plans, and SMART goals (Week 8)	Individuals	Knowledge, C/A Processes
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students analyze, monitor, and evaluate engagement, assessment, and intervention processes 2. Students use a strengths perspective to evaluate outcomes and propose ways to improve practice effectiveness	Individuals	Knowledge, Values, Skills, C/A Processes
	MSW 530: Applied Social Work Research Methods	Readings, lectures, and discussions (Weeks 2-11) related to quantitative and qualitative research methods and their role in evaluating outcomes and practice effectiveness with individuals, families, groups, organizations, and communities	Individuals, Families, Groups, Organizations, Communities	Knowledge, C/A Processes

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		Research Proposal – Methods Section, Revised Introduction and Literature Review Assignment: 1. Students conceptualize quantitative and qualitative research design and methodology to evaluate social work practice interventions with individuals, families, groups, organizations, and communities 2. Program evaluation model to emphasize relationship between social work interventions and community-based organizations	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating evaluation of practice with clients Learning portfolio indicating evaluation of practice with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes
		Agency, Client Case, and Intervention		Knowledge,

Competency	Courses	Course Content	Systems Levels	Dimension(s)
		Presentation including information related to the agency's organizational structure and agency- and community-based outcomes	Organizations, Communities	C/A Processes
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating evaluation of practice with clients Learning portfolio indicating evaluation of practice with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes

The syllabus for MSW 540 (Social Work Field Instruction I) has been updated to include an assignment (agency, client case, and intervention presentation) that incorporates curriculum content related to organizational and community systems levels across competencies 6 through 9. The updated MSW 540 assignment includes an agency description, its funding sources, organizational structure, and interventions used in service provision, and client- and community-based outcomes. The assignment also contains a description of the relationship between the agency and the specific community it serves, including the needs of the agency and its constituencies. The MSW 540 syllabus detailing the agency, client case, and intervention presentation assignment and updated generalist curriculum matrix (competencies 6-9) are presented below.

CALIFORNIA STATE UNIVERSITY
FULLERTON

MSW 540: Social Work Field Instruction I

Instructor:	**Day:**
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 OBJECTIVES AND STUDENT LEARNING GOALS

Designed as the first course of a two-semester fieldwork course experience that focuses on the application and integration of micro- (i.e., individual and family), mezzo- (i.e., group), and macro-practice (i.e., organization and community) social work perspectives learned in the generalist social work practice curriculum. Students are introduced to the range of social work professional roles, social services infrastructures and policies, professional ethical standards, case management principles, and social work intervention modalities. The course is intended to prepare students to learn and practice experientially in the field and process practice challenges experienced in their fieldwork internships.

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 hours/week = 250 hours minimum) with their community/agency field instructor/preceptor. Students will be assigned to a specific social services 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 their field site supervisor (at the agency) and fieldwork faculty instructor (at the University).

The classroom seminars on campus are designed to supplement and integrate the generalist practice content students receive in their concurrent courses in the first semester of the graduate program. The integrative field seminar provides a framework for generalist social work 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 generalist practice 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
- Develop the student's role as a competent and ethical social work professional

Students will identify learning activities and demonstrate skill development through participation in the assigned field agency and the field seminar that is tied directly to the generalist practice-related comprehensive skills evaluation. These competencies are articulated in the Council on Social Work Education's education policy and accreditation standards and make up the comprehensive skills evaluation for field practice. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice.
The nine Council on Social Work Education competencies measured are:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

Burdick, D. (2013). *Mindfulness: Skills workbook for clinicians & clients: 111 tools, techniques, activities & worksheets*. PESI Publishing & Media.

MSW Program Field Education Handbook. Available on the MSW program's website.

National Association of Social Workers – California Chapter (2020). *Building strength through association*. http://www.naswca.org

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Ward, K., & Mama, R. S. (2020). *Breaking out of the box: Adventure-based field instruction* (4th ed.). Oxford University Press.

Additional readings are available on Canvas.

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 at 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; any hours less than 250 will result in No Credit for this course). The student will have a minimum of 1-hour weekly supervision with the field instructor. Should the agency also offer group supervision, the student will be required to attend.

The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:

- o 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
- o 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, or discussion groups
- o 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 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 seven (7) process recordings for each semester. The field instructor will give feedback to the student. There are a variety of process recording forms that may be utilized, which are available on Canvas. They should consult the field instructor for the preferred format. The faculty field liaison will monitor the student's process recordings and/or discuss the utilization of the process recordings by the field instructor in their supervision plan. Students will submit the process recording log to the field liaison on a monthly basis and at the end of the Fall semester. Without submission of seven process recordings, the student may receive an incomplete or no credit grade for the course. The field agency/field instructor may require more than seven process recordings. The process recording log is found on Canvas.

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 at least these two questions:

a. What was the most important thing I learned this week? What strengths did I demonstrate this week?

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.

The purpose of the self-reflection journal is for the student to engage in a process of internalization of the identity as a social worker and the process of continual self-awareness so as not to allow personal issues, biases, values, or agendas to interfere with their practice.

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 nine competencies. The faculty field liaison will review this plan for completeness and appropriateness. It is the student's responsibility to establish the learning goals by assessment of what learning opportunities the agency offers that will assist the student in mastering the competency. The student may consult with the field instructor in identifying those opportunities. The learning agreement template is found on the program website: http://hhd.fullerton.edu/msw/fieldwork/forms.php

Agency, Client Case, and Intervention Presentation

Each student will be assigned an agency for discussion during class. It is recommended the intern use their field agency for the presentation. The student will prepare a 10-minute presentation on the assigned agency and will also facilitate a 10-minute group discussion on a case from their agency. The entire presentation/discussion is not to exceed 20 minutes. Each presentation has the following requirements:

a. Required to provide the agency material/brochures to each student in class, including information related to the agency's organizational structure and agency- and community-based outcomes, if available.

b. Agency presentation to address agency funding sources, referral processes to access services, types of services the agency provides, and a brief description of the relationship between the agency and the community it serves, including the needs of the agency and its constituencies.

c. Case presentation to include the following: brief description of the client demographics, reason referred to the agency, and interventions utilized with the client in the context of the agency's program theory.

d. Present the intervention technique utilized with client to the class. Student will provide a handout for each student in class with clear instructions on how to facilitate the

intervention presented. Handouts are to be submitted on Canvas, and the Instructor will email or post on the course Canvas for student access. This assignment will assist students in enhancing their knowledge in various therapy interventions and the approaches to practice with clients.

Learning Portfolio

The student will individually submit and present their learning portfolio in a PowerPoint presentation to the faculty field liaison. The portfolio that demonstrates how the student has internalized and demonstrated each of the nine competencies. The student may incorporate any and all of the above-planned assignments and assignments from other generalist practice courses to demonstrate the integration of theory. The student will address each of the nine competencies in a short narrative, followed by examples of work that demonstrate progress in mastery of the competency.

The learning portfolio is an individualized look at how each student learns and masters each of the nine competencies in their own way. Social work education is an inherently integrated education in that the coursework not only builds upon itself but also overlaps so that the student becomes adept at approaching social issues from a variety of perspectives or lenses. By utilizing a learning portfolio, each student is able to track their own mastery of the nine competencies, but also to examine how they learn and how they are able to apply that learning to the practicum setting.

Social Work Month

Social work month is where social workers celebrate their profession during the month of March. In the Fall semester, each seminar class will develop a macro project and be involved in planning activities that will be implemented in the spring semester during the month of March. Each class elects a student leader who will complete the proposal form and submit the class macro project to the field department for approval. Proposals are due to the instructor before the last week of class.

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 will be completed during the field visit by the field instructor, the student, and the faculty field liaison.

Prepare Student Field Resume for Second Year Field Placement

The student will update their resume to included first-year field experience for the second-year placement process. The resume will be completed on CSUF letterhead and submitted to field liaison for review and feedback.

An electronic version of all assignments must be submitted to *Turnitin.com* through the Canvas 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 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.

GRADING POLICIES FOR THE COURSE

MSW 540 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.2-grade points. No Credit shall mean work that falls below this standard. 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 fieldwork 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
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 will be applied using the Comprehensive Skills Evaluation by 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 social work profession 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 nine competencies. The

rubric for grades, based on internalization and demonstration of the nine competencies is as follows:

1. A grade of "CR" reflects the student who is performing as expected for generalist practice field education (Levels 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 generalist practice field education (Levels 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, MSW 541. This student may be allowed to repeat the course in the next academic year after being referred for a student status review and the Student Status Review Committee recommendation to repeat MSW 540 (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.

SITE VISITS

The faculty field liaison will schedule at least one in-person visit to the field agency during your field placement to discuss the student's performance. The field instructor, student, and the faculty 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.

ATTENDANCE POLICY

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 should contact the faculty field liaison as soon as it is known that the student will be absent. The faculty field liaison may also assign make-up tasks.

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.

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 540: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Orientation to generalist social work practice Review course syllabus Field learning objectives, field curriculum requirements, and learning agreement plan	Welcome to field Review of field manual; MSW field agreement Field readiness training on Tuesday and Thursday- 16 field hours	MSW Social Work Graduate Field Manual. National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics
2	Learning agreement and comprehensive skills evaluation/Cal-SWEC comprehensive skills evaluation	Begin field placement: 16 hours Process weekly field experience Review and discuss how to complete the learning agreement plan and comprehensive skills evaluation	Garthwait, C. L. (2021). Implementing a learning plan. *The social work practicum: A guide and workbook for students* (8th ed., pp. 12-26). Pearson. Larkin, S. (2019). The plan and pace of learning in field. *A field guide for social workers: Applying your generalist training* (pp. 49-71). Sage.
3	Learning from supervision		Garthwait, C. L. (2021). Learning from supervision. *The social work practicum: A*

	Expectations from supervision Developing a healthy and appropriate relationship with your supervisor **Student information form due** **August field hours due**	Field placement: 16 hours Process weekly field experience Discussion of Competency 1: Demonstrate Ethical and Professional Behavior	*guide and workbook for students* (8th ed., pp. 27-40). Pearson. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 1. *A field guide for social workers: Applying your generalist training* (pp. 9-11). Sage. Ward, K., & Mama, R. S. (2020). Teamwork: Your supervisor and you. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 47-57). Oxford University Press.
4	When and how to complete your process recordings Structured process recordings Introduction to mindfulness skills for clinicians **Agency orientation checklist due** **Learning agreement due**	Field placement: 16 hours Process weekly field experience Discussion on completing process recordings in a timely manner Discussion of Competency 2: Engage Diversity and Difference in Practice Mindfulness exercise	Belli, B. (2020, July 27). To improve students' mental health, Yale student finds, teach them to breathe. *Yale News.* https://news.yale.edu/2020/07/27/improve-students-mental-health-yale-study-finds-teach-them-breathe Burdick, D. (2013). Introduction. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 3-4). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 2. *A field guide for social workers: Applying your generalist training* (p. 12). Sage. Walsh, T. C. (2002). Structured process recordings: A comprehensive model that incorporates the strengths perspective. *Social Work Education, 21*(1), 23-34. https://doi.org/10.1080/02615470120106997

5	Navigating the hazards in field Defining mindfulness Managing stress and anxiety in field	Field placement: 16 hours Process weekly field experience Discussion of Competency 3: Advance Human Rights and Social, Economic and Environmental Justice Mindfulness exercise	Burdick, D. (2013). Tools for explaining mindfulness. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 7-23). PESI Publishing and Media. Danowski, W. A. (2012). Navigating the hazards. *In the field: A guide for the social work practicum* (2nd ed., pp. 73-89). Pearson. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 3. *A field guide for social workers: Applying your generalist training* (pp. 12-13). Sage.
6	Professional boundaries Boundaries and boundary violations Mindfulness and brain structure Connecting mindfulness research to client well-being	Field placement: 16 hours Process weekly field experience Discussion of Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Thoughts to ponder exercise (p. 177)	Burdick, D. (2013). Tools for explaining mindfulness. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 24-47). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 4. *A field guide for social workers: Applying your generalist training* (pp. 13-14). Sage. Ward, K., & Mama, R. S. (2020). Boundaries: The invisible lines of trust. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 174-178). Oxford University Press.

		Mindfulness exercise	
7	Types of boundaries **Process recording log due** **September field hours due**	Field placement: 16 hours Process weekly field experience Discussion of Competency 5: Engage in Policy Practice Thoughts to ponder exercise (p. 182) Mindfulness exercise	Burdick, D. (2013). Tools to increase client use of mindfulness at home. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 48-52). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 5. *A field guide for social workers: Applying your generalist training* (p. 14). Sage. Ward, K., & Mama, R. S. (2020). Boundaries: The invisible lines of trust. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 178-188). Oxford University Press.
8	Expectations in field practicum Expectations of field placement Expectations of clients Increasing client mindfulness	Field placement: 16 hours Process weekly field experience Discussion of Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Burdick, D. (2013). Tools to increase client use of mindfulness at home. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 52-57). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 6. *A field guide for social workers: Applying your generalist training* (pp. 15-16). Sage.

		Expectations exercise (p. 71) Thoughts to ponder exercise (p. 74) Mindfulness exercise	Ward, K., & Mama, R. S. (2020). Expectations and stereotypes. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 70-74). Oxford University Press.
9	Your intern status Stereotypes and generalizations Teaching mindfulness Overcoming obstacles and resistance toward mindfulness	Field placement: 16 hours Process weekly field experience Discussion of Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities Mindfulness exercise	Burdick, D. (2013). Tools for teaching mindfulness basics. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 58-67). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 7. *A field guide for social workers: Applying your generalist training* (pp. 16-17). Sage. Ward, K., & Mama, R. S. (2020). Expectations and stereotypes. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 75-81). Oxford University Press.
10	Effective communication in the field Non-verbal communication	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Tools for teaching mindfulness basics. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 68-72). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into

	Getting clients to buy into mindfulness	Discussion of Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Communication exercise (p. 89)

Mindfulness exercise | field competencies and tasks: Competency 8. *A field guide for social workers: Applying your generalist training* (pp. 17-18). Sage.

Ward, K., & Mama, R. S. (2020). Communication: building bridges, not walls. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 82-89). Oxford University Press. |
| 11 | Written communication

Relaxation breathing

Breathing and meditation

Process recording log due

October field hours due | Field placement: 16 hours

Process weekly field experience

Discussion of Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Thoughts to ponder exercise (p. 91)

Integration of course material | Burdick, D. (2013). Mindfulness of breath. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 75-89). PESI Publishing and Media.

Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 9. *A field guide for social workers: Applying your generalist training* (pp. 18-19). Sage.

Ward, K., & Mama, R. S. (2020). Communication: building bridges, not walls. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 90-93). Oxford University Press. |

		exercise (p. 92) Mindfulness exercise	
12	Present moment awareness **Update and complete 2ⁿᵈ-year field resume**	Field placement: 16 hours Process weekly field experience Virtual home simulator lab: Simmons case discussion Mindfulness exercise	Burdick, D. (2013). Present moment awareness. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 90-102). PESI Publishing and Media.
13	**Portfolio presentations**	Field placement: 16 hours	No required reading
	Thanksgiving Holiday	Field placement: 16 hours	No required reading
14	**Portfolio presentations**	Field placement: 16 hours	No required reading
15	Course wrap-up	Field placement: 16 hours	No required reading

		Process weekly field experience Mindfulness exercise	
16	Finals week **Comprehensive skills evaluation due** **Completed 250 hours of field due** **Final process recordings log due**		

Accreditation Standard M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

The program provided a rationale for its formal curriculum design for specialized practice. However, the narrative did not clearly explain the integration of classroom and field.

The site visitor is asked to review with the program how its formal curriculum design for specialized practice is used to develop a coherent and integrated curriculum for classroom and field.

Site Visit Report Language:

Both the Advisory Board and Field instructors discussed developing MSW 540 & MSW 541 courses. They reported looking at how the field curriculum aligns with classroom curriculum. Lectures were provided in field and foundational practice courses to align with the generalist practice courses. In addition, the Field Ed Director and lecturer are members of the curriculum committee.

Title IV-E trains all field education instructors based on the needs of the field instructors and the course competencies with related assignments on an annual basis. Advanced practice courses focus on engagement, assessment, intervention and evaluation. Sequence courses are tied into the specialized courses with each semester of courses contributing to a more complex appreciation of content and practice. Courses are divided into three focus areas with related discussions and activities. This approach helps field education staff in matching student placement settings with related focus areas. The Field Education staff reported "students become more articulate over time and become more confident in their practice and in field education … Post evaluation of student experiences following each academic year provide the data needed to fill the gap between effective field placements or student learning experiences".

The CSU-F Social Work program also participates in the Southern California Geriatric Social Work Education Consortium. This inter-organizational, inter-institutional collaboration involves twelve non-profit agencies and eight schools of social work. "The goal is to increase the number of social workers prepared to be leaders in the field of aging" and available to second year students with a focus on aging (http://hhd.fullerton.edu/msw/stipend/GSWEC.php)

Program's Response:

In the advanced generalist practice curriculum, classroom discourse is integrated into field education primarily through our advanced generalist social work practice and policy courses focusing on 3 specific areas: child welfare, community mental health and aging; and 2-course advanced generalist field education sequence. In each advanced generalist practice course (MSW 512, MSW 514, and MSW 516), students complete a case assessment based on a vignette relevant to their specific area of focus; an agency assessment; an evidence-based practice process assignment; and a self-assessment paper reflecting on their thoughts, beliefs, behaviors, and feelings about working in their specific area of focus. Students connect the clinical content from their advanced generalist practice coursework directly to their field education experience by appraising the validity, clinical significance, and usefulness of their clinical expertise and the effectiveness and efficiency of their clinical practice skills within the context of client engagement, assessment, intervention, and outcome evaluation.

In each advanced generalist policy course (MSW 522, MSW 523, and MSW 524), students complete a problem, policy, and/or program topic paper and oral presentation specific to their area of focus. Students examine the current state of a problem, policy and/or program in their area of focus, drawing on their field education experience to proffer policy and programmatic alternatives to existing political and organizational responses to their specific social problem area (child welfare, community mental health, or aging) and client population. Practice courses and field courses are taken concurrently. Field education experiences, including the application of practice and theory in field education, are then discussed in our advanced generalist field education courses (MSW 542 and MSW 543).

Accreditation Standard 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.

The program provided a detailed description of demographics. However, the program did not explain how its efforts described in response to *Accreditation Standard 3.0.1* provide a supportive and inclusive learning environment across all program options.

The site visitor is asked to review with the program how its efforts described in response to *Accreditation Standard 3.0.1* provide a supportive and inclusive learning environment.

Site Visit Report Language:

The Advisory Board members and Field Instructors response to providing a supportive and inclusive learning environment included several examples. There is a field readiness training for all students one week before classes start. They "break students into field projects to build relationships. One activity of this training involves identifying ten resources for a struggling student. Students learn how to find resource on campus for themselves which ultimately will be a skill that they can share with other students. Another activity involves taking bus routes to learn about the surrounding community. Students are told they will find connections early in the field readiness training and this support system will get them through their program. In addition, students register for MSW 540 and MSW 541 with the same cohort for two years. Title IV-E provides Lunch & Learns specific to Child Welfare. Scheduled speakers and resources.

The faculty intentionally strive for students to feel they belong by recognizing there are intersectionalities of each student as they go through the program. Faculty advise, mentor, teach and the program offers stipend programs for training with embedded support. As advisors and mentors, faculty monitor how students are doing and if necessary, refer students to Counseling & Psychological Services (CAPS), student programs, initiatives with the DEI committee in SW. The faculty sponsor an electives survey at the end of the student's first year and are asked what they would like to take as an elective in the future. Electives are considered by the curriculum committee.

A new program is currently being piloted on "Seven Dimensions of Belonging in Classroom Climate". Students are surveyed three times a semester with faculty involved in a specific community of practice. This is an interdisciplinary and inter-institutional project that was piloted last spring. A process evaluation is completed throughout these three surveys. Another new project is the "Self-Guided Academic Program" (SAGE) involving student advising online with modules. So far, the feedback has positive, includes opportunity to engage with resources, self-assessments, schedule meetings

Outside of the classroom, the faculty launched a Decolonizing Curriculum. Next steps to address equity and anti-racism in the curriculum. This project included students. Students serve on several social work committees – Graduation Committee, Community Advisory Board, and are invited to view prospective faculty's teaching workshops as part of search committees. The MSW Student Organization President regularly meets with the department chair and faculty. And there is a Student Exit Survey facilitated by the social work Assessment Committee. The survey includes two open-ended questions specific to belonging and inclusion. The University Student Survey is separate that the social work students take as they graduate.

Several students reported: *shock at their first impression of the social work curriculum. Other verbatim comments included "After the first wave of the midterms, I was able to get adjusted to the program. It helps to know the professors. You need to understand the expectations of each professor. Give it your all and know I am trying and doing my best. What I am learning is way more valuable than getting an 'A'. Building a support system with peers helps. I don't know everything and need to gain the skills to learn. Give yourself grace. I'm learning humility. I believe how much effort you put into the program is as important as building the relationships with your peers. Mental health is a high need; SW 503/Differential Diagnosis meets the needs of what is going on in society. These are the things I needed to work on to feel confident in a clinical setting".*

Comments on course work included: *"Overall, the feedback has been good. Comments for a paper are good, so I know what to improve on. We are working on our master's project with a lot of checkpoints along the way. Diving into the 2nd year, our classes don't have midterm exams and we get paper feedback which is better. This takes away stress of exams. If feedback is asked before assignment is due, professors are willing".*

"Fullerton meets your needs for the focus's. Mental health focus is available here and this is why I chose Fullerton. My internship is very engaging and focused on MH; my supervisor provided resources and I use that information for my current internship. The hours of the internship are long. A good relationship with supervisors is helpful. Cultural humility: the reason I chose my placement is because of the diversity and I wanted to work with clients who are Korean American. This is the most diverse cohort I've ever experienced, first generation students are inspiring, making friends with others with other backgrounds. Cultural humility gives us an opportunity to relate to others in a unique space, as a whole person with all of their intersectionalities. Cultural humility provides us a chance to change, to be in the environment and to help change others".

Asked if they feel they "belong" in the program, students reported: *"I went to UCD – there were huge classes. Here, professors spend more time with us; community is fostered in class projects. Students connect with each other. Our students are super diverse and I feel we have a welcoming community of people. Starting the program, Day 1 included Field education training, lots of conversations about what brought them to social work, we all have one thing in common [SW]. Professors bring a lot to the table, we are connected to faculty."*

Program's Response:

The program creates an environment of support and inclusion by ensuring students have opportunities to access affirming and inclusive resources and spaces so they may meet their needs. There are various on-campus resources and safe spaces where students can receive support and feel a sense of belonging and inclusion. During the New Student Orientation, incoming MSW students receive a comprehensive presentation about on-campus support services, including the CSUF Counseling & Psychological services which provides free individual and group counseling, student resource centers, (*e.g.,* Titan Dreamers Resource Center, Latinx Community Resource Center, African American Resource Center, LGBT Queer Resource Center, Women's Resource Center, Asian Pacific American Resource Center), and

campus-wide student events such as the "Beyond the Conversation" speakers series hosted by the CSUF Division of Student Affairs. During the last year, speakers have included Angela Davis, Danny Trejo, and Daniel Dae Kim. The New Student Orientation is used to foster a sense of belonging for students. Representatives from various on-campus resources are invited to come to meet the new incoming students. Students and faculty engage in a daylong event that includes opportunities for faculty-student and student-student interactions, such as the faculty and new student lunch hosted at the orientation.

Students are offered ongoing support through academic advising and ongoing email communication. Students are kept abreast of on-campus opportunities through continuous email communication sent by the program to students and during academic advising throughout the students' time in the program. The program has launched an advising pilot project developed to provide students with added support. The program consists of an online course that contains several modules designed to address students' needs that are commonly experienced by students in the program. Students have 24/7 access to the advising modules. The modules include videos and guides. Some sample topics include "Dealing with Imposter Syndrome" and "Connecting with Faculty." Efforts are made to provide students with support and create spaces where students can drop in for guidance when needed. To that end, faculty have an open-door policy where students can come and seek their support when faculty are on campus. Additionally, the social work administrative office is open for students to walk in to receive guidance and support.

In addition to providing supportive advising, the program faculty have participated in the University-wide Equitable Pedagogy Module, a 90-minute online training module that focuses on an equity-minded, culturally responsive framework for teaching. Though the focus of the training is on teaching, the training is generalizable to our efforts to provide support for our students outside the classroom. Some of the generalizable tenets of the training include strategies to help students feel that they belong in the university and how to promote a sense of community among our students. Recruitment and hiring of faculty committed to equity and inclusion is critical. We, therefore, require applicants to complete a diversity statement explaining their view on the importance of diversity and inclusion and their previous experience working with diverse students.

The department Diversity, Equity, and Inclusion (DEI) committee has undertaken various efforts to create an environment that is inclusive and supportive of all students. The efforts have focused on facilitating faculty discussions and workshops that help program staff and faculty develop tools to support students. An example of a workshop topic includes "Strategies for Building a Sense of Belonging and Community for Students."

We continue to engage in efforts to support students further and to create an inclusive learning environment. To that end, we plan to implement various new strategies aimed at increasing a sense of support and belonging among our students. This includes hosting a brown bag series where speakers will lead talks on working with diverse clients and communities. The department DEI committee will add student representatives to the committee to ensure that students can participate in the diversity, equity, and inclusion efforts of the program. Lastly, moving forward, the student exit survey will ask an open-ended question where students can suggest how educational opportunities, resources, and support can be made accessible to all students.

Accreditation Standard M3.1.1: *The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.*

The program identified the criteria it uses for admission to the social work program, which includes an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. However, the program did not clearly explain how it ensures baccalaureate social work graduates entering master's social work programs do not to repeat what has been achieved in their baccalaureate social work programs.

The site visitor is asked to review with the program how it ensures that baccalaureate social work graduates entering master's social work programs do not to repeat what has been achieved in their baccalaureate social work programs.

Site Visit Report Language:

Logistically, the annual application rate for CSU-F is 600 applicants with 90 accepted into the two-year program and 30 into the 3 year program. The admissions committee includes some Advisory Board members, Field Instructors, and faculty sit on the admission committee with the Admissions Coordinator. Live interviews are conducted in groups with two faculty members. This helps students feel they are connected to others. The students meet the faculty and staff early in the process.

Faculty reported there is a shift from an undergraduate BSW program to the MSW program that brings new challenges. Students can test out of some courses (up to nine credit hours) Some students with MSW courses from an accredited program can transfer up to nine credit hours which is case-by-case. "The level of detail and curriculum provided is greater than BSW level curriculum in part because there is a higher level of critical thinking skills required."
"For example, the program's benchmark for course competencies maintains an 85% pass rate. CSU-F is ranked highest in California". Graduate students receive a lot of structured curriculum, faculty and field support, and community-driven experiences. The field placements require advanced learning experiences in the MSW program compared to a BSW program. CSU-F Social Work Department collaborates with the Community Partner Field Placements Network to ensure placements meet quality standards for instruction and practice.

Program's Response:

The CSUF MSW program has a protocol to ensure that baccalaureate social work graduates do not repeat what has been achieved when they enter the MSW program. Currently, the CSUF MSW department does not offer an Advance Standing program; however, we are preparing to create this pathway as an alternative for incoming students who have already completed their BSW.

As of now, students who have completed a BSW are allowed to test out of the following foundation courses (up to nine credit units): Applied Social Work Research Methods I (MSW 530); Social Welfare Policy and Services I (MSW 520); and Social Work Perspectives on Human Behavior I (MSW 501).

The protocol for initiating this process is as follows:
- Students who have completed a BSW are allowed to test out of the following foundation courses (up to nine credit units): the research class (MSW 530); the policy class (MSW 520); and foundation human behavior classes (MSW 501).
- All courses in the foundation year curriculum have either a final exam or comprehensive paper; this will be used as a test of competency for the student. The exam or paper will be graded by a professor who regularly teaches that class. Students must receive a grade of "B" or higher to earn the credits.
- A written request must be submitted to the chair of the department that includes the syllabus from the course already completed. This request must be made 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.
- After submitting their request, students will be provided with the syllabus for the class that they wish to test out of. They will have two weeks in which to study for the exam or write the paper. This must take place before the beginning of the semester; location for taking the exam will be arranged by the instructor and student.

Accreditation Standard 3.1.9*: 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 program described university-level student involvement and briefly described some program-level student involvement. However, the program did not provide specific policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

The site visitor is asked to review with the program its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs for students across all program options.

Site Visit Report Language:

In meeting with the students, they expressed an interest in serving on the Curriculum Committee but never considered asking. Faculty stated there is no student representation on the Curriculum Committee. Title IV-E has student representatives in planning the child welfare focus training. The primary reference to student rights was mentioned in the Student Handbook if there were field education related problems. However, the Handbook did not specify student rights

regarding due process. The Handbook did reference the University Policies and Procedures that addressed Grade Appeals and Incomplete Grades procedures. A Student Status Review described student performance and conduct problems procedures.

Program's Response:

The rights and responsibilities of students related to due process are specified in the CSUF University Policy Statement (UPS) 300.000 as follows (https://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.000.pdf):

Due Process

Students' Rights:
a. The student shall have the right of due process.
b. Disciplinary actions against students are governed by the Executive Order No. 1098. https://calstate.policystat.com/policy/8453518/latest
c. The student shall be considered innocent until proven responsible for a violation of University Standards/Policy. The status of a student in most cases will not be altered and disciplinary sanctions will not be initiated until completion of the disciplinary process. However, interim action may be initiated by the President (or designee), where there is reasonable cause to believe that separation of a Student is necessary to protect the personal safety of persons within the University community or University Property and to ensure the maintenance of order.
d. Activities of students may result in violations of the law, and students who violate the law may incur penalties prescribed by civil authorities. However, the University reserves the right to review such incidents independent of action by civil authorities, recognizing that the University's authority and its disciplinary process serve its educational mission and interest, a function separate from action by civil authorities.

Students' Responsibility:
a. Students shall know and abide by the University's standards of behavior as articulated in the Student Handbook and in related policy statements.
b. In the University, as elsewhere, ignorance is not an acceptable justification for violating University standards.
c. Students are responsible for understanding their rights in disciplinary matters and consulting with appropriate staff members.

UPS 300.000 also specifies that "all students have the right to participate fully in CSUF programs and activities." There are several ways that MSW students are currently able to participate in formulating and modifying policies that affect academic and student affairs, and the Social Work Department is working on additional ways to integrate opportunities for student input and involvement. All full and part time students are members of Associated Students Inc., the official student government at CSUF. Open to all students on campus, this organization works closely with campus leaders such as the President of the Master of Social Work Student Association (MSWA).

Currently, the Social Work Department includes students in a number of activities. The Graduation Planning Committee has student members; especially in the past 2 years during the pandemic, this has allowed for unexpected collaborative problem solving. Students are invited to participate and present in regular Community Advisory Board meetings. Students also give feedback on teaching demonstrations of faculty candidates during the campus interviews. Additionally, the department collects qualitative feedback from students in an exit survey just before they graduate. Finally, the Master of Social Work Student Association (MSWA) president regularly meets with the Department Chair to discuss emergent issues and to plan events such as New Student Orientation and the NASW Legislative Lobby Days. Future opportunities for students include membership on the department's Curriculum Committee, and the Diversity, Equity and Inclusion Committee. The department is currently developing a procedure to invite and recruit students for that responsibility.

Adding an open-ended question to the exit survey

Next year's student exit survey will ask an open-ended question where students can suggest how educational opportunities, resources, and support can be made more accessible to all students.

Accreditation Standard 3.4.2: *The program describes how it uses resources to address challenges and continuously improve the program.*

The program described its budget and how it has changed over time. However, the narrative did not clearly describe specific examples of how the program uses resources to address challenges and continuously improve the program.

The site visitor is asked to discuss with the program specific examples of how it uses resources to address challenges and continuously improve the program.

Site Visit Report Language:

As reported by the MSW Program director, about 2 years ago, the Program moved admissions and Field Education from paper to electronic platforms. Simultaneously, the Agency Student Partnership Network (ASPN) processes all field-related material, onboarding of students, training for field instructors, and uses CANVAS to electronically manage field items. The HERSA grant mentioned above also increased resources for students with stipends for 30 students. CSU-F has excellent IT support when needed and has provided support to conduct student surveys and a laptop rental program. The Program has access to SPSS and NVIVO, Google Drive and related software. The Director also mentioned the university's Faculty Development Center services. These include data analysis, equitable learning and teaching, such as inclusive learning classrooms.

Students also have the opportunity to attend the NASW Lobby Days and Chilean program through "IRA" funding. Although faculty development funds are only $1000/faculty, the Dean's office supplements this amount to ensure faculty have opportunities to present research or attend trainings and conferences. The Dean did mention that the Social Work Program has financial constraints similar to most other departments and programs. Several years ago, the university did

complete several cluster hires to ensure BIPOC faculty were appointed. Social Work was not one of these hires. The Field Education Director mentioned they are routinely reviewing and assessing potential field instructors to serve the Program's focus area placements.

Program's Response:

As an academic unit in a large public university, we are constantly using resources to address challenges and improve our MSW Program. A few examples of how we use resources to meet the challenges and continuously improve the program are summarized below:

- **Tenure-Track Faculty Searches**: We were approved for tenure-track faculty searches in 2018, 2019, and 2020 and successfully added three outstanding new faculty members with a wide range of expertise in school social work, child welfare organization and workforce, and integrated behavioral health. This year we are doing another search for a tenure-track faculty who specializes in Aging, and currently we are in the process of conducting campus interviews with finalists.

- **Electronic Admissions**: For several years prior to the COVID-19, our admissions were in hybrid form. Applications were submitted online while supporting documents such as transcripts and recommendation letters were submitted in hard copies. After the pandemic hit in 2020, with the help of the College IT, our admissions transitioned to fully electronic platforms.

- **ASPN for Field Education**: About 5 years ago, the department decided to transition all field education procedures from paper to electronic forms. Our field education team in collaboration with our College IT developed the Agency Student Partnership Network (ASPN) which processes all field-related material, onboarding of students, and orientation for new field instructors. The field education team also uses CANVAS, a learning management platform, to electronically manage field-related matters.

- **Student Stipends**: To increase student access to graduate education and reduce financial barrier, the CSUF Social Work Department provides training stipends to a number of MSW students (70-75 students annually) in the amount of $5000 to $18,500 a year through federal and state grants such as California Social Work Education Center (CalSWEC) Title IV-E Child Welfare Training, Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training (BHWET), and the Southern California Geriatric Social Work Education Consortium (GSWEC). Among the graduating Class of 2022, nearly half of students received some form of stipends during their MSW program.

- **Funding for Global Service Learning**: A prime example of the innovation in the program is the CSUF/ Universidad Tecnológica de Chile International Social Work Service-Learning Program (CSUF/INACAP Service-Learning program) which began in 2013 to promote international social work among CSUF MSW students from Latinx backgrounds. In response to MSW students' growing interest in international social work, the CSUF Department of Social Work integrated global service-learning into the MSW curriculum and developed a 3-unit elective, MSW575: International Social Work. The five-week International Social Work

course is offered in the summer and consists of three weeks of intense curricular preparation on the CSUF campus, and a two-week immersive trip to a selected INACAP campus in Chile. Based on its innovative approach and significant impacts on participating students and the institutions, the CSUF/INACAP Service-Learning Program received the [2020 Partners in International Education (PIE) Award](#) from the CSWE Commission on Global Social Work Education "in recognition of conceptual, curricular, and programmatic innovations in education for international social work." This year, the Department successfully applied and obtained a funding from the University ($15,000) to help defray the cost for student travel for Summer 2023.

- **Funding for Lobby Days Participation**: Each spring semester, the majority of CSUF MSW generalist year students travel by bus to Sacramento to engage in the NASW Legislative Lobby Days. This event 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 2019, CSUF sent 105 students to Sacramento for this event. The Department of Social Work paid for all costs associated with this event, except for the registration fee, which was paid for by the students. Three full-time faculty members accompanied the students, providing mentoring and guidance throughout the event. This effort operationalizes social work values such as social and economic justice and directly engages the students in behaviors that activate this value in their professional development. This year, the Department successfully applied and obtained a funding from the University ($30,000) to help defray the cost for student travel.

- **Virtual Reality Training**: Another example of an innovation is the department's partnership with two other universities to enhance virtual reality training in child welfare. CSUF partnered with Azusa Pacific University and the University of Southern California and implemented a simulation-based learning (SBL) project to better prepare public child welfare students. Evaluation findings suggest that "SBL can provide an important bridge by creating practice scenarios that challenge student emotional regulation, interviewing skills, and application of culturally responsive practice in a safe and controlled environment while providing rich opportunities for student learning and development" ([Rawlings et al., 2021](#)). The virtual reality software was purchased using the Title IV-E funds and is now integrated into all field seminar courses.

- **Interprofessional Training**: Using the HRSA Behavioral Health Workforce Education and Training funding, the Department hosted Dr. William Miller, the co-founder of motivational interviewing, who provided 4-hour training to over 300 behavioral health professionals in Orange County as well as the CSUF faculty, staff, and students. Next year, in partnership with Be Well OC (https://www.bewelloc.org/), we are planning to host Dr. Bessel van der Kolk, a leading expert on trauma research, for an interprofessional training in the spring of 2023.

- **Faculty Travel for Conferences**: Annually each tenured/tenure-track faculty member is allowed $1,000 for faculty development from the Dean's office, i.e., presenting at conferences and publication cost. Given the high cost for conference registration and travel, the faculty development fund is insufficient to cover the entire cost. The Department often

supplements this amount from the indirect costs generated from the external grants such as CalSWEC Title IV-E and HRSA BHWET fundings to ensure that the faculty have opportunities to present research or attend trainings and conferences.